



**COLAC SECONDARY COLLEGE**

**YEAR 10**

**SUBJECT HANDBOOK**

**INCLUDING VET INFORMATION**



**AIM**

**ASPIRE**

**ACHIEVE**



## Colac Secondary College School Motto

*Aim .... Aspire .... Achieve*

### MISSION STATEMENT

The mission of **Colac Secondary College** is to excel in the provision of broad, flexible and inclusive educational pathways for our students that highlight our strong sense of community and our continued tradition of excellence. This is achieved through a stimulating, comprehensive and challenging academic focus and is supported by specialist activities in sport, performing arts, music, public speaking, student leadership, technology and the arts. There is an emphasis on developing optimistic, resourceful and resilient global citizens for the future.

The College values of;

- ▶ Respect
- ▶ Honesty
- ▶ Achievement
- ▶ Responsibility

..... guide our fundamental principles of action across all areas of the school.

The College is committed to a school improvement focus that extends and transforms teaching and learning to promote high levels of academic achievement. Our teachers provide an inclusive and personalised program to meet the diverse range of student learning needs. A differentiating curriculum approach supports students in their learning growth.

We are committed to building students' potential for success and wellbeing through strong mentoring partnerships that emphasise all aspects of life that relate to the holistic development of a students' talents, interests, and goals. We pride ourselves in providing an environment that is conducive to each child achieving their personal potential.

Student wellbeing is seen as critical in empowering students with the social and emotional competencies to experience success and happiness in their lives. A comprehensive student wellbeing structure is in place throughout the College that focuses on student care. These teams coordinate a series of inclusive programs that build student self worth, personal identity and relationships of mutual respect. We effectively monitor and compassionately support students at all levels of the College regarding their individual and collective wellbeing needs.

**Colac Secondary College** is a student-centered learning community that offers exciting and extensive pathways to facilitate 21<sup>st</sup> Century learning.

## MORAL PURPOSE

Our core business at Colac Secondary College is student learning, and we have an unrelenting focus on achieving 12 months learning growth in 12 months for every student. We empower our students to aim and aspire for success and to achieve their individual educational pathways. We promote the development of emotional intelligence for every student so that our students are equipped to become respectful and responsible members of the community.

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### VISION FOR STUDENTS

#### Colac Secondary College students...

- are innovative, adaptive and resilient learners, curious of the environment around them
- are motivated lifelong learners who strive to reach their full potential
- are socially responsible, being respectful, compassionate and tolerant for others
- are literate, numerate and technologically capable; able to adapt to a rapidly changing world
- work collaboratively to solve problems with a positive growth mindset

### MISSION OF STAFF

#### Colac Secondary College staff ... will work collaboratively for students' success by providing...

- a supportive framework focused on mentoring and the promotion of success
- opportunities for student voice and the development of a range of leadership capabilities
- a belief in the learning capacity of all students
- a broad, challenging, dynamic and authentic learning setting
- a safe learning environment based on the college values
- an innovative ICT rich learning space, which is supported by research based best teaching practice.

COLLEGE COMMUNITY VALUES	DESCRIPTORS
<b>Respect</b>	Treating ourselves and others with consideration, being courteous at all times and acknowledging diversity and rights of others.
<b>Achievement</b>	Being dedicated to learning and reaching our goals.
<b>Honesty</b>	Acting ethically, ensuring consistency between words and actions.
<b>Responsibility</b>	Taking ownership of our behaviour and actions, contributing in a positive way.



# GENERAL INFORMATION: YEAR 10

## INTRODUCTION

A Year 10 program is made up of a combination of core subjects and elective subjects. Year 10 students also have the option to undertake alternative options, including:

- Vocational Education & Training (VET) Certificate
- Accelerated Learning – completing a VCE Subject in Year 10
  - Completing a VCE subject as an accelerated option will take the place of one elective subject per semester.

Compulsory subjects – whole year duration

- English
- Mathematics
- Humanities
- Science
- Health
- Industry and Enterprise (Units 1 and 2)

Year 10 Elective offerings – Semester duration

Students will undertake one elective from each line, each semester from the table below.

	<b>Elective Line 1</b>	<b>Elective Line 2</b>
<b>Semester One</b>	Global Goodies Product Design Music Technology Sport Performance & Games	Agriculture & Horticulture Theatre Studies Outdoor Recreation Photo Film Media
<b>Semester Two</b>	Fitness for Sport Magic Meals Music Performance Art	Agriculture & Horticulture Dance & Drama Outdoor Recreation Photo Film Media

## DESCRIPTION

English aims to equip students with skills in reading, writing, listening and speaking. This subject focuses on providing students with the opportunity to develop and enhance their capacity to respond to texts in both a creative and analytical format. Furthermore, students will focus on analysing the ways in which language and argument are used to persuade others, while constructing their own argument. These topics are predominantly covered using a variety of texts, which allow students to demonstrate their understanding of a range of ideas. The use of ICT will be incorporated throughout the students' learning in this unit.

## VICTORIAN CURRICULUM FOCUS

### ENGLISH

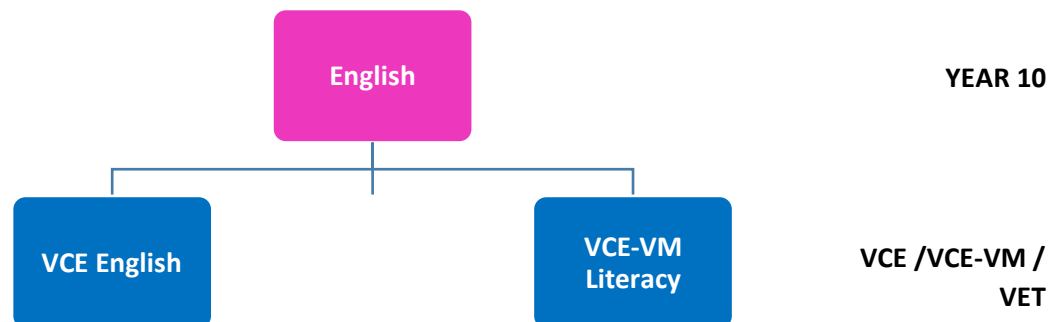
- Analyse a range of written texts
- Develop and present points of view
- Develop creative texts

## SUBJECT REQUIREMENTS

- Laptop/iPad
- Set texts
- Dictionary
- Folder and loose-leaf paper

## POTENTIAL PATHWAYS

(Subject to course availability)



Public Relations

The Arts

Media & Communication

Teaching

Law

FURTHER STUDY/  
POSSIBLE

## DESCRIPTION

*Mathematics* aims to equip students with the fundamental mathematical skills and concepts required for either VCE General or Foundation Mathematics.

This subject focuses on number and algebra, measurement and geometry, and statistics and probability. These topics are taught using explicit teaching methods and project based learning techniques. The use of Information and Communication Technology (ICT) will be incorporated throughout students' learning. Successful completion of this subject will allow students to develop essential problem solving skills for further studies.

## VICTORIAN CURRICULUM FOCUS

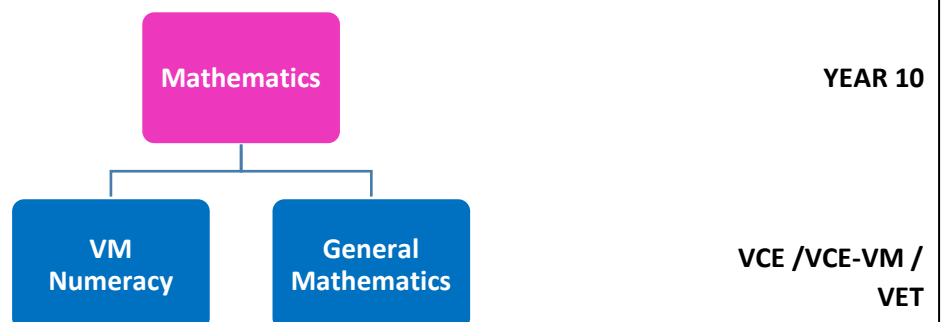
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability
- Problem Solving

## SUBJECT REQUIREMENTS

- iPad/laptop
- Calculator either:
  - TI-nspire CX CAS calculator (if going into VCE General Mathematics)
  - TI-30XB (Green)
- Cambridge Essential Mathematics Core for the Victorian Curriculum 10

## POTENTIAL PATHWAYS

(Subject to course availability)



Nursing

Digital Technology

Scientific Research

Teaching

Accounting

FURTHER STUDY/  
POSSIBLE

## DESCRIPTION

*Advanced Mathematics* aims to equip students with the skills and knowledge required for Year 11 Maths Methods and/or Specialist Maths. Upon completion of this subject and with teacher recommendation, some students will be eligible to complete Further Mathematics (Units 3 and 4) in Year 11.

This unit focuses on providing students with the opportunity to develop and enhance their mathematical skills in algebra, probability, trigonometry and statistics. These topics are predominantly covered using exercises and assignments. The use of BYOD IT will be incorporated throughout the students' learning in this unit. This subject introduces students to higher level mathematics, both at Year 10 and VCE.

## VICTORIAN CURRICULUM FOCUS

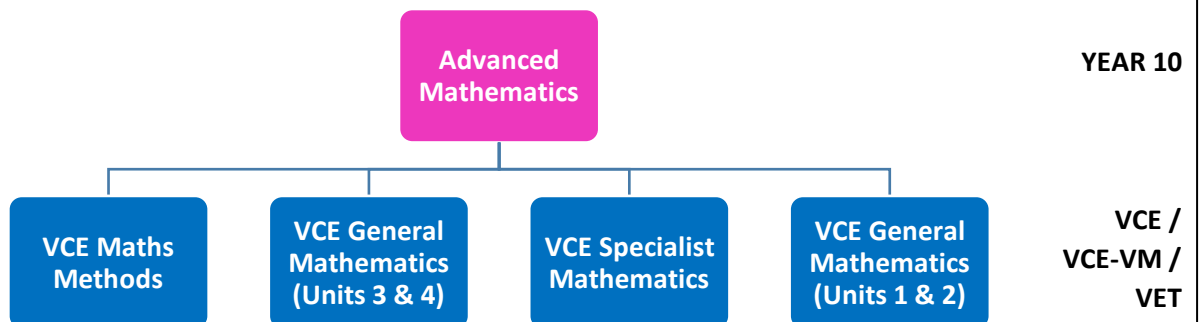
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability
- Problem Solving

## SUBJECT REQUIREMENTS

- iPad/laptop
- TI-nspire CX CAS calculator
- Textbook

## POTENTIAL PATHWAYS

(Subject to course availability)



Scientist

Engineering

Statistician

Digital Technologies and Gaming

Medicine

FURTHER STUDY/  
POSSIBLE CAREERS

## DESCRIPTION

*10 Science* aims to equip students with the knowledge, tools and skills for studying Biology, Chemistry, Physics and/or Psychology at VCE. This subject focuses on providing students with the opportunity to develop and enhance their understanding of key scientific concepts studied at VCE. These topics are predominantly covered using classroom based learning and practical activities. Students will be prepared for VCE by learning study techniques, key vocabulary and critical thinking skills which will be transferable across all VCE subjects.

## VICTORIAN CURRICULUM FOCUS

### CHEMISTRY

- Periodic table
- Chemical reactions
- Balancing chemical equations

### PHYSICS

- Motion of objects
- Interactions of forces
- Energy exchange

### BIOLOGY:

- Genetics
- Natural selection

### UNIVERSE

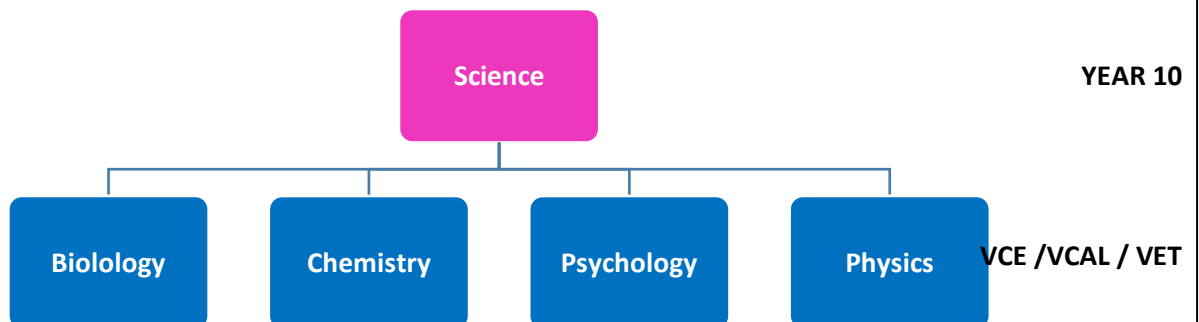
- Explain the universe
- Big Bang theory

## SUBJECT REQUIREMENTS

- iPad/laptop
- Possible excursion (cost may be involved)

## POTENTIAL PATHWAYS

(Subject to course availability)



Health and medical Industries

Engineering

Environmental studies and sustainability

Education

Scientific Research

**FURTHER STUDY/ POSSIBLE CAREERS**



## DESCRIPTION

The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people’s interconnections with the environment.

In Civics and Citizenship and Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia’s role in global systems, and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens.

In History and Geography, students explore the processes that have shaped and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.

## VICTORIAN CURRICULUM FOCUS

In the Victorian Curriculum, the Humanities includes Civics and Citizenship, Economics and Business, Geography and History.

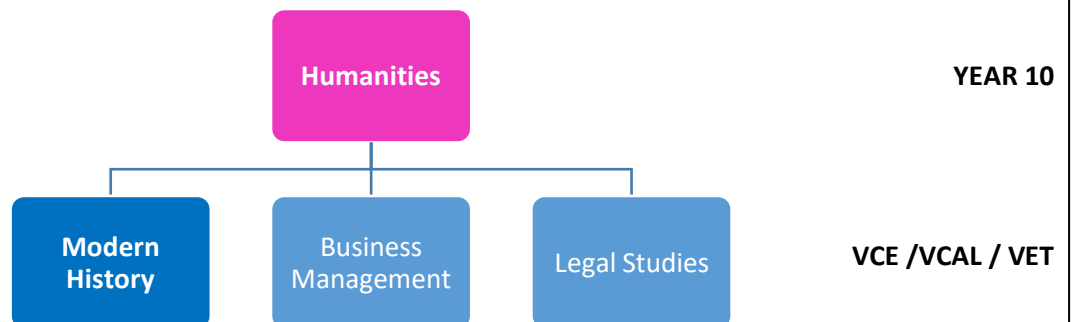
Skills developed include; Questioning and researching; Interpreting and analysing; Civic participation and decision-making; Evaluating and communicating; Using geographical data; information and methods; Using historical sources and comparing perspectives

## SUBJECT REQUIREMENTS

- Laptop or iPad
- Folder and loose-leaf paper

## POTENTIAL PATHWAYS

(Subject to course availability)



Business Manager

Teaching

Media/  
Communications

Lawyer

Archaeologist

FURTHER  
STUDY/  
POSSIBLE  
CAREERS

## DESCRIPTION

The Year 10 Health course integrates contemporary research findings to provide students with a comprehensive understanding of health-related topics, including nutrition, sexuality and relationships, alcohol and drugs, and mental health. Also incorporated in Health is the Respectful Relationships curriculum. These topics are approached with a focus on critical inquiry, experiential learning, and open discussion, designed to create a safe and inclusive environment for exploration and growth.

We aim to equip students with the knowledge, skills, and attitudes necessary to make informed decisions, advocate for their health and wellbeing, and contribute positively to building healthy, safe, and inclusive communities, empowering students on a journey of exploration, discovery, and personal growth, laying the foundation for lifelong habits of self-care and promoting wellbeing for individuals and society as a whole.

## VICTORIAN CURRICULUM FOCUS

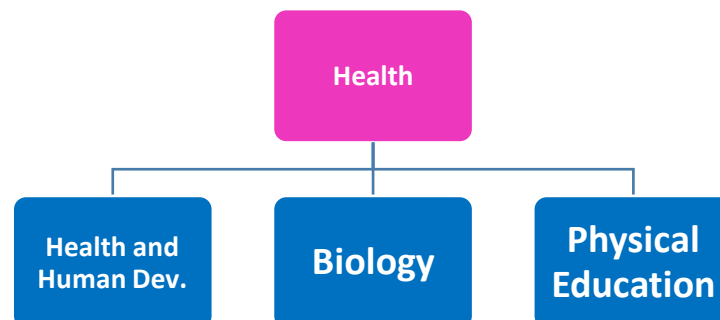
Evaluate factors that shape identities, and analyse how individuals impact the identities of others ([VCHPEP143](#))  
 Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk ([VCHPEP144](#))  
 Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices ([VCHPEP145](#))  
 Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing ([VCHPEP147](#))  
 Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities ([VCHPEP149](#))

## SUBJECT REQUIREMENTS

Folder/workbook  
 iPad/Laptop

## POTENTIAL PATHWAYS

(Subject to course availability)



YEAR 10

VCE /VCE-VM /  
 VET

Education

Nursing

Social Work

Humanitarian  
 Aid work

Nutritionist/  
 Dietician

FURTHER  
 STUDY/  
 POSSIBLE

## DESCRIPTION

Industry and Enterprise Units 1 & 2 is a VCE subject that all Year 10's will complete as a core subject in 2025. After successful completion of this subject, all students will have two units which will contribute to the VCE or VCE Vocational Major certificate.

Industry and Enterprise Units 1 & 2 is designed to introduce students to the dynamics of workplaces and the role of enterprise in the economy. These units focus on the development of work-related skills, understanding workplace culture, and exploring how individuals can contribute effectively to workplace environments.

Students investigate the changing nature of work, the skills and attributes required in various industries, and the factors that influence workplace operations. Through practical applications and case studies, students gain insights into the expectations and responsibilities of employees and employers. The curriculum emphasises the importance of communication, teamwork, problem-solving, and innovation in achieving personal and organisational goals.

### Unit 1: Workplace Participation (including Year 10 Work Experience)

- Contributing to the workforce
- Developing work-related skills
- Workplace effectiveness

### Unit 2: Being enterprising

- Enterprising individuals and leadership
- Enterprise and innovation in industry
- Industry issues

## DESCRIPTION

Theatre Studies aims to equip students with practical skills regarding different aspects of theatre production. This unit focuses on providing students with the opportunity to develop and further their knowledge of acting, dance, stage direction, stagecraft, theatre history and performance. These topics are covered using practical tasks and group work. The use of ICT will be incorporated throughout the students' learning in this unit. Students will make use of the auditorium in order to stage their own production. This elective introduces students a variety of roles that are involved in theatre production, both at Year 10 and (Senior Curriculum Frameworks).

## VICTORIAN CURRICULUM FOCUS

### DANCE

Explore and Express Ideas  
Dance Practices  
Present and Perform  
Respond and Interpret

### DRAMA

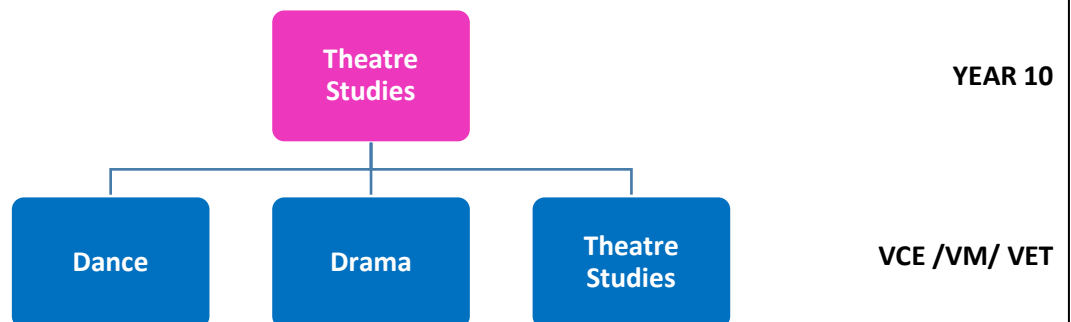
Explore and Express Ideas  
Drama Practices  
Present and Perform  
Respond and Interpret

## SUBJECT REQUIREMENTS

- Device
- Attendance at production workshop (no cost involved)

## POTENTIAL PATHWAYS

(Subject to course availability)



Film

The Arts

Media Studies

Teaching

Dance Performance

FURTHER STUDY/  
POSSIBLE CAREERS

## DESCRIPTION

Dance/Drama aims to provide students with a holistic overview of the practical skills associated with both dance and drama. Students develop more sophisticated approaches to their acting skills as well as their movement vocabulary. The unit focuses on acting skills, dance skills, analysing and responding to both dance and drama performances, as well as improvisation. Students will incorporate the use of ICT throughout their learning to further enhance their expertise. Students will make use of the Performing Arts Theatre and create dance performances as well as drama sketches both independently and collaboratively. This elective introduces new concepts and further explores previous knowledge that is critical to the curriculum both at Year 10 and further (Senior Curriculum Frameworks.)

## VICTORIAN CURRICULUM FOCUS

### DANCE

Explore and Express Ideas  
Dance Practices  
Present and Perform  
Respond and Interpret

### DRAMA

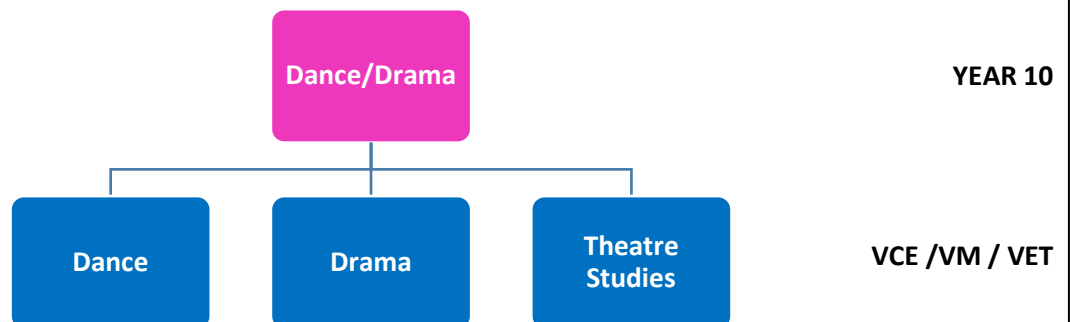
Explore and Express Ideas  
Drama Practices  
Present and Perform  
Respond and Interpret

## SUBJECT REQUIREMENTS

- Device
- Attendance at production workshop (no cost involved)

## POTENTIAL PATHWAYS

(Subject to course availability)



Film

The Arts

Acting

Teaching

Dance  
Performance

FURTHER  
STUDY/  
POSSIBLE  
CAREERS



## DESCRIPTION

Global Goodies aims to equip students with an understanding of global cuisine. They will acquire skills and knowledge related to Australian Indigenous foods and historical influences on the development of our Australian food culture. Students investigate multicultural foods with an emphasis on the Asian region using a variety of practical and research activities. The second part of the course involves students designing and creating celebratory cakes. This elective introduces students to Year 11 and 12 Food Studies.

## VICTORIAN CURRICULUM FOCUS

### DESIGN TECHNOLOGIES

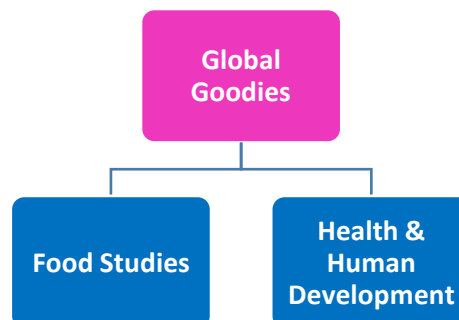
- Principles of food safety, preparation presentation and sensory perceptions
- Australian and Global food systems
- Food security
- Create and apply design solutions

## SUBJECT REQUIREMENTS

- iPad
- Container for transporting food
- Booklist Items

## POTENTIAL PATHWAYS

(Subject to course availability)



YEAR 10

VCE /VCAL / VET

Food  
Manufacturing

Hospitality

Consumer  
Science

Dietetics

Food  
Technology

FURTHER  
STUDY/  
POSSIBLE  
CAREERS

## DESCRIPTION

*Magic Meals* aims to equip students with an understanding of food while acquiring skills and knowledge to plan and prepare family meals. These topics are predominantly covered using practical work in meal preparation. This practical work will be complemented with investigation of understanding food labels, making wise food choices and using the Australian Dietary Guidelines to design a range of daily family meals. This elective introduces students to Year 11 and 12 Food Studies.

## VICTORIAN CURRICULUM FOCUS

### DESIGN AND TECHNOLOGIES

Principles of food safety, preparation, presentation and sensory perceptions

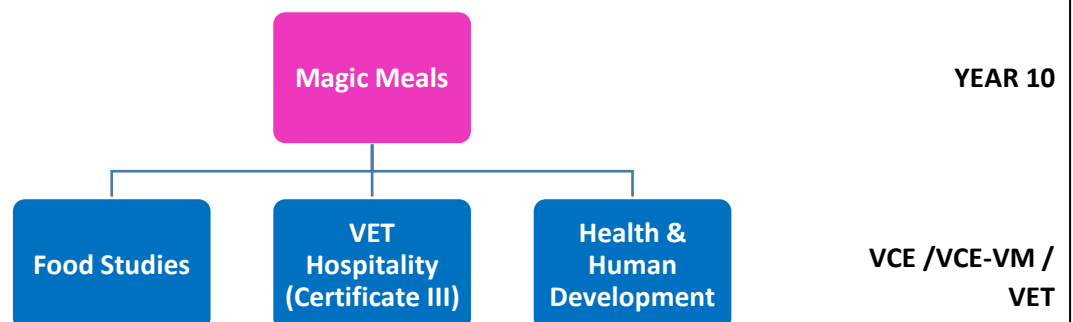
Create and apply design solutions

## SUBJECT REQUIREMENTS

- iPad
- Container
- Display Folder

## POTENTIAL PATHWAYS

(Subject to course availability)



Food  
Manufacturing

Hospitality

Consumer  
Science

Dietetics

Food  
Technology

FURTHER  
STUDY/  
POSSIBLE

## DESCRIPTION

Technology (product, design and construction) aims to equip students with the opportunity to develop their DESIGN SKILLS, in particular the designing of innovative and functional products, as well as their ability to plan, build, construct and evaluate. It also provides students with the opportunity to develop practical 'hands on' skills as they BUILD and CONSTRUCT one or more functional innovative products for an 'end-user' using a material (or materials) of their choice.

Students learn industry standards related to safe and correct work practices which incorporates Occupational Health and Safety regulations.

**NB: Students are required to source and fund their primary material requirements.**

## VICTORIAN CURRICULUM FOCUS

### DESIGN AND TECHNOLOGIES

Materials and technologies specialisations

Investigating

Generating

Producing

Evaluating

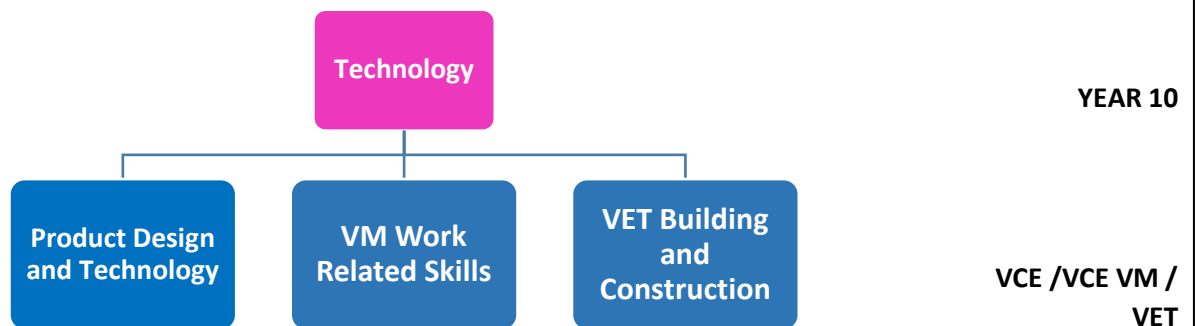
Planning and managing

## SUBJECT REQUIREMENTS

- Device
- Technical Drawing equipment
- Access to practical a workshop
- Access to construction tools
- Appropriate foot wear, ear and eye protection

## POTENTIAL PATHWAYS

(Subject to course availability)



Building and Construction

Industrial Product Design

Architecture or Engineering

Teaching

Apprentice

FURTHER STUDY/ POSSIBLE

## DESCRIPTION

Music Technology is designed for both the music performer and non-performer who is interested in the technical side of the music industry. This unit focuses on providing students with the opportunity to develop and enhance their practical knowledge of sound reinforcement, music editing, and production capabilities. Students will learn how to set up the auditorium for live performances, create lighting for performances and set up and run the portable PA system using the digital desk. Students will create their own film score using a range of different programs and/or record their performances in the recording studio. Both independent and group work skills will be required in Music Technology. The use of ICT will be incorporated heavily throughout the students' learning in this unit. This elective introduces students to skills needed for VCE VET Music Industry.

## VICTORIAN CURRICULUM FOCUS

### MUSIC

Explore and Express Ideas  
 Music Practices  
 Respond and Interpret

### DIGITAL TECHNOLOGIES

Digital Systems

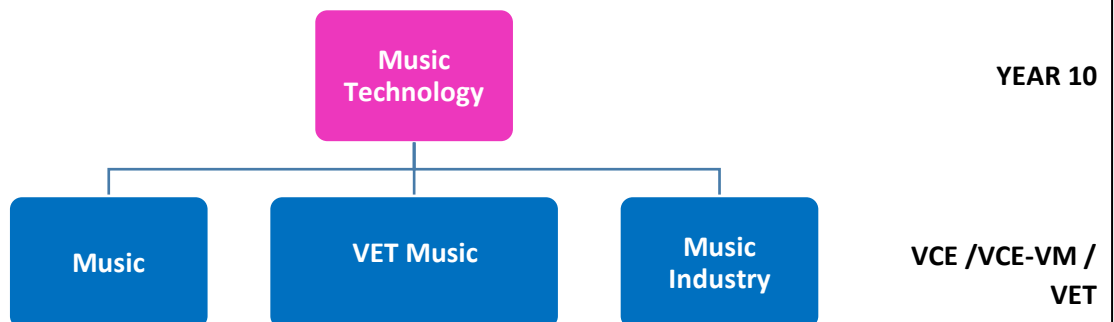
### PERSONAL AND SOCIAL CAPABILITIES

## SUBJECT REQUIREMENTS

- Computer (preferred) or iPad
- Headphones

## POTENTIAL PATHWAYS

(Subject to course availability)



Music Business

The Arts

Music Production

Teaching

Music Performer

FURTHER STUDY/  
POSSIBLE

## DESCRIPTION

Music Performance aims to equip students with skills for both solo and group performances. This unit focuses on providing students with the opportunity to develop and enhance their practical knowledge of their instrument of choice. They will also develop their aural and music theory skills. Students will analyse different pieces of music and use their new skills to create their own composition. Both independent and group work skills will be required in Music Performance. The use of ICT will be incorporated throughout the students' learning in this unit. This elective introduces students to skills needed for VET or VCE Music Performance.

## VICTORIAN CURRICULUM FOCUS

### MUSIC

Explore and Express Ideas

Music Practices

Present and Perform

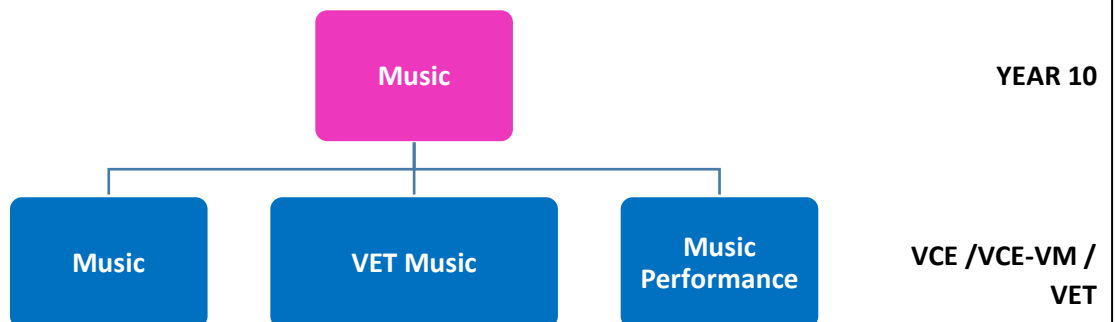
Respond and Interpret

## SUBJECT REQUIREMENTS

- Device
- Music workbook
- Headphones
- Instrument of choice

## POTENTIAL PATHWAYS

(Subject to course availability)



Music Business

The Arts

Music Production

Teaching

Music Performer

FURTHER STUDY/ POSSIBLE



## DESCRIPTION

Sport Performance and Games aims to give students the opportunity to improve their skills in selected activities. This unit focuses on utilising Biomechanical and Skill Acquisition Principles to improve and understand performance. The theory component introduces a variety of topics, which are reinforced through involvement in practical sessions. Students may use a range of Technological Applications relating to sport performance. This elective provides a pathway into VCE Physical Education.

## VICTORIAN CURRICULUM FOCUS

### MOVING THE BODY

Apply movement concepts and strategies to enhance performance

### UNDERSTANDING MOVEMENT

Analyse and evaluate theories, techniques and strategies to enhance movement

## SUBJECT REQUIREMENTS

- School PE Uniform
- Device
- Folder to maintain class materials (including plastic pockets)

## POTENTIAL PATHWAYS

(Subject to course availability)



Teaching

Personal Training

Sports Coaching

Sports Science

Sports Medicine

**FURTHER STUDY/ POSSIBLE CAREERS**

## DESCRIPTION

Fitness for Sport aims to give students the opportunity to improve their skills in selected activities. This unit focuses on developing skills to improve personal fitness through an understanding of energy systems, training methods and principles, and fitness components. The practical sessions provide the opportunity to reinforce the theory components. Students may use a range of Technological Applications relating to fitness. This elective provides a pathway into VCE Physical Education.

## VICTORIAN CURRICULUM FOCUS

### MOVING THE BODY

Apply movement concepts and strategies to enhance performance

### UNDERSTANDING MOVEMENT

Understand how and why the body moves and how to enhance the quality of movement and performance

## SUBJECT REQUIREMENTS

- School PE Uniform
- Device
- Folder to maintain class materials (including plastic pockets)

## POTENTIAL PATHWAYS

(Subject to course availability)



Teaching

Personal  
Training

Sports  
Coaching

Sports  
Science

Sports  
Medicine

**FURTHER  
STUDY/  
POSSIBLE  
CAREERS**

## DESCRIPTION

The Outdoor Education course is designed to give students an appreciation for the outdoor environment, skills to lead and work with others, as well as developing technical outdoor activity skills. The course provides students with the knowledge and skills to study Outdoor and Environmental Studies in Years 11 and 12. Outdoor activities include but are not limited to Mountain Bike Riding, Bushwalking, Canoeing, Stand Up Paddle Boarding. Students experience learning in local outdoor environments.

Students prepare for a major hike of one night and two days in the Otway National Park. The hike is used as a tool to measure students' preparation, skill development, interpersonal skills, leadership and environmental awareness. Student's will be required to keep a journal as a part of the assessment, a key requirement for VCE Outdoor and Environmental Studies.

## VICTORIAN CURRICULUM FOCUS

Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk ([VCHPEP144](#))

Investigate how empathy and ethical decision-making contribute to respectful relationships ([VCHPEP146](#))

Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments ([VCHPEP150](#))

## SUBJECT REQUIREMENTS

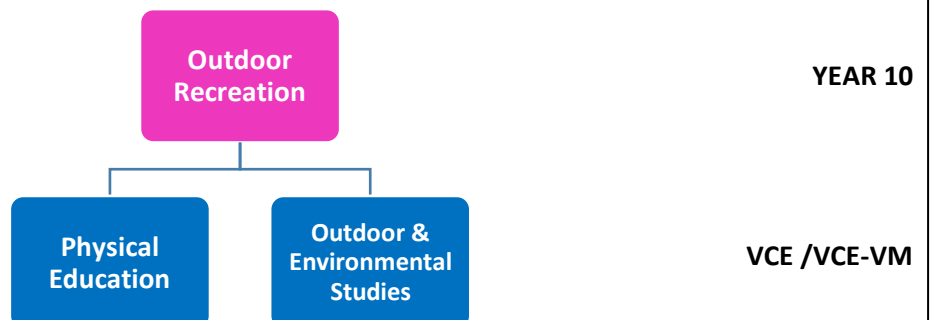
**Folder/workbook**

**Device**

**Additional costs will be involved depending on camps/excursions**

## POTENTIAL PATHWAYS

(Subject to course availability)



Teaching

Parks & Gardens

Outdoor Instructors

Enviro Science

**FURTHER STUDY/ POSSIBLE CAREERS**

## DESCRIPTION

Photo Film Media aims to equip students with the confidence and skill to develop their interest and skills in photography, film making and print media production. Students continue to develop their 'eye' for camera subject and composition, as well as post production editing options and filters. Film making also continues to explore story-telling, production, and editing techniques. Print media advances to include magazine style layout which involves the exploration of letterform, layout design, photography and writing copy. Throughout the semester students will look at media artists and their production work for inspiration and analysis. Students present the semester's work in their Photo Film Media booklet, which in itself, is a media production.

## VICTORIAN CURRICULUM FOCUS

### Photo Film Media

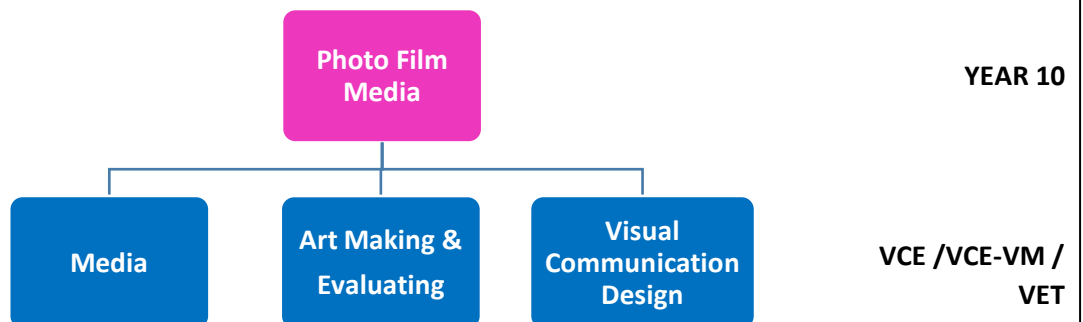
Explore and Represent Ideas  
Media Arts Practices  
Present  
Respond and Interpret

## SUBJECT REQUIREMENTS

- A passion for media production.
- iPad or CSC compatible device.
- Be a willing subject for photography and film-making.
- Students will make a Photo Film Media Booklet as they did in Year 9.

## POTENTIAL PATHWAYS

(Subject to course availability)



Digital Media

Media & Communications

Photography

Film / Video Production

Media Education

FURTHER STUDY/  
POSSIBLE

**DESCRIPTION**

Art aims to equip students with the confidence and skills to develop their interest in the Visual Arts. This unit focuses on providing students with the opportunity to progress their creative and hands-on art making skills and techniques. Topics are often themed based and involve students researching ideas, developing and refining designs, and creating artworks that express their individual artist style. Art making will mainly involve drawing, painting, printing and clay. Art styles from realistic through to abstract will also be explored. Throughout the semester students will look at artists and their artworks for inspiration and analysis.

**VICTORIAN CURRICULUM FOCUS**

**ART**

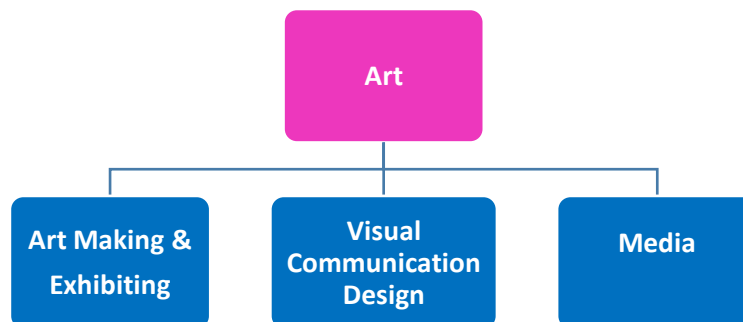
Explore and Express Ideas  
 Visual Arts Practices  
 Present and Perform  
 Respond and Interpret

**SUBJECT REQUIREMENTS**

- iPad/BOYD
- A3 Visual Diary
- Items as described on the booklist

**POTENTIAL PATHWAYS**

(Subject to course availability)



YEAR 10

VCE /VCE-VM /  
VET

Commercial  
Art & Design

Fine Arts &  
Illustrator

Multi Media  
Arts

Arts  
Education

Community  
Arts

FURTHER  
STUDY/  
POSSIBLE



## DESCRIPTION

Visual Communication Design aims to equip students with the confidence and skills to develop their interest in visual and graphic design. This unit focuses on providing students with the opportunity to develop and enhance their problem solving and technical drawing skills. Topics are predominantly covered by set tasks that require a visual solution, as well as the application of technical drawing methods such as perspective drawing and paraline drawing. Students will also adapt ideas and practices from selected designers and use them to inform their own use of aesthetics when producing a range of visual communications.

## VICTORIAN CURRICULUM FOCUS

### Visual Communication Design

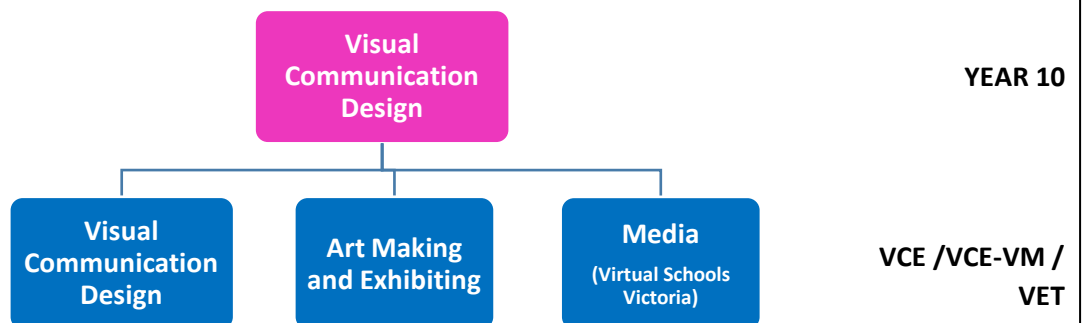
Explore and Represent Ideas  
 Visual Communication Design Practices  
 Present and Perform  
 Respond and Interpret

## SUBJECT REQUIREMENTS

- iPad
- A3 Visual Dairy
- Items as described on the booklist

## POTENTIAL PATHWAYS

(Subject to course availability)



Visual Merchandising

Design Education

Design and Architecture

Graphic Designer

Web/APP Designer

FURTHER STUDY/POSSIBLE

## DESCRIPTION

*Agriculture and Horticulture* aims to equip students with the knowledge of plant and animal growth, production and nutrition. This unit focuses on providing students with the opportunity to develop and enhance their understanding of sustainable food and fibre industries and production. These topics are predominantly covered using theoretical and practical activities on our school Agriculture and Horticulture plot. The use of agricultural apps and agricultural computer programs will be incorporated throughout the students' learning in this unit. This elective also introduces students Unit 1 & 2 VCE Agriculture and Horticulture Studies.

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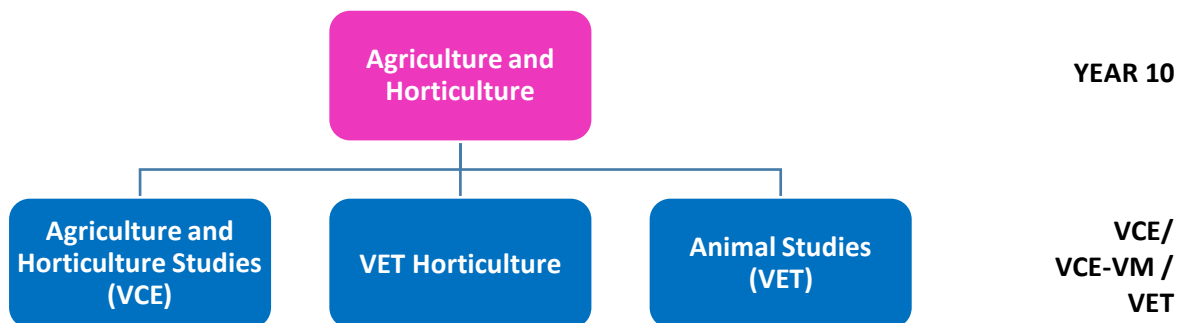
- Food and fibre production
- Food specialisations
- Investigating
- Generating
- Producing
- Evaluating
- Planning and managing

## SUBJECT REQUIREMENTS

- iPad/Laptop
- Attendance to excursions (cost involved)
- A3 writing book and display folder

## POTENTIAL PATHWAYS

(Subject to course availability)



Agronomy

Business  
Mangemant

Animal  
Health

Education

Sustainability

FURTHER  
STUDY/  
POSSIBLE  
CAREERS

# ALTERNATIVE PROGRAMME

## Accelerated Learning

**Year 10 students can elect to complete a Year 11 VCE subject if deemed to be appropriate by the Year 9 and Senior Management teams.**

**An accelerated subject would take place in one of the elective blocks for the whole year**

- Students gain valuable **'first hand experience'** of VCE work demands and assessment processes before taking on a full Year 11 program.
- Places in VCE studies will be limited and only available to Year 10 students after Year 11 students have completed all of their subject selection processes.

**VCE subjects completed in Year 10 count towards the VCE or VCE-VM Certificate in the following years**

### **Accelerated Subjects available**

- ▶ Agriculture & Horticulture
- ▶ Business Management
- ▶ Food Studies
- ▶ Health & Human Development
- ▶ Legal Studies
- ▶ Outdoor & Environmental Studies
- ▶ Psychology
- ▶ General Mathematics (in conjunction with Yr10 Advanced Maths)

**Students who nominate for an Accelerated Programme will be required to attend a course counselling meeting with a Senior Staff Member.**

# AGRICULTURAL & HORTICULTURAL STUDIES

## Rationale

Primary industries are an essential part of Australia's economy, society and culture. As Australia faces a rising population and increasing urgency to conserve resources and mitigate the effects of climate change, the productivity and sustainability of its agricultural and horticultural sectors are critical to its future.

Sustainable management of food and fibre industries is vital for local, national and global markets. This study provides opportunities for students to experience and understand these primary industries, with a particular focus on the ways in which change and innovation are reshaping practices, careers and business opportunities.

VCE Agricultural and Horticultural Studies develops students' understanding of sustainable agricultural and horticultural systems within current economic, social and environmental contexts, and in view of ethical considerations.

The broad, applied nature of VCE Agricultural and Horticultural Studies prepares students for further studies and careers in agriculture, horticulture, land management, agricultural business practice and natural resource management. This study complements the skills focus of the competency-based nationally recognised VCE VET Agriculture, Horticulture, Conservation and Land Management program.

## Aims

This study enables students to:

- gain an understanding of the role of agricultural and horticultural industries in local, state, national and global contexts
- develop awareness of the breadth and viability of career pathways and employment opportunities in food and fibre production
- develop understanding of ethical and sustainable land, water, plant and animal management
- analyse the drivers and effects of change in food and fibre industries and apply innovative technologies to practices
- engage in applied, experiential tasks to extend understanding of agricultural and horticultural practices
- apply scientific methodologies and data analysis to agricultural and horticultural planning and problem solving
- analyse challenges to food and fibre production including climate change, biological resistances and threats to biodiversity and biosecurity
- evaluate information and various points of view on issues relating to the food and fibre industries.

## Structure

The study is made up of four units.

Unit 1: Change and opportunity

Unit 2: Growing plants and animals

Unit 3: Securing the future

Unit 4: Sustainable food and fibre production

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/agricultural-and-horticultural-studies/Pages/index.aspx>

# BUSINESS MANAGEMENT

## Rationale

In contemporary Australian society there are a range of businesses managed by people who establish systems and processes to achieve a variety of objectives. These systems and processes are often drawn from historical experience and management theories designed to optimise the likelihood of achieving success.

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

## Aims

This study enables students to:

- understand and apply business concepts, principles and terminology
- understand the complex and changing environments within which businesses operate
- understand the relationships that exist between a business and its stakeholders
- recognise the contribution and significance of business within local, national and global markets
- analyse and evaluate the effectiveness of management strategies in different contexts
- propose strategies to solve business problems and take advantage of business opportunities.

## Structure

The study is made up of four units.

Unit 1: Planning a business

Unit 2: Establishing a business

Unit 3: Managing a business

Unit 4: Transforming a business



# FOOD STUDIES

## Rationale

Australia has a varied and abundant food supply, and food and cooking have become prominent in digital media and publishing. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products that may harm their health. This study examines the background to this abundance and explores reasons for our food choices.

VCE Food Studies is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

## Aims

This study enables students to:

- develop as informed, discerning and capable food citizens
- build practical food skills in the planning, preparation, evaluation and enjoyment of food, including the principles and practices that ensure the safety of food
- apply principles of nutrition, food science and sensory evaluation to food planning and preparation
- extend understanding of food origins, cultures, customs and behaviours
- understand global and local systems of food production, distribution and governance
- develop awareness of a diverse range of influences on food choice
- research and discuss issues relating to economic, environmental and ethical dimensions of our food system
- analyse and draw evidence-based conclusions in response to food information, food advertising and current food trends.

## Structure

The study is made up of four units.

Unit 1: Food origins

Unit 2: Food makers

Unit 3: Food in daily life

Unit 4: Food issues, challenges and futures

# HEALTH & HUMAN DEVELOPMENT

## Rationale

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health. Students investigate the World Health Organization's (WHO) definition and other interpretations of health and wellbeing. For the purposes of this study, students consider wellbeing to be an implicit element of health.

Students examine health (including the concepts of health and wellbeing, and health status) and human development as dynamic concepts that are subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be acted upon by people, communities and governments. Students consider the interaction between these factors and learn that health and human development is complex and influenced by the settings in which people are born, grow, live, work and age.

Students consider Australian and global contexts as they investigate health outcomes and examine the Australian healthcare system to help evaluate what is being done to address health inequity and inequality. They examine and evaluate the work of global health organisations and the Australian Government's overseas aid program.

This study presents concepts of health and wellbeing, and human development, from a range of perspectives: individual and collective; local, national and global; and across time and human lifespan. Students develop health literacy as they connect their learning to their lives, communities and world. They develop a capacity to critique and respond to health information, advertising and other media messages, which enables them to put strategies into action to address health and wellbeing at a personal, community and global level.

## Aims

This study enables students to:

- understand the complex nature of health and human development
- develop a broad view of health and wellbeing, incorporating physical, social, emotional, mental and spiritual dimensions
- understand the biological, sociocultural and environmental factors that impact health and wellbeing
- develop health literacy to evaluate health information and take appropriate and positive action to support health and wellbeing
- develop understanding of the Australian healthcare system and the values that underpin it
- apply social justice principles to identify health and wellbeing inequities and analyse health and wellbeing interventions
- understand the importance of the United Nations' (UN's) Sustainable Development Goals (SDGs) and evaluate the effectiveness of health and wellbeing initiatives and programs to support the achievement of the SDGs
- propose and justify action to positively influence health and wellbeing, and human development, outcomes at individual, local, national and/or global levels.

## Structure

The study is made up of four units.

- Unit 1: Understanding health and wellbeing (HH011)
- Unit 2: Managing health and development (HH022)
- Unit 3: Australia's health in a globalised world (HH033)
- Unit 4: Health and human development in a global context (HH034)

<https://www.vcaa.vic.edu.au/Documents/vce/healthandhumandevlopment/2025HealthHumanDevelopmentSD.docx>

# LEGAL STUDIES

## Rationale

In contemporary Australian society there are a range of laws existing to both protect the rights of individuals and to achieve social cohesion. These laws are made by bodies such as parliament and the courts and are upheld by a number of institutions and processes within the legal system. Members of a democratic society interact with laws and the legal system through many aspects of their lives and can also influence law makers.

The study of VCE Legal Studies enables students to become active and informed citizens by providing valuable insight into their relationship with the law and the legal system. Students develop knowledge and skills to enhance their confidence and ability to access and participate in the legal system. They will learn to appreciate the underlying principles of the rule of law, how legal systems and processes aim to achieve social cohesion, as well as how they themselves can affect positive change to laws and the legal system. VCE Legal Studies equips students with an ability to research and analyse legal information and apply legal reasoning and decision-making skills. It also fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as a solicitor, barrister, policy adviser, prosecutor, paralegal, legal assistant, as well as other careers in the courtroom, education and law enforcement.

## Aims

This study enables students to:

- understand and apply legal terminology, principles and concepts
- apply legal principles to actual and/or hypothetical scenarios, explore solutions to legal problems, and form reasoned conclusions
- analyse the institutions that make laws and understand the way in which individuals can engage in and influence law reform
- understand legal rights and responsibilities, and the effectiveness of the protection of rights in Australia
- analyse the methods and institutions that determine criminal cases and resolve civil disputes
- examine the ability of features of the criminal and civil justice systems to achieve the principles of justice.

## Structure

The study is made up of four units.

Unit 1: The presumption of innocence

Unit 2: Wrongs and rights

Unit 3: Rights and justice

Unit 4: The people, the law and reform

# OUTDOOR & ENVIRONMENTAL STUDIES

## Rationale

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with theory-based study enables informed understanding of human relationships with nature.

Historically, humans have modified outdoor environments to meet survival, commercial, conservation and recreation needs. Outdoor environments have become places of adventure, relaxation, scientific study, social action and enterprise. Outdoor environments also provide space for connectedness with nature and opportunities for reflection upon the past, present and future. These varying values and approaches generate a range of impacts on outdoor environments and can result in pressures and tensions between user groups, leading to issues concerning the preservation and sustainability of outdoor environments. Outdoor and Environmental Studies enables students to critically analyse these different relationships, effects and issues, providing the knowledge and skills to participate in and contribute to contemporary society.

Outdoor and Environmental Studies offers students a range of pathways including further formal study in areas where interaction with outdoor environments is central, such as natural resource management, nature-based tourism, outdoor leading and guiding, environmental research and policy, education, and agriculture.

## Aims

This study enables students to:

- develop experiential relationships with, and knowledge of, outdoor environments
- develop an understanding of the ecological, historical, economic and social factors that have affected and will continue to affect outdoor environments over time
- develop skills, knowledge and behaviours that promote safe and sustainable interaction with outdoor environments
- identify and analyse the strategies used to protect, conserve and manage outdoor environments in a sustainable manner
- understand the implications of increasing awareness of sustainable environmental relationships
- critically analyse interactions with outdoor environments in shaping Australian cultural practices.

## Structure

The study is made up of four units:

Unit 1: Exploring outdoor experiences

Unit 2: Discovering outdoor environments

Unit 3: Relationships with outdoor environments

Unit 4: Sustainable outdoor relationships

<https://www.vcaa.vic.edu.au/Documents/vce/outdoor/2018OutdoorEnviroStdsSD.pdf>

# PSYCHOLOGY

## Rationale

VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. In undertaking this study, students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society.

In VCE Psychology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary psychology-related issues, and communicate their views from an informed position.

VCE Psychology provides for continuing study pathways within the discipline and leads to a range of careers. Opportunities may involve working with children, adults, families and communities in a variety of settings such as academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology. Psychologists also work in cross-disciplinary areas such as medical research or as part of on-going or emergency support services in educational, institutional and industrial settings.

## Aims

This study enables students to:

- apply psychological models, theories and concepts to describe, explain and analyse observations and ideas related to human thoughts, emotions and behaviour
- examine the ways that a biopsychosocial approach can be applied to organise, analyse and extend knowledge in psychology  
*and more broadly to:*
- understand the cooperative, cumulative, evolutionary and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and political and sociocultural influences
- develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and in the laboratory
- develop an informed perspective on contemporary science-based issues of local and global significance
- develop attitudes that include curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions
- understand and apply the research, ethical and safety principles that govern the study and practice of the discipline in the collection, analysis, critical evaluation and reporting of data
- communicate clearly and accurately an understanding of the discipline using appropriate terminology, conventions and formats.

## Structure

The study is made up of four units:

Unit 1: How are behaviour and mental processes shaped?

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

Unit 3: How does experience affect behaviour and mental processes?

Unit 4: How is wellbeing developed and maintained?

<https://www.vcaa.vic.edu.au/Documents/vce/psychology/2023PsychologySD.docx>

# MATHEMATICS

## Rationale

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the interests, needs, dispositions and aspirations of a wide range of students, and introduces them to key aspects of the discipline. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts.

## Aims

This study enables students to:

- develop mathematical concepts, knowledge and skills
- apply mathematics to analyse, investigate and model a variety of contexts and solve practical and theoretical problems in situations that range from well-defined and familiar to open-ended and unfamiliar
- use technology effectively as a tool for working mathematically.

## Structure

The study is made up of the following units:

Foundation Mathematics Units 1 and 2

<https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2023MathematicsSD.docx>

General Mathematics Units 1 and 2

<https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2023MathematicsSD.docx>

General Mathematics Units 3 and 4

<https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2023MathematicsSD.docx>

Mathematical Methods Units 1 – 4

<https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2023MathematicsSD.docx>

Specialist Mathematics Units 1 – 4

<https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2023MathematicsSD.docx>

# VET

## Vocational Education and Training

VET courses are completed through a TAFE or Registered Training Organisation (RTO). Some may be held at other local schools, TAFE or on-site at CSC

A VET course is an additional subject at Year 10. It will also contribute to VCE or VCE VM certificates in the future.

### VET OFFERINGS IN COLAC

Certificate II in Automotive (CSC TTC)

Certificate II in Building & Construction (CSC TTC)

Certificate III in Health Services Assistance (SW TAFE)

Certificate III in Early Childhood (SW TAFE)

Certificate II in Horticulture (CSC)

Certificate II in Hospitality (TCC)

Certificate III in Music (CSC)

Certificate III in Dance (Courtney Barrow)

\*Please refer to the additional course guides for detailed course structure

Other VET courses can be undertaken outside of Colac. For more information, please contact the CSC VET Coordinator.

### HOW TO APPLY FOR VET

Students must apply through the relevant training organisation.

All applications require the student to have a USI

Obtain application guide from VET Coordinator who will also assist with the application.