



Course Selection Handbook

Year 10



Blackburn HIGH SCHOOL

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Year 10 aims to provide students with an opportunity to build breadth and depth and access to a diverse range of pathways. Our intention is to motivate and prepare students for the Victorian Certificate of Education (VCE) by offering a range of choices at Year 10.

Introduction & Selection Guidelines

There are career advice strategies in place to help students develop a Year 10 course which will lead to a VCE pathway that is relevant to the student's interests and strengths but has some flexibility.

Like all elective systems, there will be choice but that does not mean all subjects will run or that students will always get their first preference.

Students who wish to undertake an early VCE pathway, that is undertake a Unit 1 and 2 in Year 10 and complete Unit 3 and 4 in Year 11 should refer to the information on page 6.

Year 10 students who are enrolled in Units 1 and 2 will have their progress monitored and reviewed.

Selection Guidance and Important Dates

- Students select subjects based on interests and possible career pathways.
- Students and parents attend the Careers and Subject Expo.
- Students need to follow the rules for selecting a Year 10 Course.
- Students place their selections in preferential order. This is vital to ensure students gain their most preferred course.
- Students wanting to complete an Early VCE Subject in Year 10 should select this as part of the program; this will be reviewed by the Pathways Team.
- Students make their subject selections using "web preferences". This program has step-by-step instructions on how to complete this task.

The Rules for Selecting a Year 10 Course

Students take 12 semester length units over the year. Students must do English and Mathematics each semester and select 4 other electives each semester from the Key Learning Areas.

Compulsory Subjects Studied all Year

All students must undertake compulsory subjects in Year 10 - English/EAL (English as an Additional Language), Maths which is studied all year and one semester of Science from the following: Environmental Science, Biology, Chemistry, or Physics.

Students will also study a compulsory semester of Humanities, focusing only on History and Geography, students can still select a Commerce elective.

Please note, that eligible EAL students undertake EAL instead of mainstream English and in most cases are recommended to take EAL Support as one of their electives.

Year 10 Electives

English/EAL: EAL Support, Literature, Journalism: Fighting Fake News, Investigating English.

Humanities: History – Turning Points of the Twentieth Century, Geography – Global Issues, Humanities – Intellectual and Social Movements (ISMS), Commerce – Money, Money, Money.

Science: Science: Biology (recommended for Unit 1/2 Biology and/or Psychology), Chemistry (recommended for Unit 1/2 Chemistry), Physics (recommended for Unit 1/2 Physics), and Environmental Science.

Art: Art, Ceramics, Dramatic Arts, Media, Photography, Visual Communication.

Music: Composing, Recording and Presenting 1, Composing, Recording, and Presenting 2, Music Performance -

PE/ Health / Sport: Training and Fitness, Mixed Team, Improving Sports Performance, Sports Coaching, Personal, Social and Community Health.

Technology: Design Technology – Food Studies, Design Technology – Systems, Design Technology – Textiles, Digital Technology – Computing.

Electives

Once students have selected the compulsory English, Humanities, Maths and Science Units, they may select electives that will interest them and provide them with a pathway.

Please see the following list of electives for each Learning Area and relevant sections of this Handbook for the description of the Elective Units.



An Example of Year 10 Student Programs

Sample 1 –

For an Engineering, Medicine and/or Science Pathway

Unit 1: English – Semester 1

Unit 2: English – Semester 2

Unit 3: Mathematics Methods – Semester 1

Unit 4: Mathematics Methods – Semester 2

Unit 5: Science Elective – Chemistry

Unit 6: Humanities elective – Money, Money, Money

Unit 7: Early Start VCE Biology – Unit 1

Unit 8: Early Start VCE Biology – Unit 2

Unit 9: Science Elective – Physics

Unit 10: Technology – Computing

Unit 11: Visual Communication

Unit 12: Sports Coaching

Sample 2 –

For a Law, Humanities, Arts, Social Science Pathway

Unit 1: English – Semester 1

Unit 2: English – Semester 2

Unit 3: Literature

Unit 4: Mathematics – Semester 1

Unit 5: Mathematics – Semester 2

Unit 6: Science Elective – Environmental Science

Unit 7: Journalism

Unit 8: Humanities Elective – Global Issues

Unit 9: Humanities – Intellectual and Social Movements (ISMS)

Unit 10: Art - Photography

Unit 11: Early Start VCE History – Unit 1

Unit 12: Early Start VCE History – Unit 2

Sample 3 –

For the Performing Arts, Visual Arts, & Music Pathway

Unit 1: English – Semester 1

Unit 2: English – Semester 2

Unit 3: Mathematics – Semester 1

Unit 4: Mathematics – Semester 2

Unit 5: Art

Unit 6: Visual Communication

Unit 7: PE/Health, Personal, Social & Community Health

Unit 8: Science Elective – Environmental Science

Unit 9: Humanities Elective – Global Issues

Unit 10: Art – Photography

Unit 11: Early VCE – Music Units 1 and 2

Unit 12: Early VCE – Units 3 and 4 of any combination or single study of Music Repertoire Performance, Music Contemporary Performance, Music Composition, Music Inquiry.

Academic Requirements – Early VCE Pathway

Year 9 students will need to complete an application and meet the academic requirements if they wish to undertake Early VCE Units 1 and 2 in Year 10. Students should consult the VCE Handbook for further information about subject choice, guidelines, and processes.

Students are still required to choose 5 subjects in Years 11 and 12 as per VCE subject selection guidelines.

Please Note: Year 10 students who are enrolled in Units 1 and 2 will have their progress monitored and reviewed during the year.

VCE subjects open for Year 10 students undertaking an early VCE course

Studying an early VCE subject in Year 10 is a valuable opportunity for students who wish to challenge themselves academically and get a head start on their VCE studies. Doing an Early VCE subject is not something that is recommended for all students. Students wishing to do an Early VCE need to be showing high academic abilities, as well as high motivation and effort in their current studies. Students who wish to undertake an Early VCE subject should select this on their Subject Selection, which will then be reviewed based on the below factors:

- School academic reports.
- Demonstration of School Values and Learning Norms.
- A range of timetabling factors

Students who undertake an early VCE subject in Year 10, should continue to demonstrate high academic abilities in order to continue their early VCE subject in Year 11.

Students are still required to choose 5 subjects in Year 11 and 12, as per VCE subject selection guidelines.

Arts: Art Making and Exhibiting, Drama, Media and Visual Communication & Design.

Humanities: Modern History, Empires, Geography, Accounting, Business Management, Legal Studies, Philosophy, Economics.

Mathematics: General Maths.

PE/Health/Sport: Physical Education, Health and Human Development.

Science: Biology, Psychology.

Technology: Food Studies, Applied Computing, Systems Engineering





Year 10 compulsory subjects students will undertake the following:

English

In Year 10 English, students continue to develop their skills in literacy, literature, and language through the modes of writing, reading and viewing, speaking and listening. Students analyse the views and values in texts. The selected texts engage and challenge students to think critically and develop individualised and justified interpretations. Students are prepared for VCE as they develop their skills in analytical and creative text responses as well as analysing and presenting arguments on current social issues. Students will be assessed against the Victorian Curriculum Strands of literacy, literature, and Language through the modes of writing, reading and viewing, speaking and listening. Students will read a range of texts and write creatively and analytically.

English as an Additional Language (EAL)

Students who qualify for EAL status will undertake English as an Additional Language. In this subject, students will develop their analytical and creative skills in the modes of writing, reading, speaking and listening. Students are encouraged to read independently, think creatively, and discuss a range of complex ideas and themes using the selected texts. Students will also focus on developing their writing and language skills through a range of written, spoken and aural tasks.

(EAL) Students will be assessed utilising the Victorian Curriculum EAL Standards of reading, writing, speaking and listening. Students will complete a range of written tasks, such as a text response on a set text, a comparative text response on a pair of texts and a creative response to a set text. Students will also perform an oral presentation and aural tasks in class.

Humanities

Our Year 10 Humanities course challenges students to investigate some of the most significant historical events and contemporary issues facing Australia and the world. Through the disciplines of History and Geography, students develop the skills to analyse evidence, evaluate perspectives, conduct research, and think critically about complex social, environmental, and political issues. Students explore topics such as climate change, human wellbeing, wealth inequality, and global humanitarian responses, while also undertaking an in-depth study of the Holocaust and the struggle for Rights and Freedoms in Australia. A highlight of the course is an excursion to the Melbourne Holocaust Museum, providing students with a powerful opportunity to engage with personal stories and historical evidence. Through a range of inquiry-based learning activities, source analysis tasks, and extended responses, students gain a deeper understanding of the challenges and opportunities that shape our world today.

Year 10 Compulsory Subjects

Maths

On the basis of student choice, NAPLAN and Year 9 Assessment Grades all Year 10 students will be placed into either 10 Mathematical Methods or into 10 General Mathematics. Students will be expected to purchase a CAS calculator. The CASIO CLASSPAD II is the preferred model.

It is important to note that Mathematical Methods is a challenging and rigorous stream where teacher recommendation will be the determining factor. Students in Year 9 must demonstrate both appropriate skill levels and work ethic to be considered for a place in a Methods class. Students who do not meet both criteria will be placed in General Mathematics. The skills required have the bulk of their content from the Number and Algebra Strand.

Maths Methods

Students study the following topics: Linear Algebra, Indices, Surds, and Logarithms, Pythagoras, Trigonometry, Probability, Quadratic Equations, Non-linear Graphs, Measurement, Circular Geometry, and Counting Methods. The Year 10 Methods stream sets up students to be successful with Units 1 & 2 Maths Methods and to possibly undertake Units 1 & 2 Specialist Maths.

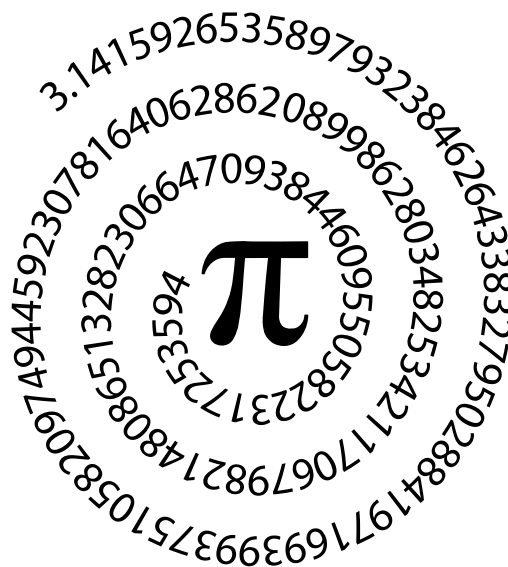
Students are assessed against the Victorian Curriculum 2.0 Strands: Number, Algebra, Measurement, Space, Statistics, and Probability. Assessments will include projects, problem solving, topic tests and semester exams.

General Maths

Students study the following topics: Simultaneous Equations, Matrices, Linear Graphs, Pythagoras, Trigonometry, Probability, Number Patterns, Measurement, Financial Arithmetic, Statistics, and Networks. The Year 10 General Maths stream sets up students to be successful with Units 1 & 2 General Maths.

Students are assessed against the Victorian Curriculum 2.0 Strands: Number, Algebra, Statistics, Probability, Measurement, and Space.

Assessments will include projects, problem solving, topic tests, and semester exams.



Year 10 Compulsory Subjects



Science

All Science electives are semester-based subjects. Students must select one Science subject from the following: Biology, Chemistry, Environmental Science, or Physics.

Those students wishing to study multiple Science subjects may allocate these under their elective selection.

The Year 10 electives have been developed to aid students in their transition to the associated VCE subject. Therefore, students are encouraged to choose Science subjects that they anticipate being interested in studying at a VCE level due to the level of academic rigor. Environmental Science covers all disciplines of Science, and therefore allows all students an opportunity to engage regardless of their future pathway.

Biology

Have you ever wondered how the brain works? Or why you look so similar to your family members? Have you ever wondered what evolution is and how it results in the formation of new species? These are examples of some of the questions that will be addressed in year 10 Biology as you explore the topics of the brain and nervous system, DNA and genetics and evolution. Practical work and other engaging collaborative activities are a fundamental part of the course.

Assessments will include tests, practical reports and research tasks. Year 10 Biology elective is highly recommended for students thinking of taking on VCE Biology or VCE Psychology in the future.

Chemistry

Do you want to know how the world around you is made up of tiny particles called atoms and molecules? How can we use chemistry to create new flavours and fragrances? Or what are the elements that make up the universe, and how do they interact with each other? Have you ever wondered how fire or chemical reactions work? If you have ever wondered about any of these questions, then this subject is for you. Year 10 Chemistry is highly recommended for students wishing to undertake VCE Chemistry.

Students are assessed according to the Victorian Curriculum strands: Science Understanding and Science Inquiry Skills'

Assessment will include written tests, assignments and practical investigations.

Environmental Science

Environmental Science combines elements of Biology, Chemistry, Physics, and Earth Sciences to explore the systems that sustain life on Earth. Students explore the following questions: How is life sustained on Earth? How do we preserve ecosystems and biodiversity? How do we know the climate is changing? How does global warming affect the ocean?

'Students are assessed according to the Victorian Curriculum strands: Science Understanding and Science Inquiry Skills'

Students intending to pursue VCE sciences should also select the appropriate Year 10 science elective/s.

Physics

In this elective, students will develop their knowledge of the fundamental physical concepts, exploring the following questions: Why do heavy things fly? How do cars protect you during a collision? And how is electricity used and generated?

The Year 10 Physics Elective is highly recommended for students wishing to undertake VCE Physics. Students will be assessed against the Victorian Curriculum Strands: Science Understanding and Science Inquiry. Assessment will include written tests, assignments, and practical investigations. S



Year 10 Elective Subjects

Elective subjects at Year 10 have been designed to provide the students with the opportunity to gain a rich diversity in their subject selection choice as well as to support them in their academic pathway. The electives available in each learning area are as follows:

English – EAL Support

This is targeted for students who are undertaking the mainstream EAL subject. In this subject, students will develop their knowledge of English vocabulary and grammar to support them in subjects across the curriculum. They will develop their skills in the modes of writing, reading, speaking and listening. Students will also develop skills by focusing on non-fictional text types, as well as creative writing, resume requirements and job-related expertise.

Students are assessed using the Victorian Curriculum EAL Standards: students complete a range of written tasks such as creative writing, news reports, biography writing and a comparative text response. Students will also participate in oral presentations and aural tasks in class.

English – Literature

In Year 10 Literature students engage in literature texts including contemporary Australian short stories, poetry and modern drama. Students examine literary texts and explore narrative voice, characterisation, text structures and devices that evoke different interpretations and responses. Students produce creative text responses and build skills in annotating and writing close analysis responses.

This elective is aimed at students who enjoy reading and discussion. It would particularly suit students who are considering VCE Literature or who want to enhance their analytic and writing skills for VCE English. Students are assessed according to the Victorian Curriculum Strands which are literacy, language and literature and the modes which are reading, writing, speaking and listening.



English – Journalism – Fighting Fake News

This elective is suited to those with a passion for writing, truth and speaking out. With a focus on social issues in the media, the course asks important questions. What and who shapes the news? What is fake news? Who counts as a journalist in today's world? Students debate issues and write for different media forms including film, print and social media. For the major assignment, students present an extended

research task on a social issue, analysing different media texts and presenting their own opinion in a journalism text using a format of their choice (article, tv news clip, online news etc). The subject aims to develop communication and research skills, preparing students for VCE English as well as providing a grounding in the theoretical aspects of VCE Media.

English – Investigating English

This subject is for lovers of language, and for students who want to know more about why we speak the way we do. In order to engage in a conversation about language, we need to know the correct ways to talk about it.

This subject will look at the language we use to talk about language. The book will cover two key areas:

- Building the vocabulary we need to be able to discuss language.
- Researching the different variations of English used across Australia and the world.

- The elective is suited to those considering English Language as a VCE choice and can help determine if this is an appropriate pathway.

Students read a range of challenging contemporary texts, including everyday communications, and respond through short answers, essays, and research tasks.

Students are assessed according to the Victorian Curriculum Strands which are literacy, language, and literature, and the modes which are reading, writing, speaking and listening.

Humanities – History: Turning Points of the Twentieth Century

Turning Points of the Twentieth Century is a one semester History course. In this course students will be developing their historical skills while studying the Great Depression, the historical significance of World War II, as well as looking at the causes and effects of the outbreak of war. Students then will analyse continuity and change through the changing nature of popular culture in post-WWII Australia.

Students are assessed against the relevant Victorian Curriculum Strands. Students are assessed by research projects, written assignments, and primary and secondary source analysis.





Humanities – Global Issues

In this one semester Geography course, students will investigate global, national and local differences in human wellbeing and the causes and consequences of a variety of environmental changes. Students will ethically collect primary and secondary data, which they will analyse to make predictions about the future,

explain the interconnection between different places and evaluate alternative management strategies. Students are assessed using the relevant Victorian Curriculum Strands: students undertake research projects, written assignments, and practical investigations.

Humanities – History: Intellectual and Social Movements (ISMS)

This unit explores the powerful and controversial social and intellectual movements of modern times that have shaped the way we think about ourselves and our world. It aims to give students a critical insight into the ideas that revolutionised art, philosophy, political science, psychology and religion in the 20th century. A range of movements will be investigated; these could include modernism in the visual arts, communism and marxism, atheism, feminism, and existentialism.

Students should have choice in the ISMS that are studied. This elective should position students so that they can successfully undertake VCE studies in History, Philosophy, Politics and Media. Students are assessed against the relevant Victorian Curriculum Strands: students are assessed by written assignments, research projects and visual and written document analysis.

Humanities – Commerce: Money Money Money

This subject enables students to understand the process of accounting, economic and business decision-making at the personal, local, national, regional and global levels and the effects of these decisions on themselves and others, now and in the future. In studying this subject, students will develop transferable skills that enable them to identify and investigate contemporary economic and business issues and events. This will enable them to contribute

to the development of prosperous, sustainable and equitable Australian and global economies, to secure their own financial wellbeing, and to face the future with optimism and confidence. Students are assessed against the relevant Victorian Curriculum Strands through written assignments, case studies and participation in the Share Market game.



The Arts – Art

Students create artworks which incorporate the art elements and principles. They explore a variety of media and study how artists use a wide range of ideas to distil the essence of the sitter in portraiture. Students explore historical and contemporary artists as a source of inspiration for their artmaking. A Visual Diary is used to document the development of artwork and for sketching ideas. The subject aims to develop artistic capabilities and research skills preparing students for VCE Art Creative Practices. Students will be assessed against the relevant Victorian Curriculum Strands: a folio of artworks, a Visual Diary document the development of artworks and written research tasks.

The Arts – Sculpture

Students use a range of construction techniques to create their artworks. Air dry clay is used to make 3D artwork, and cardboard for low relief work. Paper mache and wire are also used for artworks. Research tasks on artists and sculpture techniques will be completed by students. Historical and cultural styles of sculpture will be explored as inspiration to students' own design work. Documentation of the artwork with sketches and development work will be recorded in a visual diary. The subject aims to develop artistic capabilities and research skills preparing students for VCE Art Creative Practice. Students will be assessed against the relevant Victorian Curriculum Strands: a collection of completed sculptures, a Visual Diary documenting the development of artworks and written research tasks.



The Arts – Visual Communication

Students generate and develop design concepts using a range of design elements and principles, rendering techniques, and drawing methods. Students produce a folio of drawings that incorporates the design fields of Messages, Environments, Objects, and Interactive Experiences.

This subject involves theoretical and practical applications of Visual Communication Design. The subject aims to develop design communication and research skills, preparing students for VCE Visual Communication Design.

Students will be assessed against the relevant Victorian Curriculum Strands: folio of design artworks, written research tasks, and documentation of the design process.



The Arts – Media

Students produce a digital portfolio that documents the development of a range of media products and processes, including animation styles, character design, comic panel designs, storyboarding, and narrative and documentary film production. Students develop research skills to inform their designs, investigate social and ethical issues in the media, and complete practical work using Adobe Illustrator, and Premiere Pro.

The subject aims to develop practical and theoretical media skills that prepare students for VCE Media.

Students will be assessed against the relevant Victorian Curriculum Strands: a digital portfolio of research, production skills and final design works.

The Arts – Photography

Students research the history of photography, contemporary photographers and the rules of composition to inspire their own practice to produce a series of finished artworks. Students develop confidence in using DSLR cameras in manual settings and use digital editing techniques in Photoshop to communicate their ideas. Students experiment with studio lighting, green screen techniques and digital editing techniques in Photoshop to communicate their ideas.

The subject aims to develop photographic media capabilities and research skills, preparing students for VCE Media and VCE Art Creative Practice.

Students learn about the parts and functions of cameras in theory and practical photoshoots.

Students develop confidence in using DSLR cameras in manual settings and use digital editing techniques in Photoshop to communicate their ideas. Students explore the art principles and rules of composition to analyse artworks and inspire their own practice. The subject aims to develop photographic media capabilities and research skills preparing students for VCE Media and VCE Art Creative Practice. Students will be assessed against the relevant Victorian Curriculum Strands: digital folio of photographic artworks, printed images and written research tasks.

Students will be assessed against the relevant Victorian Curriculum Strands: digital folio of photographic artworks, printed images, and written research tasks.

The Arts – Dramatic Arts

Bring stories to life and step into the world of theatre-making in Dramatic Arts – a highly practical course that blends creativity, critical thinking, and collaboration.

This subject challenges students to respond to a range of dramatic stimuli, using these sparks of inspiration to script, devise, rehearse, and perform original work.

Throughout the semester, you'll also evaluate and analyse published plays, engage with a live theatre production, and reflect critically on performance choices, themes, and theatrical conventions.

The course culminates in a major Class Performance, where students collaborate to bring a full production to life – managing everything from script interpretation and blocking to set and sound design.

Dramatic Arts offers a perfect bridge into VCE Drama, supporting students with interests in acting, directing, design, and theatre-making.

Health and Physical Education – Training and Fitness

Students will engage in a range of theoretical and practical learning activities focused on the development and maintenance of fitness. Students will develop an understanding of fitness components and training methods, body systems and be provided with the opportunity to apply the knowledge to design and implement their own training program.

These training sessions will occur both at school and excursions to a local gym.

Health and Physical Education – Improving Sports Performance

Students develop an understanding of pre-game preparation to post-game recovery. It includes techniques such as warm-up routines, mental impacts, and nutritional strategies. Students enhance decision-making abilities, team coordination, and strategic thinking to gain a competitive edge during sports competitions.

Students learn about common sports injuries, their prevention, immediate first aid techniques, and how to provide initial care on the field to minimise damage and promote recovery.

Health and Physical Education – Sports Coaching

Students explore and gain an understanding about coaching principles, techniques, and skill acquisition. They have opportunity to apply theoretical understanding in several practical coaching sessions to their peers, and junior sport classes at school and/or interschool sports competitions. Additionally, students undertake a sport science unit where they investigate the concepts of fitness components, fitness testing, energy systems and acute responses to exercise.

Students may partake in sports studies with guest speakers in areas such as Nutrition, Sports Psychology, Sports Medicine, Disability Sports and Goal Setting (subject to availability). Students attend excursions to the MCG, Victorian Institute of Sport or MET at an additional cost.



Health and Physical Education – Personal, Community and Global Health

Students will develop their ability to make educated health decisions relating to personal, social and community health, safety and wellbeing. Students will analyse and explore youth health issues, actions and their potential health outcomes, while also looking at variations in Australia's health status and comparing Australia's health to other countries. .

Topics will include childhood and adolescent development, health issues and the law, health trends in Australia, health promotion & programs to protect the health and safety of young people. This subject leads into VCE HHD.

Music – Sing ‘n’ Swing

Whilst this unit builds on skills developed in Blues ‘n More, it is not a prerequisite. Students will continue to undertake a deep learning of jazz.

Through the study of repertoire and playing in musical groups, students will apply rhythmic, harmonic and melodic elements to develop skills for performance, improvisation and composition.

The transferable skills from this class will include, critical thinking, communication, resilience, patience, and persistence. Performing in a jazz ensemble teaches us the service to community while simultaneously having a respect for individualism. This is a unique program, designed with input from Jazz @ Lincoln Centre and Jazz Music Institute, that is not offered at other schools.

Groups from this class will have the opportunity to perform at the Royal South Street Eisteddfod.



Music Performance

Do you enjoy playing an instrument and learning new pieces? Do you often find yourself making music with friends? Would you like more ‘tried and tested’ methods to improve your confidence in practicing and performing for others?

Year 10 Music Performance encompasses the above areas, as well as many other activities to create a well rounded performer. It doesn’t matter what type of music you enjoy- Classical, Jazz, Contemporary Popular, Musicals, Film Music- this elective is tailored to fit students of all interests and abilities. Students will be encouraged to engage with unfamiliar music styles, and add breadth and depth to what they usually listen to on Spotify.

Throughout the unit, students will develop their practical skills as individuals and members of small groups. Students will also study the musical characteristics that make up a certain styles, and engage in a multitude of creative tasks.

Additionally, students will enhance their aural and theoretical understanding through composition and analysing of engaging musical works.

Students will be assessed against relevant Victorian Curriculum Strands: Music Practices / Explore and Express Ideas.





Blackburn High School Instrumental Music Program

Blackburn High School offers a comprehensive Music Program incorporating opportunities in Classroom, Instrumental and Ensemble Music. The Music Program provides opportunities that enables students to experience a level of excellence in performance, and encourages students to take advantage of the numerous performance opportunities available.

Instrument Tuition On Offer @ BHS

Blackburn High School offers tuition on Orchestral and Wind Band Instruments, including Percussion (orchestral). Guitar, Voice and Piano places are offered by audition only.

Students intending to undertake or continue Instrumental Music in Year 10 must select it in Web Preferences. Please note, these lessons must be paid for separately to school fees.



Design Technology – Food Studies

Students research factors which influence food selection and use The Design Process to collaboratively plan, produce and evaluate a nutritious meal for a family. Students further their knowledge on safety and hygiene to produce a variety of dishes and further develop their production skills. Students investigate Australian food patterns and analyse the nutritional efficacy of recipes. The subject aims to provide a pathway to VCE Food Studies. Students will be assessed against the relevant Victorian Curriculum Strands:

Design Technology – Textiles

Students use complex construction skills using sewing machines and a range of materials. Students tie-dye and construct a green bag, make a pair of pyjamas, and, time permitting, an appliquéd block.

There are research tasks on fashion design and the properties of wool, and an assignment on the historical styles and techniques of tie-dye.

Students will be assessed against the relevant Victorian Curriculum Strands: Textile production items, design tasks, and research tasks.

Design Technology – Systems

This program allows students to develop analytical and problem-solving skills in the context of electronics and control circuitry. Students will construct a number of projects while using the technology process of investigating, designing, producing, and evaluating. Students are also given the opportunity to utilize 3D printing technology to enhance their individual products. The subject aims to provide a pathway to VCE Systems Engineering.

Design Technology – Materials

Year 10 Materials Technology students are designer-makers, curious to understand how products are thought up, produced and marketed to a demographic. Students safely use tools, machinery and processes to transform materials into products, while also considering the impact an item will continue to have in the future. Students learn about new and emerging technologies and work individually and collaboratively to bring ideas to life.

Digital Technology – Computing

Students model and evaluate cyber security threats and vulnerabilities.

Students interpret, model and visualise data using spreadsheets, and relational databases using queries, to draw conclusions and identify trends. They use advanced features of digital tools to create and communicate interactive content for an audience. They identify and apply privacy principles to manage digital footprints.

Students decompose real-world problems, identify needs, and determine functional and non-functional requirements. They design, validate and test algorithms using flowcharts and pseudocode. They design and prototype user interfaces and user experiences and evaluate alternative designs against design criteria. They implement algorithms and debug programs using an object-oriented programming language. They critically evaluate digital solutions against user needs and the functional and non-functional requirements.



Year 10 - Handbook 2027

Learning Area Leaders – Student Support

- Humanities - Ms Wilson (Freeman) & Ms Talevski (Melba)
- Health and Physical Education - Ms Van Der Westhuizen (Melba) & Mr Nicholson (Dunlop)
- Science and Technology - Ms Hellweg , Mr Meatheringham & Ms Reber (Hollows)
- English Mr Moss (Dunlop) & Ms Giangiolio (Melba)
- Mathematics Ms Mowat (Freeman) & Ms Hang (Freeman)
- The Arts Ms Angus (Dunlop) & Ms Roach (Freeman)
- Languages Mr Conte (Front Office)
- Music Mr Ziino (Melba) & Ms Gammune and Ms Birze (Melba)