



# Middle Years Course Selection Handbook 2027



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# CONTENTS

|                                                            |    |
|------------------------------------------------------------|----|
| Introduction                                               | 3  |
| <b>SECTION A: Middle Years Course Overview</b>             |    |
| • Year Nine Program                                        | 5  |
| • Year Ten Program                                         | 6  |
| • Glossary of Terms                                        | 8  |
| • VCE and VCE Vocational Major Requirements                | 9  |
| o Process for awarding an S or N for a unit                | 10 |
| o Process for awarding an S or N for a SAC                 | 10 |
| o Work Redemption                                          | 12 |
| o Grading Scale                                            | 12 |
| • VCE Early Access Program                                 | 12 |
| <b>SECTION B: Important Questions to Consider</b>          |    |
| • How do you begin planning?                               | 14 |
| • How do you choose your subjects?                         | 14 |
| • Can you do a Unit 3&4 VCE Study in Year 11?              | 14 |
| • What happens if I have problems completing work on time? | 14 |
| <b>SECTION C: Course Selection Process</b>                 |    |
| • Submitting Course Selections                             | 15 |
| • Altering Subject Selections                              | 15 |
| • Course Selection Process Overview                        | 16 |
| <b>SECTION D: Description of Course Options</b>            |    |
| • 2027 Year Nine Programs                                  | 17 |
| • 2027 Year Ten Programs                                   | 18 |
| • Year Nine Course Descriptions                            | 20 |
| • Year Ten Course Descriptions                             | 26 |
| • Subject Selection Course Maps                            | 35 |

# INTRODUCTION

This handbook is a resource for students and parents/guardians, which outlines the Middle Years curriculum in line with the Victorian Curriculum 2.0 Standards, offered at Springside West Secondary College across Years 9 and 10.

This handbook is designed to assist students and parents in understanding the structure of the Middle Years program and the various options available to students. It is also designed as a tool to assist with the subject selection process, in order to support students' career aspirations and associated pathways into the Later Years.

Part of this handbook also includes the expectations of Middle Years students here at Springside West Secondary College regarding future enrolment into VCE and VCE Vocational Major programs.

This handbook has four sections:

- Overview of the Year 9 and Year 10 programs
- Important questions to consider
- Course Selection Process
- Description of Course Options\*

*\*Please note: All subject offerings at Springside West Secondary College are dependent upon sufficient student numbers per class.*

## MIDDLE YEARS COURSE OVERVIEW

The Middle Years program at Springside West Secondary College provides students with the opportunity to begin diversifying their academic program, whilst also meeting all the requirements of the Victorian Curriculum 2.0. As outlined below, students engage in a combination of core programs, as well as elective rotations beginning in Year 9 and expanding into Year 10.

The following table gives a broad overview of the course structure for students in the middle years:

| TIMETABLE STRUCTURE                 |                                    |                |                                    |
|-------------------------------------|------------------------------------|----------------|------------------------------------|
| YEAR 9                              |                                    | YEAR 10        |                                    |
| Subject Area                        | # of periods per fortnightly cycle | Subject Area   | # of periods per fortnightly cycle |
| English                             | 6                                  | English        | 8                                  |
| Mathematics                         | 7                                  | Mathematics    | 8                                  |
| Science                             | 7                                  | Elective Block | 8                                  |
| Humanities                          | 7                                  | Elective Block | 8                                  |
| Health & Physical Education         | 6                                  | Elective Block | 8                                  |
| Arts Elective Block                 | 5                                  | Elective Block | 8                                  |
| Technology Elective Block           | 5                                  | All You Can Be | 2                                  |
| Language / Alternate Elective Block | 5                                  |                |                                    |
| All You Can Be                      | 2                                  |                |                                    |
| <b>TOTAL</b>                        | <b>50</b>                          | <b>TOTAL</b>   | <b>50</b>                          |

The following sections outline the opportunities students will have in each of the elective rotations as highlighted in the table above. Detailed outlines of the specific course offerings are subsequently located towards the end of this handbook.

# YEAR NINE PROGRAM

The Year 9 program is designed to continue building upon the essential learning undertaken by students across Years 7 and 8. The bulk of the Teaching and Learning program is based around core subject areas. Students are however, provided with an opportunity to begin exploring a variety of electives in different key learning areas.

At Year 9, the following courses run as core compulsory subjects for the duration of the year:

- English
- Mathematics
- Science
- Humanities
- Health & Physical Education
- All You Can Be

The elective block offered to Year Nine students consists of 6 x semester-based courses. Students must select:

- 2 x electives from the Arts faculty [including Visual and/or Performing Arts]
- 2 x electives from the Technology faculty [including Design, Technology and/or IT]

In the third elective block students have a wider range of options to select from. These include:

- Undertaking 2 x semesters of Languages as a continuation of the program commenced in Years 7 and 8
- Undertaking additional Arts or Technology electives
- Undertaking alternate elective options, from the Humanities, Science or Health & Physical Education faculties.

The course descriptions for each of the subjects offered in Year 9 can be found at the end of this handbook.

*With all elective options, students will be asked to nominate their choices in order of preference. Whilst every effort will be made to accommodate students' first preferences as much as possible, all subject offerings are dependent upon availability and class sizes.*

# YEAR TEN PROGRAM

The Year 10 program is designed to prepare students for the high expectations of work habits and academic performance in VCE and VCE Vocational Major programs. The program is modelled on the assessment style and structure of VCE, where students undertake six units of study [subjects] each semester and participate in exams towards the end of each semester.

This is an important time for students. Students will receive a range of information about VCE, VCE Vocational Major programs, careers, apprenticeships and traineeships, tertiary study at Universities and TAFES - all via the *All You Can Be* program. They will also be offered a range of pathways, incursions and excursions, and career counselling sessions to support them during this process. Students should utilise all learning opportunities and think carefully about their preferred pathway as they will need to make decisions that will affect their education for the years ahead.

At Year Ten, the following courses run as core compulsory subjects for the duration of the year:

|                |
|----------------|
| English^^      |
| All You Can Be |
| Mathematics^^  |

^^The English & Mathematics program at Year 10 both consist of two separate pathways. Students must select one of these pathways:

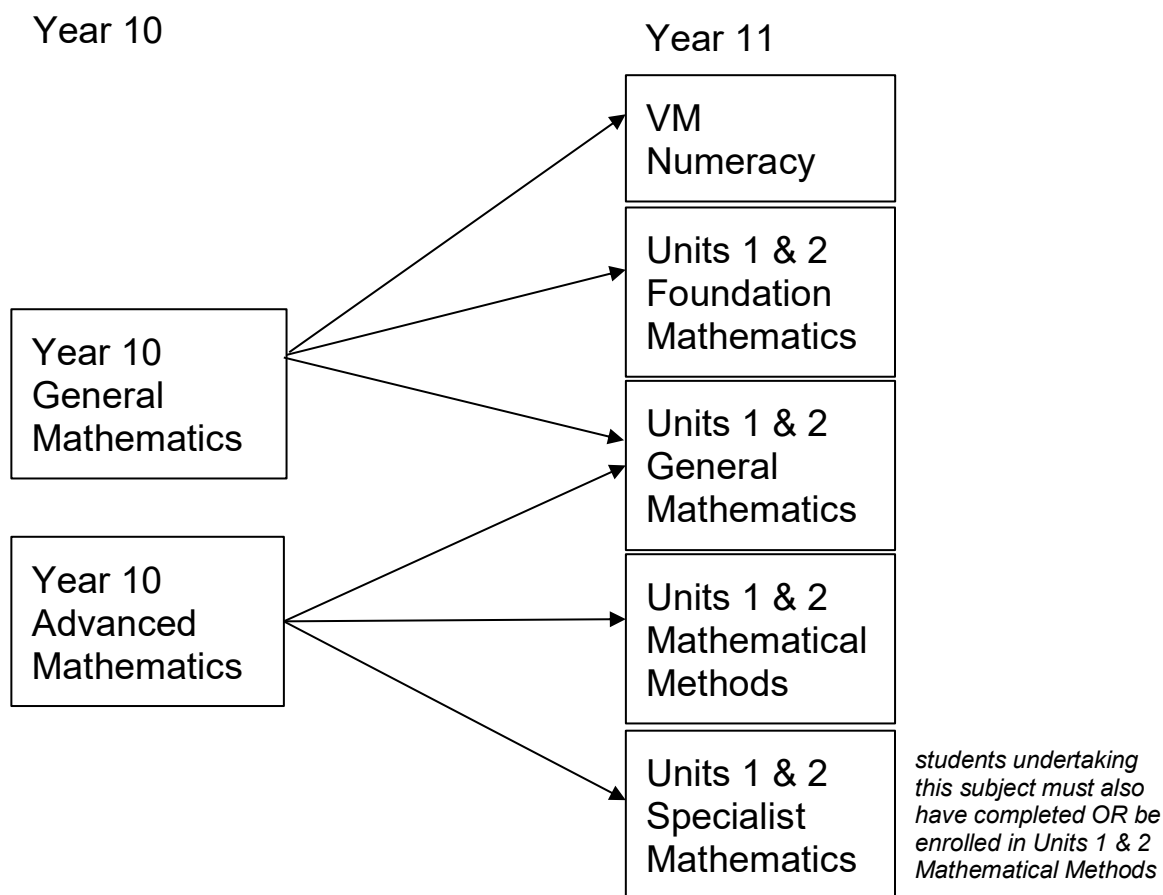
## English

- English
- Advanced English [*Pathway into VCE English, VCE Literature, VCE English Language*]

## Mathematics

- General Mathematics [*Pathway into VCE Foundation Mathematics, VCE General Mathematics or VM Numeracy*]
- Advanced Mathematics [*Pathway into VCE General Mathematics, Mathematical Methods, and Specialist Mathematics*]
  - **Please note:** *Advanced Mathematics is a challenging pathway with a significant focus on number and algebra content. Students achieving a B or greater in the Year 9 Semester 1 Assessment Task 3: Algebra test are suitable for this pathway. It is expected that students who select this pathway option for Year 10, remain in the course for the duration of the year, even if they decide not to pursue an advanced mathematics course in VCE.*

Comprehensive Course Maps can be viewed from Page 36 onwards.



**NOTE:** Unit 1 & 2 subjects have *no prerequisites*. However, not having completed Year 10 Advanced Mathematics makes success in Unit 1 & 2 Mathematical Methods or Specialist Mathematics difficult to achieve.

The elective block offered to Year Ten students consists of 8 x semester-based courses. Over the course of the academic year, students must select at least:

- 1 x elective from the Science faculty
- 1 x elective from the Humanities faculty
- 1 x elective from the Arts, Design & Technology faculty
- 1 x elective from the Health & Physical Education faculty

The remaining 4 x semester elective slots can be filled with any combination of the following:

- Undertaking 2 x semesters of Italian as a continuation of the Year 9 program.
- Undertaking additional Science / Humanities / Arts, Design & Technology / Health & Physical Education electives.
- Undertaking an approved Unit 1 & 2 course sequence in one of the VCE programs offered at the school. Please see the *VCE Early Access Program* section of this handbook for additional information regarding Year 10 access to VCE programs.

The course descriptions for each of the subjects offered in Year 10 can be found at the end of this handbook.

*With all elective options, students will be asked to nominate their choices in order of preference. Whilst every effort will be made to accommodate students' first preferences as much as possible, all subject offerings are dependent upon availability and class sizes.*

## GLOSSARY OF TERMS

|                               |                                                                                                                                                                                                                                                          |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A+ – E                        | Student receives this grade if they have achieved a result above 40% in SAC.                                                                                                                                                                             |
| Alternative Tasks             | The alternative tasks can include completed classwork, homework tasks or practice SACs. This will be agreed to by the teacher and coordinator.                                                                                                           |
| Make Up SAC                   | A SAC that has been rescheduled because a student was absent. Absence must be approved by a medical certificate.                                                                                                                                         |
| N – Not Satisfactory for SAC  | Student has not satisfactorily demonstrated the key knowledge and key skills for the SAC (below 40%) or resit SAC or shown satisfactory understanding in an alternative format.                                                                          |
| N - Not Satisfactory for unit | Student has not satisfactory demonstrated the key knowledge and key skills for one or more of the SACs                                                                                                                                                   |
| Resit SAC                     | An opportunity for the student to resit the SAC and demonstrate key knowledge and skills to achieve an S result for the SAC.                                                                                                                             |
| SAC                           | School Assessed Coursework which includes tests, research projects, folios etc.                                                                                                                                                                          |
| S – Satisfactory for Unit     | A satisfactory result for the semester long unit.                                                                                                                                                                                                        |
| UG - Ungraded                 | Students receive this grade if they achieve below 40% on the original SAC but can demonstrate satisfactory understanding in a resit / resubmission or alternative task.                                                                                  |
| Unit                          | One semester of work for each subject.                                                                                                                                                                                                                   |
| VCAA                          | Victorian Curriculum & Assessment Authority<br><i>VCAA is the body which administers curriculum in Victorian schools including the Study Designs for VCE and VCE Vocational Major, which oversees assessment processes across all Victorian schools.</i> |
| VCE                           | Victorian Certificate of Education                                                                                                                                                                                                                       |
| VCEVM                         | Victorian Certificate of Education Vocational Major                                                                                                                                                                                                      |

# VCE AND VCE VOCATIONAL MAJOR REQUIREMENTS

## Requirements to enrol in VCE at Springside West Secondary College:

Students must meet the minimum academic requirements to enrol in VCE:

- An S in a minimum of 9 out of 12 units across Year 10
- An S in at least one unit of English in Year 10
- An S in at least five out of six units in Semester 2 of Year 10

If a student does not meet these academic requirements, but wishes to enrol in VCE, their work habits will be considered by the Head of School and the student, and their parents will be required to attend a pathways meeting.

## VCE Mathematics Prerequisites:

Maths teachers will recommend a VCE maths pathway that will best suit each student. This recommendation will be based on the student's work habits and grades.

## Requirements to enrol in VCE VM at Springside West Secondary College:

Students must meet the minimum academic requirements to enrol in VCE VM:

- An S in a minimum of 9 out of 12 units across Year 10. If the student has not achieved this minimum, they must be able to show that they have attempted all SACs and attended all resits.

When applying for VCE VM, students must:

- Have read and accessed all presentation materials regarding course selection
- Submit an application for consideration into the VCE VM program
- Attend an interview with a panel of staff
- Secure work experience for Year 10 - preferably in the chosen pathway option for next year
- Complete the requisite application forms for the VM and VET
- Attend a VET enrolment meeting on Course Confirmation day
- Complete the work habits and behavioural agreement for the VET cluster program
- Attend subsequent assemblies pertaining to VCE VM and Structured Workplace Learning later in the year.

## **PROCESS FOR AWARDING AN S OR N FOR A UNIT**

To achieve an S result for a unit, a student must meet a satisfactory standard for all SACs in the Unit. This may be demonstrated in resit SACs or alternative tasks.

The student receives an N for the unit when they do not demonstrate a satisfactory understanding of knowledge and skills in one of the SACs in that unit. This may be because:

- The work does not demonstrate a satisfactory understanding of the relevant knowledge and skills
- The student has failed to meet a school deadline for the SAC, including if an extension of time has been granted for any reason
- The work cannot be authenticated
- There has been a substantial breach of rules

## **PROCESS FOR AWARDING AN S OR N FOR SCHOOL ASSESSED COURSEWORK (SAC)**

### **SAC**

Students must achieve a score of 40% or more in a SAC to demonstrate a satisfactory understanding. If a student achieves a score of less than 40%, they are at risk of not achieving a S for the Unit. All students have the opportunity to resist or resubmit the SAC to show a satisfactory understanding. The original score received is displayed on the school report.

### **RESIT**

Students are required to resist a SAC if they achieve below 40% on their SAC. Students will complete the resit SAC during an afterschool session.

The conditions and permitted materials for the resit SAC may be the same or different to the original SAC. This will be made clear to the student prior to the resit SAC date and will appear on the resit SAC cover page. Conditions will be consistent across subjects with more than one class. The intention is to determine that students are demonstrating the key knowledge and key skills.

If the students received below 40% on a SAC research project, the students will have one week to re-submit the task to a satisfactory standard, after they have received their grade and feedback.

If the student did not submit their SAC by the due date, they must attend the work redemption detention during an afterschool session and submit the work within one week of the original due date. This submission will be treated like a SAC resit, where students will not have another opportunity to submit the task if they receive below 40%.

Parents will be notified of SAC resit/ re-submissions via Compass email. This email will outline the work that needs to be completed and make it clear that the student is at risk of not achieving an S result for the unit. If the student does not achieve above 40% on the resit/ resubmission, the House Leader will notify parents.

## MAKE UPS

If a student misses a scheduled SAC, they must have the absence approved with a medical certificate or because they were on another school activity. If the absence is approved, students have an opportunity to sit the original SAC. This will be scheduled for afterschool on the next available session. If the absence is not approved, the SAC will be treated as a SAC resit.

Parents will be notified of the SAC make up session via Compass email.

## ALTERNATIVE TASKS

If a student does not demonstrate a satisfactory understanding of key knowledge and skills in the resit SAC, the teacher will look for other opportunities for the student to demonstrate or have demonstrated their understanding. These alternative tasks can include class work, set homework tasks or other tasks deemed appropriate by the classroom teacher.

## GRADING

| Scenario                                                  | Grade                                                                                                                                                                                                                       |
|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student achieves greater than 40% on SAC                  | <ul style="list-style-type: none"><li>Students receive an A+ - E grade on SAC</li></ul>                                                                                                                                     |
| Student achieves less than 40% on SAC                     | <ul style="list-style-type: none"><li>Student to complete a resit SAC (see resit process) and will receive either a UG or N</li></ul>                                                                                       |
| Student does not submit the task by the due date          | <ul style="list-style-type: none"><li>Student to submit the SAC within a week of the original due date and attend work redemption.</li><li>SAC to be treated as a resit and student will either receive a UG or N</li></ul> |
| Student has an unapproved absence for date of SAC         | <ul style="list-style-type: none"><li>Student to make up the SAC on the following Wednesday after school.</li><li>SAC to be treated as a resit and student will either receive a UG or N</li></ul>                          |
| Student has an approved absence for date of SAC           | <ul style="list-style-type: none"><li>Student to make up the SAC on the following Wednesday after school</li><li>SAC makeup to be treated as original SAC and student has opportunity of achieving A+ - E</li></ul>         |
| Student achieves greater than 40% on resit SAC            | <ul style="list-style-type: none"><li>Student receives a UG grade on SAC</li></ul>                                                                                                                                          |
| Student achieves less than 40% on resit SAC               | <ul style="list-style-type: none"><li>Teacher and YLC notify parents</li><li>Student has opportunity to complete an alternative task</li></ul>                                                                              |
| Student completes alternative task satisfactorily         | <ul style="list-style-type: none"><li>Student receives a UG grade on SAC</li></ul>                                                                                                                                          |
| Student does not complete alternative task satisfactorily | <ul style="list-style-type: none"><li>Student receives an N grade on SAC and overall unit</li></ul>                                                                                                                         |

## WORK REDEMPTION

If a student does not submit a homework task the classroom teacher will set a time for the student to complete or redeem this task. If the student does not attend the session, or complete the work, this will be followed by a referral to Homework Club after school. Parents will be notified of the overdue work and Homework Club requirement via Compass email. This email will outline the date and the work that the student is to complete.

## GRADING SCALE

| Grade | Percentage                                                                                            |
|-------|-------------------------------------------------------------------------------------------------------|
| A+    | 100 - 90%                                                                                             |
| A     | 89 - 80%                                                                                              |
| B+    | 79 - 75%                                                                                              |
| B     | 74 - 70%                                                                                              |
| C+    | 69 – 65%                                                                                              |
| C     | 64 – 60%                                                                                              |
| D+    | 59 – 55%                                                                                              |
| D     | 54 – 50%                                                                                              |
| E+    | 49 – 45%                                                                                              |
| E     | 44 – 40%                                                                                              |
| UG    | Below 40% on original SAC, shown satisfactory understanding in resit SAC or alternative task          |
| NS    | Below 40% on original SAC, have not shown satisfactory understanding in resit SAC or alternative task |
| NYC   | Not yet completed                                                                                     |

## VCE EARLY ACCESS PROGRAM

The Victorian Certificate of Education [VCE] provides students with the opportunity of completing a senior certificate by selecting from a range of studies. Students can focus on studies that will provide a pathway to University, TAFE or employment. For more information about the VCE and the details of the courses offered at Springside West Secondary College, please refer to the *Senior Years Course Selection Handbook*.

The VCE Early Access Program, provides Year 10 students with the opportunity to utilise two of their elective blocks [2 x consecutive semester blocks] undertaking a Unit 1 and 2 study. These units will then contribute to students' attainment of the VCE at the end of Year 12. Students undertaking the VCE Early Access Program engage in classes alongside Year 11 students. It is expected that students engage in this program and maintain this course for the duration of the year.

Early Access students will be able to access most of the VCE Unit 1 and 2 programs offered by the school upon meeting the relevant eligibility criteria for the course.

*As with all electives, students will be asked to nominate their VCE choices in order of preference. Whilst every effort will be made to accommodate students' first preferences as much as possible, all subject offerings are dependent upon availability and class sizes. Places for Year 11 students will be prioritised when considering positions within each course.*

## QUALIFYING FOR VCE EARLY ACCESS

Early access to VCE programs in Year 10 is at the discretion of the school. A minimum academic and attendance requirement is expected of students wishing to apply for the VCE Early Access Program. An outline of these requirements is below:

- Throughout Semester 1 of Year Nine, students must maintain an average academic grade of B or above across all their studies.
- Throughout Semester 1 of Year Nine, students must maintain at least 90% attendance in all their academic studies.
- Throughout Semester 1 of Year Nine, students must maintain an average academic grade of B+ or above across the subject/s directly aligned to the Early Access Subject wishing to be undertaken. EG: If students wish to access Units 1 & 2 Biology, scores from Year Nine Science will be scrutinised.

All cases of application to the VCE Early Access Program will be considered on an individual basis. If students have extenuating circumstances which may impact their ability to meet the above requirements, these can be discussed with the Year 10 Leading Teacher or Curriculum Leading Teacher.

Students in the Year 9 SEAL Program complete extended and enriched assessment tasks throughout the year and therefore may not meet the academic thresholds above. Given the nature of these tasks, the eligibility of each SEAL student will be assessed on a case-by-case basis, with teacher feedback and learning behaviours on interim reports scrutinised to make a final decision.

## ADVICE FOR VCE EARLY ACCESS: MATHEMATICS

The Mathematics subjects available for the VCE Early Access Program include General Mathematics Units 1 and 2 and Mathematical Methods Units 1 and 2.

Students attempting General Mathematics would be able to do so successfully if teacher judgements indicate that they are at a level 9.5 or greater in their Mathematics, and have shown a sound capacity to reason and problem-solve at this level. This means that the student is capable of completing most routine and non-routine applications of mathematics at a level 10.

Students attempting Mathematical Methods would be able to do so successfully if teacher judgements indicate that they are greater than a level 10 in their Mathematics, particularly in the strands of *Number*, *Algebra*, *Measurement*, and *Shape*. This means having capacity to reason and problem-solve at this level, across a range of routine and non-routine tasks. This program assumes significant background knowledge from the Year 10 Advanced course, and students should consider if they are familiar with the content of this course prior to choosing Mathematical Methods for Early Access. Students who are unsure should consult closely with the Head of Mathematics.

## SATISFACTORY COMPLETION OF UNITS

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for each school to decide in alignment with the Victorian Curriculum and Assessment Authority [VCAA] VCE Study Designs. The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's performance in the unit. This includes, but is not limited to, student performance in assessment tasks. Students must also abide by all school and VCAA policies including authentication and attendance policies. The school's Senior Years Course Selection Handbook provides more details about these policies and can be accessed on the SWSC website.

# IMPORTANT QUESTIONS TO CONSIDER

## HOW DO YOU BEGIN PLANNING?

Students should use the middle years as a time to explore a variety of different courses and pathways. As students begin to refine their choices in Year 10, this may mean a number of choices within a general interest area, or a number of choices that run across interest areas. This approach is important for a number of reasons:

With most VCE subjects, it is highly recommended that students have undertaken an equivalent course in Year 10. In doing so, they will have engaged with some of the key concepts, skills and knowledge in advance of studying the course at VCE level.

Some students will start individual subjects and find that they are not interested or motivated in that area. Therefore they should have sufficient subject breadth to be able to change direction.

Other students will find they do not perform well in a particular subject. This information will be useful during the course counselling process in Year 10 when selecting preferences for the later years.

As the timetable for each year is designed around the elective choices and preferences of students, subject changes amongst the electives will be limited in both Year 9 and 10. As such, students need to carefully consider the elective preferences prior to submission. In some cases, depending upon availability and class sizes, an alteration to the electives assigned will not be possible.

## HOW DO YOU CHOOSE YOUR SUBJECTS?

After identifying studies that you should complete in preparation for later years studies, students should then consider two other factors - studies that they enjoy and studies that they are good at. Students should carefully read the subject descriptions and consider the content of each subject and ways in which each subject is taught.

It is worth checking for the studies you are interested in, whether there is advice about doing some introductory courses in Year 10 before attempting the equivalent course in Year 11. For example, if you are interested in studying Chemistry it is recommended that you undertake the Chemistry elective, as well as any other Science electives that you may be interested in, before attempting a sequence of Units 1 and 2.

## CAN YOU DO A UNIT 3 & 4 VCE STUDY IN YEAR 11?

Yes. Those students who have successfully completed a Unit 1 and 2 sequence of studies in Year 10 as part of the VCE Early Access Program, can subsequently undertake a Unit 3 & 4 study in their first year of the VCE [Year 11]. It is advised that all students undertake VCE courses with the aim of completing the full Units 1 - 4 sequence of study.

All students are required to undertake five Unit 3 and 4 sequences in Year 12 regardless of whether they have undertaken the VCE Early Access program or not. In doing so, they will maximise their opportunities for success at the end of Year 12.

## WHAT HAPPENS IF I HAVE PROBLEMS COMPLETING WORK ON TIME?

A written description of the *Assessment Tasks* to be completed for each unit will be provided for each student along with a definite due date set by the teacher for all these tasks. Students who expect difficulty meeting the due date should discuss this with their class teacher well before. In some cases, an extension of time may be granted in accordance with the SWSC Assessment Policy.

## COURSE SELECTION PROCESS

When designing your pathway remember to choose subjects you like and are good at. Seek guidance from a wide range of people rather than relying on the judgement of any one person:

- Parents
- Relatives
- Careers Advisors
- Year 7 & 8 Teachers

## SUBMITTING COURSE SELECTIONS

Students will be allocated an appointment for course confirmation in Term Three. Students are to bring along their paper forms. The hardcopy of selections must be signed by the student and a parent and submitted during the appointment. Students will work to input these selections online with the counsellor.

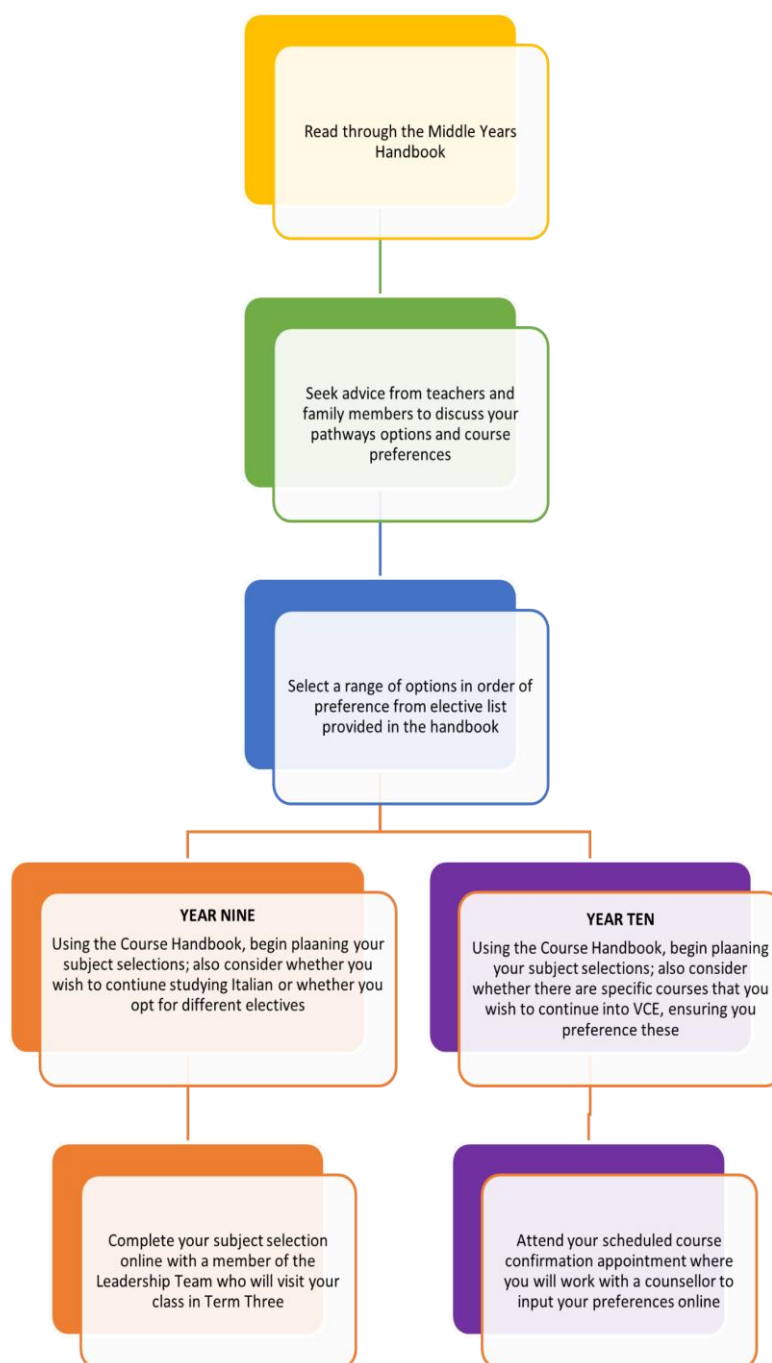
Year 10 students must also bring their Subject Selection Preparation Assignment [as part of the AYCB program] to their Course Counselling appointment. Students will not be permitted to submit their subject selections without this completed assignment.

Once students have settled on a range of subjects that enables a balance of interests, abilities and subject requirements, some choices will need to be made. The selection of subjects should be guided by the information in this handbook, which contains descriptions of the Year 9 and 10 studies being offered at Springside West Secondary College. Please note, whether a subject proceeds or not will depend on sufficient student numbers applying for the course in that particular year.

## ALTERING SUBJECT SELECTIONS

The timetable is built based upon the initial subject selections of students. Depending on the timetabling options and available spaces in classes, changing a course may be possible for students who realise that a particular subject does not suit their interests, strengths and aspirations. However, this change may not always be possible or sensible. Class size and timetabling constraints may prevent a transfer from one subject to another. Consequently, it is in each student's best interests to think seriously and thoroughly about their selections in the first place, to avoid late changes at the beginning of the school year. As mentioned above, students undertaking the VCE Early Access Program in Year 10 must undertake their Unit 1 & 2 units as a sequence and cannot change their selections after the beginning of Term 1

## COURSE SELECTION PROCESS OVERVIEW



## 2027 YEAR NINE PROGRAMS

The following subjects are offered at Year Nine. Subjects will only run if there is sufficient demand.

| YEAR NINE                         |      |
|-----------------------------------|------|
| Subject Area                      | Page |
| CORE SUBJECT AREAS                |      |
| English                           | 20   |
| Mathematics                       | 20   |
| Science                           | 21   |
| Humanities                        | 21   |
| Health & Physical Education       | 21   |
| ARTS ELECTIVES                    |      |
| 2D Art                            | 22   |
| 3D Art                            | 22   |
| Dance                             | 22   |
| Digital Media                     | 22   |
| Drama                             | 22   |
| Media                             | 23   |
| Music Performance                 | 23   |
| Theatre Studies                   | 23   |
| Visual Communication Design [VCD] | 23   |
| DESIGN & TECHNOLOGY ELECTIVES     |      |
| 3D Printing                       | 23   |
| Coding                            | 24   |
| Contemporary Jewellery            | 24   |
| Electronics                       | 24   |
| Food Studies                      | 24   |
| Resistant Materials               | 24   |
| Textiles and Fashion              | 24   |
| ALTERNATE ELECTIVES               |      |

|                                      |    |
|--------------------------------------|----|
| City Experience                      | 25 |
| Forensics                            | 25 |
| Italian* <i>[year-long elective]</i> | 25 |
| Hindi* <i>[year-long elective]</i>   | 25 |
| Leadership & Coaching                | 25 |

## 2027 YEAR TEN PROGRAMS

The following subjects are offered at Year Ten. Subjects will only run if there is sufficient demand.

| YEAR TEN                          |      |
|-----------------------------------|------|
| Subject Area                      | Page |
| CORE ENGLISH STUDY                |      |
| English                           | 26   |
| Advanced English                  | 26   |
| English as an Additional Language | 26   |
| CORE MATHEMATICS STREAMS          |      |
| General Mathematics               | 27   |
| Advanced Mathematics              | 27   |
| SCIENCE ELECTIVES                 |      |
| Biology                           | 28   |
| Chemistry                         | 28   |
| Environmental Science             | 28   |
| Physics                           | 28   |
| Psychology                        | 29   |
| Applied Science                   | 29   |
| HUMANITIES ELECTIVES              |      |
| Business & Economics              | 29   |
| Geography                         | 29   |

|                                                  |    |
|--------------------------------------------------|----|
| History                                          | 30 |
| Legal & Social Studies                           | 30 |
| Philosophy: Ideas to Change the World            | 30 |
| HEALTH & PHYSICAL EDUCATION ELECTIVES            |    |
| Health & Human Development                       | 30 |
| Physical Education                               | 31 |
| Sport & Recreation                               | 31 |
| ARTS ELECTIVES                                   |    |
| Art                                              | 31 |
| Ceramics                                         | 31 |
| Creative Textiles                                | 31 |
| Digital Media                                    | 32 |
| Drama                                            | 32 |
| Media                                            | 32 |
| Music Performance                                | 32 |
| Theatre Studies                                  | 32 |
| Visual Communication Design [VCD]: The Architect | 33 |
| Visual Communication Design [VCD]: The Designer  | 33 |
| DESIGN & TECHNOLOGY ELECTIVES                    |    |
| Digital Technology                               | 33 |
| Food Studies                                     | 33 |
| Product Design & Technology                      | 33 |
| Systems                                          | 34 |
| LANGUAGES ELECTIVES                              |    |
| Italian* [ <i>year-long elective</i> ]           | 34 |
| ENGLISH ELECTIVES                                |    |
| Literacy                                         | 34 |

# COURSE DESCRIPTIONS

## YEAR NINE

### English

The Year 9 English course focuses on students evaluating and integrating ideas from texts to form their own interpretations. Students begin by analysing how persuasive texts position an audience and develop an understanding of how to use a variety of language features to create different levels of meaning. They apply these skills when creating presentations and actively contributing to class and group discussions, comparing and evaluating responses to ideas and issues. Students then explore the social issues present in the text 'The Outsiders' by S.E. Hinton. They identify themes and analyse how literary devices are utilised by the author in a text analysis essay. Students build on these analysis skills when they read and interpret a collection of poetry and short stories. They select evidence to analyse and explain how language choices, poetic devices and conventions are used to convey meaning. They then apply this knowledge by crafting their own poem or short story and explain their creative decision-making process. Students further hone their analysis skills by reading and analysing short stories from the collection 'Stories of the Stolen Children'. There is a focus on the development of proofreading skills, encouraging students to edit for effect and selecting appropriate vocabulary and grammar while using accurate spelling and punctuation.

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### Mathematics

The Year 9 Mathematics program at Springside West Secondary College is aligned to the Victorian Curriculum Version 2.0. Throughout *Geometry*, students use similarity, scale, trigonometry, enlargement transformations, the triangle inequality and Pythagoras' theorem to solve practical problems. As part of their study of *Indices and Surds*, students further develop their fluency with the index laws and apply this to scientific notation. They also explore fractional indices and their connection to surds. Students study percentage profits and discounts, taxation, and simple interest as part of *Number and finance*, and add to their algebraic toolkit in *Algebra*, by using linear and quadratic functions to model a broad range of phenomena and contexts and make predictions. As part of their study of *Probability*, students will investigate probabilities of compound events from two-step experiments and solve related problems, using a variety of representations such as Venn diagrams, tree diagrams, two-way tables and grids to assist in determining the probabilities for these events. In *Measurement*, students use the surface area and volume of objects and apply formulas to solve problems, calculating these and related dimensions of objects as required. In their study of *Statistics*, students compare multiple numerical data subsets in context and analyse their distributions with consideration of symmetry and skew. Students justify their choice of data representation with respect to data types and context and critically review the statistical presentation of data and related arguments of others.

## **Science**

In this course, students extend their understanding of atoms and chemical reactions, including acid–base, corrosion and combustion reactions. They investigate how chemical reactions involve the rearrangement of atoms and explore factors that influence the rate at which reactions occur. Students examine how the body responds to stimuli, including the structure and function of neurons and synapses within the nervous system, the role of the endocrine system in maintaining homeostasis, and the impact of infectious diseases on the human body.

Students also explore interactions within ecosystems through fieldwork investigations of biotic and abiotic factors. In Physics, students investigate different types of waves and how sound is produced and transmitted. In Earth and Space Sciences, students examine the theory of plate tectonics to explain global patterns of geological activity, including earthquakes, volcanoes and continental movement, using a range of sources to support inquiry and discussion.

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## **Humanities**

The Year Nine Humanities course covers a range of topics including geography, history, civics and economics. In geography, students will investigate biomes and food security, while examining the interconnectedness of places and people through trade, tourism and technology. The history component focuses on the industrial revolution and its impact on the societies of Britain and Australia. Additionally, students will study World War One with an emphasis on significant events in the conflict and the way it shaped Australia's relationships with other nations in the 20th century.

In the civics component, students will explore the challenges that democracies face and Australia's role within the Asia-Pacific region. The Business and Economics component explores the global economy, its decision makers and the impacts of economic decisions for individuals and nations. Students also investigate the ethics of business decision making in product consumption and branding.

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## **Health & Physical Education**

The Year 9 Health and Physical Education subject focuses on students deepening their understanding of health, wellbeing and physical activity as they navigate adolescence and increasing independence. Students will explore identity, attitudes and emotions, learning how these shape behaviour, decision-making and relationships. They will also examine respectful relationships and sexual education, developing knowledge about consent, safety, communication and personal boundaries. Students further investigate community advocacy, understanding how individuals and groups can promote positive health outcomes within their communities.

Students will participate in a diverse range of activities including invasion games such as lacrosse, hockey and tchoukball; net/wall sports such as Spikeball and badminton; target games; fitness for health; baseball and rhythmic movements. These activities build advanced movement skills, tactical awareness, teamwork and confidence. Students will continue to strengthen their leadership, resilience and decision-making skills through both practical participation and health-based learning.

# ARTS ELECTIVES

## 2D Art

Students are introduced to a selection of two-dimensional visual arts practices and styles with a focus on printmaking, drawing and mixed-media. Students develop their art skills and gain an understanding of how visual language and techniques can communicate ideas to an audience. They learn to develop their art process which involves planning and exploring their own ideas in order to create finished artworks based on given themes and inspirations. Students also analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts.

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## 3D Art

Students are introduced to three-dimensional art practices and styles including exploration of ceramics and assemblage art. They learn to develop their critical and creative thinking skills and art practice focussing on using art making processes to plan and create unique artworks. Students explore a variety of art movements, materials, techniques and artists to inspire their art practice and artworks. Students also analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts, to inform their art practice and artworks.

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## Dance

Year 9 Dance provides students with the opportunity to explore movement as a powerful form of expression, communication, and creativity. In this subject, students develop their skills as performers, choreographers, and reflective artists through practical and theoretical learning experiences. Students will engage in a variety of dance styles and contexts, building confidence, collaboration skills, and an understanding of how dance connects to culture and society.

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## Digital Media

In Digital Media, students explore the ever-changing world of new media technologies and the ways in which people engage with digital media products and platforms. Engaging with and expanding their knowledge of and experience with different forms of online content, students will explore, analyse, and create within digital media forms such as websites, animation, shortform video, and digital art. By the end of this unit, students will have a stronger understanding of the process of developing digital media products, including how they are designed to engage a target audience, what purpose digital media products serve, and how those purposes are achieved. Students will also have created digital media products in a number of forms, utilising animation techniques, design elements and principles.

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## Drama

In Year 9 Drama, you will create and present original performances while building confidence in voice, movement and storytelling. Being an elective, students are held to a high standard of engagement. Concepts and skills from VCE Drama will be introduced, including, performance skills, dramatic elements, and playmaking techniques. Students of Year 9 Drama will be expected to understand and execute these skills and concepts and be able to analyse and evaluate their execution with fluent use of drama-specific terminology.

You will explore role, character and situation by devising a group performance inspired by Aboriginal and Torres Strait Islander mythology. Along the way, you will develop skills in improvisation, researching, scripting, and design. Through small-group performances, you will develop the physical and vocal expressive skills needed to communicate ideas, character and dramatic action, as well as useful life skills including teamwork, leadership and critical thinking. Students who enjoy creativity, collaboration and being challenged are strongly encouraged to join Year 9 Drama.

## **Media**

Students experiment with a range of media forms to develop production skills that explore the technical and symbolic elements of video, images, sounds, and text to create story, purpose, meaning, style and or genre. Students will create media products by planning, producing and distributing media products for a range of different audiences. Students will develop skills in using Adobe software such as Photoshop and Premiere Rush. Students also analyse and evaluate a range of media artworks from contemporary and past.

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## **Music Performance**

Students develop performance skills on an instrument of their choice and deepen their knowledge of music language and theory. With the aim of performing in small groups students apply their understanding of the elements of music through rehearsals and the exploration of popular music styles. Students work independently and in small groups to perform a short program, demonstrating a variety of skills. It is recommended that students in Year 9 Music take instrumental music lessons to develop their ability to play and perform music.

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## **Theatre Studies**

In Year 9 Theatre Studies, you will explore how scripts are interpreted and brought to life for an audience. You will explore pre-modern theatre styles and the different ways that cultures have staged their storytelling throughout history and around the world. You will investigate plays by exploring their context, language and performance style, then work individually and as part of a team to plan, develop and present scripted scenes. You will learn how theatre-makers make creative choices to communicate meaning and connect with different audiences. Theatre Studies is not only for performers. You can also contribute through costume, set design, lighting, sound, stage management and backstage roles. You will explore how theatre has developed across time and place, and analyse professional productions to understand how acting, design and production work together. If you enjoy storytelling, collaboration and bringing scripts to life on stage or behind the scenes, Theatre Studies is for you.

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## **Visual Communication Design [VCD]**

Students learn the four stages of the double-diamond design process: discover, define, develop, and deliver, and apply them through two major projects: designing a mobile app and creating a piece of outdoor furniture. They take part in a range of hands-on, human-centred design activities, including surveying a target audience, synthesising research data, producing app wireframes using both hand-drawn and digital methods, live-drawing furniture concepts, and extending the technical drawing skills they developed in Year 8 VCD.

# **TECHNOLOGY ELECTIVES**

## **3D Printing**

Students will learn how to use CAD software programs to design 3D models such as tinkerCAD and fusion 360. They will also learn how to use slicing software to convert 3D models into 3D printable files. Students will learn current and emerging 3D printing applications in a variety of industries, whilst describing the advantages and limitations of each 3D printing technology. Evaluation of real-life scenarios will be undertaken whereby students will identify opportunities to apply 3D printing technology for time and cost savings. Discussions on the economic implications of 3D printing including its impact on start-up businesses and supply chains will occur. Students will finish up using the design process and printing hinged objects that move and contain interlocking, snap fit, and/or print in place joints.

## **Coding**

This Year 9 elective will go through the development of coding skills to solve real world problems that will occur through developing web pages based on user stories and needs. The students will produce and format their own web pages using html and css coding. Following this, students will learn graphical programming using python with pyAngelo, learning skills such as coordinates, colours, shapes, variables, animations, functions, for loops, object-oriented programming and lists.

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## **Contemporary Jewellery**

In Year 9 Contemporary Jewellery, students will explore and develop their design thinking and creative making skills to create jewellery for an end user/s. Students will learn how to use the design process and be exposed to a variety of materials, techniques and processes to create contemporary jewellery. They will build on their knowledge of designers and makers and explore ethical and sustainability considerations when creating designed solutions.

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## **Food Studies**

In Year 9 students will investigate safe and hygienic work practices. They will develop skills to identify and prevent the risk of developing food poisoning and will create a food label providing consumers with important safety information about the product. Students will further develop practical skills, using the appropriate equipment for each production task. Students will develop an understanding of food around the world, investigating different cultures, food staple and regional foods. They will investigate, design, and create a cultural dish of their own choice using the design process.

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## **Resistant Materials**

Students participating in this course will be given the opportunity to develop new and interesting skills involving materials such as timber, metal and plastic. They will also refine their skills in the areas of designing, marking out, sawing, chiselling, planning, drilling and joining. Students will be instructed in the safe operation of hand tools, power tools and equipment. They will be assessed on their knowledge and understanding with tasks involving materials, components, tools and equipment used to create design solutions. Students will also be assessed on process and production skills including designing, producing, implementing, collaborating, evaluating and constructing a product. Students will also design and make a Flat Pack project using our laser cutters. The process from the idea to the finished workpiece is mapped digitally throughout. They learn how to digitally, using sketchup, draw a 3D project and then transfer this information to the laser cutter and then assemble the prototype or product.

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## **Textiles & Fashion**

The aim of this course is to enhance sewing skills and techniques introduced in the Year 8 curriculum. This subject will reinforce the students' knowledge of terminology, and the procedures used in the context of Textiles. In Year 9 Textiles and Fashion students refine a variety of machine sewing skills whilst involved in the making of a finished garment using a commercial pattern. Students develop a deeper understanding of the design process, as they will research, investigate, and generate ideas for the development of design sketches. All completed work will be documented in a design folio. Safe work practices will also be taught and adhered to throughout the course giving the students' knowledge of the importance of Occupational Health and Safety (OH&S) within the Textiles classroom.

# ALTERNATE ELECTIVES

## City Experience

The City Experience elective is a project-based course that engages students to be working collaboratively in teams, exploring a variety of initiatives and facets of life in the city of Melbourne. As the semester progresses, students demonstrate their learning through the development of online digital media and inquiry projects. Parts of this program involve students travelling into and around the city using public transport independently, and part of the learning program includes excursions. As such, it is essential that participating students have a valid Myki.

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## Forensics

Forensics brings together the techniques and the science that law enforcement and crime scene investigators use to recreate crime scenes. Students will be familiarising themselves with forensic psychology which incorporates criminal profiling, memory fallibility and Innocence project. Subject also provides ample opportunities for students to put their theoretical information into practice via Forensics Investigations. Students will be performing experiments like DNA extraction, Hair and fibre analysis, blood spattering, Fingerprint recognition, footprint analysis and crime scene investigation. Forensic subjects incorporate a range of techniques from biology, chemistry, physics and other scientific areas.

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## Italian

As part of Year 9 Italian studies, students complete a full year of Italian using the text Ecco 2. Topics covered include: health and fitness, family and home life, fashion and clothing, local festivals, and celebrations. Students continue to develop their skills in understanding and conjugating verbs, using possessive adjectives, the past participles, and prepositions. They demonstrate their knowledge and understanding through various methods such as dialogues, blogs, and film reviews. In Year 9 students will be expected to participate in all incursions and excursions. Many of these excursions are designed to build students' understanding of Italian culture, as well as affording an opportunity to practise their Italian language skills in public. Some examples of these are visits to designer stores such as Gucci and Dolce & Gabbana, excursions to *Cinema Nova* and Lygon St. The focus for Year 9 students will be to develop their learning through experiences both in the classroom and within the resources of our city. Year 9 Italian is a requirement for students who wish to pursue Italian at Year 10.

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## Hindi

As part of Year 9 Hindi studies, students will study health and fitness, family and home life, fashion and clothing, local festivals, and celebrations. They demonstrate their knowledge and understanding through various methods such as dialogues, blogs, and film reviews. In Year 9 students will be expected to participate in all incursions and excursions. Many of these excursions are designed to build students' understanding of Indian culture, as well as affording an opportunity to practise their Hindi language skills in public. Year 9 Hindi is a requirement for students who wish to pursue Hindi at Year 10.

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## Leadership & Coaching

In Year 9 Leadership and Coaching, students learn how to coach, lead and work effectively in teams through practical and theory-based learning. Students explore coaching styles, facilitation skills, group dynamics, coaching ethics and how to plan and deliver their own coaching session. They will also compare elite and recreational coaching, learn about tactics and strategies as well as examine how sport technology influences performance. Across the semester, students will develop leadership, communication and problem-solving skills that support both sport and everyday life.

# COURSE DESCRIPTIONS

## YEAR TEN

### ENGLISH STREAMS

#### English

The Year 10 English course is aimed at developing the skill set that students require for successfully completing VCE English. Students focus on developing their critical thinking capacity through the analysis of texts, including the play 'Romeo and Juliet' and the novel 'Animal Farm'. Students demonstrate their ability to comprehend these texts, as well as consider the historical, social and cultural aspects of the time and how these have influenced the author. Students continue to develop the sophistication of their writing, through the explicit learning of vocabulary related to argument and persuasion. They begin to discuss the way in which an author develops an argument through the holistic analysis of a persuasive text. Students utilise this when creating and presenting an oral presentation on an issue of their choice. The creative writing unit allows students to analyse the structure and literary features utilised by Australian authors and apply this through the development of their own creative writing.

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#### Advanced English

In Advanced English, students engage with a variety of texts and text types to extend their English proficiency. They engage with literary studies when they analyse a collection of poetry and adapt the gothic features of the novel Dracula to their own creative writing. Students are also introduced to the topic of Linguistics or 'English Language', where they delve into the history of the English language and how its structures change over time. Units from mainstream Year 10 English are also covered, albeit at a faster pace. For example, students combine creative writing and argumentative writing when they craft a feature article and hone their ability to write analytically about the Shakespearean play Romeo and Juliet. Year 10 Advanced English is designed to extend students and prepare them for VCE English, Literature and English Language pathways. Advanced English involves a high degree of challenge - course counsellors will use prior results in Years 8 and 9 English to determine students' English proficiency and suitability for this subject. Overall, Advanced English is an engaging and academically rewarding subject that equips students with a robust skill set, laying a strong foundation for their VCE success!

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#### English as an Additional Language

In English as an Additional Language, students engage with a variety of texts and text types to consolidate their English language proficiency. They begin by reading short texts or text extracts to analyse how authors use language to convey specific meaning and engage with social and historical contexts. They then use this as the basis of a personal response, where they consider how texts are relevant to their own lives and contexts. Students continue to develop their own responses to texts by exploring a framework of ideas and use a variety of mentor texts to inspire their own creative or expository writing. Later in the year, students develop their analytical writing skills by responding to a literary text in the form of a text response essay. This requires them to demonstrate control over metalanguage and syntax to present interpretations about how authors construct meaning. They close the year by exploring persuasive language techniques and argument structure. English as an Additional Language is designed as a pathway to both English and EAL at the VCE level.

# MATHEMATICS STREAMS

## General Mathematics

This course provides a foundation for students aiming to complete General Mathematics or Foundation Mathematics in their VCE studies or future entry into Vocational Major Numeracy. Students should not select this stream if they would like to attempt Mathematical Methods in Year 11, or if they would like to keep this option open. Students in this subject solve problems involving equations and inequalities using a range of algebraic tools. They represent these relationships numerically, graphically, and algebraically, and use these skills to explore the connections between simple and compound interest. Students transfer their understanding of substitution to calculate the surface area and volume of composite solids, and use the Pythagorean Theorem and trigonometric ratios to solve practical problems. Students construct a range of univariate and bivariate data displays, including stem-and-leaf plots and box plots, and analyse these using appropriate measures of centre. They compare the chances of independent and dependent events using tree diagrams and Venn diagrams.

## Advanced Mathematics

This pathway is designed for students intending to pursue high-level senior secondary mathematics, such as Mathematical Methods or Specialist Mathematics, and who already possess an advanced command of algebra.

### The Transition to Advanced Mathematics

The move to this level of study represents one of the most significant academic shifts in the mathematics curriculum. It involves a high degree of challenge and a rigorous pace. Consequently, a strong performance in prior algebraic assessments is required for entry into this subject to ensure students are prepared for the increased complexity.

### A Change in Philosophy: Gaining Marks vs. Retaining Marks

A fundamental shift in mindset is required when moving into advanced mathematical streams:

- **Advanced Streams (Methods/Specialist):** The assessment is designed to be challenging enough that students must work hard to gain as many marks as possible. It is rare, and often not expected, for a student to achieve full marks.
- **Standard Streams (General Mathematics):** These subjects focus on proficiency and accuracy, where top-performing students primarily focus on not losing marks through error.
- State-wide examination data for senior advanced mathematics often shows median results sitting at near 50%.

Because this subject is modelled on senior secondary standards, students and parents should prepare for a change in typical grading patterns. Many students entering this pathway are accustomed to achieving the highest possible grades. While every student is encouraged to strive for their personal best, applying the expectation of continuous A or A+ results can create undue pressure. Success in this subject is defined by the mastery of complex concepts and resilience in the face of challenge, rather than perfect scores.

Students solve problems involving linear equations and inequalities, quadratic equations and pairs of simultaneous linear equations and related graphs, with and without the use of digital technology. Students substitute into formulas, find unknown values, manipulate linear algebraic expressions, expand binomial expressions and factorise monic and simple non-monic quadratic expressions, with and without the use of digital technology. They represent linear, quadratic and exponential functions numerically, graphically and algebraically, and use them to model situations and solve practical problems. Students establish and apply the laws of logarithms; investigate polynomials and apply the factor and remainder theorems to solve problems; and describe, interpret and sketch parabolas, hyperbolas, circles and exponential functions.

Students solve and explain surface area and volume problems relating to composite solids. They use trigonometry to solve practical problems. Students use the unit circle to define trigonometric functions as functions of a real variable, and graph them with and without the use of digital technologies. They apply Pythagoras' theorem and trigonometry to solving three-dimensional problems in right-angled triangles. Students compare univariate data sets by referring to summary statistics and the shape of their displays. They list outcomes for multi-step chance experiments involving independent and dependent events and assign probabilities for these experiments. Students calculate and interpret the mean and standard deviation of data and use these to compare data sets.

## SCIENCE ELECTIVES

### Biology

In this course, students will learn about the transmission of DNA, chromosomes, and genes from one generation to the next and how they determine our heritable characteristics. The base-pairing rule for DNA replication will be used to explain the process of mitosis and meiosis. The principles of Mendelian genetics will be explored using Punnett squares to predict the inheritance of traits. The course will also cover the topic of evolution, including the geological time scale and the process of radioactive dating. Students will learn how natural variation in populations and environmental conditions drive evolution, and they will explore case studies of famous examples of natural selection, such as the rise and fall of dinosaurs, Darwin's finches, and the extinction of woolly mammoths. Students will also study the immune system, including unique molecules called antigens, the nature of immunity, and the role of vaccinations in providing protection against disease.

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### Chemistry

In this course students will build upon their prior knowledge of atoms and elements, and begin to investigate in detail the structure of atoms and their electronic configurations, as well as the properties of various elements on the periodic table. Students will also develop an understanding of ions and ionic compounds, as well as the specific language used to name them. Various bonding will be explored, such as the ionic, covalent and metallic bonding models. Throughout the course, students will develop and refine their skills in writing full balanced chemical equations, including determining the states of reactants and products. Students will then explore various types of chemical reactions, including acid and base reactions, acid and metal reactions, and a strong focus will be placed on precipitation reactions and the solubility of ionic compounds. The course will conclude with students learning about the mole concept, and calculations involving moles, molar mass, and Avogadro's number. Extending upon this, students will be introduced to stoichiometric calculations in preparation for VCE Chemistry.

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### Environmental Science

This course introduces students to the processes and interactions occurring within and between Earth's four interrelated systems: the atmosphere, biosphere, hydrosphere, and lithosphere. Through studying these systems, students will gain an understanding of the movement of energy and nutrient flow within them. Students investigate environmental factors affecting aquatic ecosystems, with a focus on water pollution and its sources. They examine different water quality indicators to assess ecosystem health. Students also explore the impacts of human activities, including processes like eutrophication, bioaccumulation and biomagnification, on aquatic environments. They will also have the opportunity to undertake fieldwork to monitor and assess local ecosystems, and analyse their ecological health. Additionally, the course addresses the historical evolution of Earth's systems, and human impacts on ecosystems. A central focus of the course is the dynamics of global climate change. Students will use scientific models to examine the interactions between greenhouse gas emissions and energy exchanges. They will evaluate how human-induced climate change is driven by activities such as power generation, deforestation, transportation, and food production.

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### Physics

In this course, students learn about Physics as a way of understanding nature. They will explore the different branches of Physics including classical and quantum Physics and develop an understanding that Physics is a subject that changes with time as theories develop and are either supported with evidence or discarded. They will learn about the Fundamental Forces and how they can be used to explain the structure and behaviour of matter. In this course, students will study motion and energy as major topics. They will learn about distance and displacement, speed and velocity, analysing motion graphs, acceleration, forces and Newton's laws, energy, work and power. They will complete practical work involving ticker timers. Students will also learn about electricity including the concepts of current, voltage and resistance and how they are relevant to real-life electrical circuits.

## **Psychology**

In this course, students will learn foundation skills and knowledge in the scientific study of thoughts, feelings and behaviour, providing a foundation for further study in VCE Psychology. Students will identify misconceptions of psychology, understand its scientific nature, and the various career pathways. The nature vs nurture debate is explored, examining how personality, mental wellbeing, and development are influenced. Students investigate how learning and memory shape behaviour, exploring theories of learning, models of memory, and factors influencing memory accuracy. The structure and function of the brain and nervous system, including brain regions, neurons, and neurotransmission, are examined. Students discover the brain's ability to adapt and change, such as in response to brain trauma or neurodegenerative disease. Additionally, students will learn to research, produce an investigative aim, design and conduct an experiment, adhere to ethical principles, and communicate findings using appropriate scientific terminology and conventions for a chosen topic in Psychology.

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## **Applied Science**

Applied Science for Year 10 is an engaging and dynamic subject that bridges theoretical science with practical application. This course covers a broad range of scientific principles and demonstrates their relevance through hands-on projects and experiments. Students will delve into the worlds of physics, chemistry, biology, and environmental science, applying their knowledge to real-world challenges and creative design projects. Students will demonstrate understanding in physics by constructing bridges and bottle rockets. They will learn about the history and future development of medicine by conducting and learning lab techniques. Applied Science is perfect for students who enjoy learning by doing and are eager to see the tangible results of their work. This course will not only deepen your understanding of scientific concepts but also prepare you for future studies and careers in science, technology, engineering, and mathematics

# **HUMANITIES ELECTIVES**

## **Business & Economics**

In this subject, students investigate how businesses are established and how they compete to attract customers in a global marketplace. The students design their own business idea, identify their target customers, and develop a business plan that includes strategies for marketing, advertising, and promoting their products. The unit introduces students to the foundations of economic theory, including basic economic laws such as supply and demand, scarcity, and opportunity cost. Students examine how the distribution of resources influences living standards in society, while exploring key issues such as inflation and unemployment. Students also explore the changing nature of work in Australia and globally. They consider the growing importance of technology in shaping workplace skills and opportunities, Occupational Health and Safety, the need to address discrimination and the role of trade unions in ensuring a safe working environment.

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## **Geography**

Environmental change is studied in this unit with an emphasis on different types of environmental changes and the forms it takes in different places. Climate change is studied as a central feature of the challenges inherent in managing a vast and global threat to environmental viability. In addition, environmental worldviews of people and their implications for environmental management is investigated with a focus on Aboriginal and Torres Strait Islander peoples' custodial responsibilities. Students will also study geography in the context of geographies of human wellbeing; that is the study of the way data can reveal fundamental truths about living standards across the world. Data sets like literacy and infant mortality rates will be considered as tools to measure the wellbeing and liveability standard of a society.

## History

In History students explore the impact of World War Two on the global community. Students study both the European and Pacific theatres as well as key events such as the Holocaust. They consider the involvement of Australians both at home and abroad. Students investigate the battle for civil rights by First Nations Australians by considering significant events and the movement towards reconciliation. Finally, an exploration of the globalising world in the second half of the twentieth century via the lens of popular culture is undertaken. Students learn about how changes in film, music, television and sport have been impacted by global events and how it has shaped the Australian identity.

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## Legal & Social Studies

In Year 10 Legal and Social Studies students consider the challenges faced by contemporary democracies such as the rise of far-right movements, concentrated media ownership and misinformation. They also consider international relationships between other countries and Australia and Australia's role in peacekeeping and involvement in the United Nations. Students investigate human rights and the role that they play in international conflict and international society. Students investigate human rights atrocities that have occurred globally and within Australia. They also explore the obligations of the Australian government with relation to human rights and both parliament and the courts aim to protect them in Australia.

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## Philosophy: Ideas to Change the World

In Year 10 "Philosophy: Ideas to Change the World", students grapple with questions that humans have pondered for thousands of years: how should we live? What does an ethical society look like? What does it mean to be a good person? Students will be introduced to some of the most prolific philosophical thinkers of the Western world, and apply their ideas to ethical problems that we face as citizens of the 21<sup>st</sup> Century. In unit 1, students read and analyse philosophical viewpoints on ethics, such as Immanuel Kant's 'Categorical Imperative', Jeremy Bentham's 'Felicific Calculus' and Aristotle's 'Golden Mean'. They use contemporary ethical issues and short stories to evaluate these concepts. In unit 2, students develop their own ideas about what 'justice' means, drawing from the philosophical perspectives of John Rawls, Robert Nozick and Angela Davis. They are also introduced to philosophical argumentation and how to distinguish logical arguments from explanation and rhetoric. This subject pinpoints student's natural curiosity by opening their minds to new possibilities and asking them to put forth creative and coherent arguments for their own vision of a better and more moral world.

# HEALTH & PHYSICAL EDUCATION ELECTIVES

## Health & Human Development

Students will explore how health and wellbeing is a dynamic concept which can be influenced by age, sex, socioeconomic status, and culture. They will examine how Aboriginal and Torres Strait Islander perspectives of health may differ and will investigate how sociocultural factors such as education, family, housing and income may contribute to variations in the health status of Australian youth. The role of nutrition in promoting the health and wellbeing of Australian adolescents will also be studied through examining the function of the major nutrients, food sources, and food selection models such as the Australian Guide to Healthy Eating and the Health Star Rating System. Students will also explore the different stages of the human lifespan, and they will develop skills in evaluating data to describe the health status of Australians.

## **Physical Education**

Within the subject of Physical Education, students will participate in both theory and practical classes. The theoretical component of the course covers Body systems, Body in Motion, Training Programs and Biomechanics, in preparation for VCE Physical Education. The practical component allows students to participate in a wide variety of sports to develop their sport specific skills as well as their personal skills such as teamwork and communication. Students will also apply those components learnt in the theory classes to their practical sessions. By the end of this course, students should have a clear understanding of the skills and knowledge related to the VCE Physical Education subject.

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## **Sport & Recreation**

Year 10 Sport and Recreation blends theory, practical activity and external experiences to help students build lifelong health, fitness and leadership skills. Students explore physical activity behaviours, healthy lifestyles and the social-ecological model by applying these concepts to real-world scenarios. They will also learn essential first aid, CPR, sports injury management and water safety skills to develop confidence in emergency situations. Coaching and leadership skills are developed through training session design, performance analysis, coaching cues and by completing a community coaching qualification. This subject helps to maintain sport and recreation industry knowledge and leads into VET Sport, Aquatics & Recreation.

# **ARTS ELECTIVES**

## **Art**

Students take inspiration and explore their visual arts practices to develop a personal style. They experiment with materials, techniques in a range of art forms to express ideas. They conceptualise, plan and design artworks that demonstrate individual concepts and artistic intentions. The art making is developed based on a given theme, where students consider how to share meaning and messages to an audience, and for exhibitions. Students also analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts, to create and present artworks for an exhibition.

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## **Ceramics**

Students focus on exploring the material of clay to create a series of ceramic artworks. Students are introduced to traditional and modern ceramics techniques. With a focus on building an art practice, students will learn how to develop and plan their own unique artworks, focussing on artists and art movements as inspiration. Students will also be exposed to hand building techniques, glazing and the basics of wheel throwing using the pottery wheel. Students will develop their literacy and art analysis skills, interpreting and evaluating a range of ceramic artworks from different artists from a variety of cultures and historical contexts.

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## **Creative Textiles**

The aim of the Creative Textiles subject is the development and the refinement of a range of machine-sewing skills and techniques leading into the making of a wearable art piece. The course will incorporate an art creative process in the lead-up to garment making. Students will explore varied techniques; document trials in their Art Diaries; research inspirations; develop their own personal ideas based on a chosen theme; plan the final creative piece with sketches and annotations; then finally create a finished personally customised creative piece of garment. Experiments include, but are not limited to the creation of darts, pleats, gathers, the attachment of zips, cuffs, bias tape and using an overlocker machine. Students will select and combine techniques to modify given instructions and create a finished garment. Students will learn about Textiles as an Artform, and learn to analyse Wearable Art Pieces and Textiles-based Artworks that share meaning. This course mirrors the structure and leads into VCE Art Creative Practice (Textiles). Safe work practices will also be taught and adhered to throughout the course giving the students' knowledge of the importance of Occupational Health and Safety (OH&S) within the Textiles classroom.

## **Digital Media**

Year 10 Digital Media builds on students' understanding of foundational principles and extends their abilities by using Adobe After Effects. Students will develop technical and creative skills in keyframing, motion paths, and visual effects, while applying the 12 principles of animation to produce smooth and expressive movement. They will learn to construct layered compositions, assemble various assets to create promotional short films and apply design techniques such as the rule of thirds, leading lines, and perspective to enhance visual storytelling. Through guided exercises and the use of a provided asset library, students will plan, animate, and refine original projects. A final digital portfolio will showcase their learning, creative process, and completed animation work.

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## **Drama**

In Year 10 Drama, you will create original performances for an audience. Using ideas, themes and stimulus material, you will devise your own dramatic work while developing skills in voice, movement, character and storytelling. With VCE Drama coming up, you will be expected to engage with relevant skills and concepts at a high level.

You will explore a chosen performance style and its conventions, then use these ideas to create performances involving transformation of character, place and time, and application of symbol. Throughout the semester, you will build playmaking skills including improvisation, research, scripting, rehearsing, designing, editing and refining. You will also watch live and recorded theatre to analyse how professional theatre-makers communicate meaning and engage audiences. If you enjoy generating ideas, collaborating with others and creating performances from the ground up, Year 10 Drama is for you.

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## **Media**

Students focus on how films and photography are constructed through media codes and narrative conventions that are typical of specific genres and styles. They develop written skills in analysing the construction of a narrative. Students plan and create media products using media techniques that meet industry requirements. Individual and collaborative projects give students an opportunity to learn how to work with others in a production environment and to create media products for a target audience.

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## **Music Performance**

Students specialise in one instrument and develop their skills in solo and group performance. Students perform in front of an audience and evaluate their performances, identifying areas for improvement and further development. Students continue to develop their theoretical knowledge of music, applying this to both aural and written tasks. Students also learn to critically analyse the intent and effect of musical works from different genres and eras, to enrich their music making. It is expected that students will have weekly instrumental music lessons on their instrument of specialisation, whether that is through the College or an external provider.

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## **Theatre Studies**

In Year 10 Theatre Studies, you will explore how scripted plays are brought to life for an audience. Rather than creating original work, you will interpret, adapt and stage existing scripts in creative and engaging ways. You will practically explore the creative cycle of interpretation > realisation > evaluation by designing and mounting a full scripted production for performance. You will investigate the context of plays, theatre styles and performance conventions, while learning how theatre has developed across time and place. Theatre Studies is not only for actors. You can contribute through costume, set design, lighting, sound, makeup, stage management and backstage roles. As part of a team, you will help plan, rehearse and present a scripted performance for an audience. Students may choose whether they perform on stage. You will also watch professional theatre to explore how acting, design and production work together to communicate ideas. If you enjoy storytelling, design, production or performance, Theatre Studies offers a practical and collaborative theatre experience.

### **Visual Communication Design [VCD]: The Architect**

This subject focuses on the environmental design field. Students can learn how architects and interior designers use different drawing methods to convey their ideas and information with a specific purpose for a designed space. Creative and reflective thinking techniques support students to progress through a design process as they generate and develop ideas for their folio, working to a flexible design brief. Students work in a studio environment to develop design concepts and create professional presentations, including digital software programs and physical 3D models. In addition, the discussion around what is a good design in architecture will allow our students to gain a broad understanding of the role and function of living space.

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### **Visual Communication Design [VCD]: The Designer**

This subject focuses on the communication and industrial design fields. Students can learn how graphic and industrial designers use different drawing methods, mediums, and techniques to convey their ideas and how to manipulate and organise design elements and principles to communicate information. Creative, critical, and reflective thinking techniques support students to progress through a design process as they generate and develop ideas for their folio working to a design brief. Throughout the semester students explore manual and digital methods using industry standard software from the Adobe Creative Cloud. In addition, the study of analysing design and technical drawing specifications will allow our students to gain a broad understanding of the role and function of a designer. Towards the end of the semester, students are also introduced to interface design, where they explore how visual language, layout, hierarchy, and user experience can be applied to create a basic website concept.

## **DESIGN & TECHNOLOGY ELECTIVES**

### **Digital Technology**

Students will learn how computers function and how to create digital solutions for real-world challenges using computational thinking, which applies systematic problem-solving strategies. The Year 10 Digital Technology course is divided into two parts. The first part, based on CS in Schools, focuses on coding and developing a strong foundation in programming. The second part covers cybersecurity, the Australian Privacy Principles, hardware, software, data compression, and Excel. Students will also learn to use spreadsheets to organise and present data, apply Excel functions such as sorting, filtering, and pivot tables, and work with various software and formats to effectively communicate and analyse information.

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### **Food Studies**

In Year 10 students will demonstrate safe, hygienic work practices following safe food regulations. They will further develop practical skills, identifying and selecting appropriate equipment, cooking methods and ingredients for a variety of different productions. Students will investigate the ethical production of food, creating ethical and sustainable solutions to local and global issues. Students will learn how to create a product using budgeting skills, marketing techniques, and sustainable packaging to meet current food trends.

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### **Product Design & Technology**

This subject aims to reinforce students' critical and creative thinking and their knowledge of the design process and the procedures when using various tools, equipment and materials. Students learn how to design for an end-user, plan and construct their ideas incorporating a range of skills to best suit their design option. They will expand their design skills, with a focus on technical drawings to create design solutions to meet the design brief and investigate the use of different technologies. Students create a design portfolio, where they will investigate and research materials, procedures and costs to construct their project. They will gain knowledge of the importance of Occupational Health and Safety (OH&S) and Personal Protective Equipment (PPE) within the classroom. Using these newly required skills students will produce a product of their own design.

## **Systems**

The Year 10 Systems course aims to lead students into VCE Systems Engineering. Students will learn what a system is and how it relates to the real world. A system can be either electronic and/or mechanical so students will get an understanding of both. Students will gain an understanding of how mechanical mechanisms work and how they form a system. As a follow on from the Year 9 Electronics, Systems will go deeper into how electronic devices work. The students will also get to enhance their skills with the use of tools, both hand and power, along with improved knowledge of safety using this equipment. With all this knowledge students will be able to design and build both a mechanical product and an electronic device.

## **LANGUAGE ELECTIVES**

### **Italian**

At Year 10, students complete a full year of Italian studies continuing to use the text *Ecco 2*. Topics covered are holidays and travel, migration and Italians living in Australia, technology and the environment, the future and careers. Students continue to develop their skills working with verbs in the present, past and future, the past participles, irregular verbs, the imperative, comparisons, and object pronouns. They demonstrate their knowledge and understanding through various methods, including interviews, brochures and presentations. In Year 10 students are expected to participate in all incursions and excursions which will be designed to tie in with their course work. Some examples are excursions to the Migration Museum, Italian film at *Cinema Nova*, cultural exposure at Lygon Street. The focus for Year 10 students is to continue developing their language and cultural learning experiences both in the classroom and within the resources of our city. Successful completion of year 9 Italian is a requirement for students who wish to pursue Italian at Year 10. Year 10 Italian will be required to be able to undertake VCE Italian.

## **ENGLISH ELECTIVES**

### **Literacy**

This unit provides students with the opportunity to develop literacy skills that are required in everyday life and in the further study of English. Students who participate in this elective will refine comprehension skills required to understand written, verbal, visual and multimodal texts. They will become fluent writers through the examination of structural elements of familiar everyday texts which they will apply to their writing. Students will also develop verbal and non-verbal skills to talk to an audience effectively and with purpose. Students will focus on developing their vocabulary and their capacity to plan, create and edit a range of texts to communicate clear ideas supported by relevant evidence. At the completion of this unit, students could be recommended for a possible VCE-VM pathway, however there is an opportunity to move forward into VCE if they consolidate the necessary skills.

# SUBJECT SELECTION COURSE MAPS

