



**BELLARINE SECONDARY COLLEGE**  
**YEAR 10 PROSPECTUS**  
**2026**

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## INTRODUCTION

This booklet is designed to inform and help students and parents/guardians understand the requirements of the Year 10 program and select a course of study. The organisation of the curriculum at Bellarine Secondary College is based on the eight Professional Learning Communities (PLC's)

- Arts
- English
- Health and Physical Education (HAPE)
- Humanities
- Languages (Indonesian)
- Mathematics
- Science
- Technology

The program ensures that all students have access to a broad, comprehensive curriculum.

### EXTRA-CURRICULAR ITEMS AND ACTIVITIES

Bellarine Secondary College offers a range of items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides in order to deliver the Curriculum. These are provided on a user-pays basis. We aim to provide all extra-curricular items and activities prior to the school year to provide our families with an opportunity to plan and/or request financial support.

\*These units attracted a cost in 2026.

### COURSE SELECTION

Students will select 12 units, each of five periods per week, to be completed over the year. In each semester, students will study six of these units.

Descriptions of all the units offered in each Subject Learning Area are included in this booklet. There will be information sessions and counselling sessions, prior to selection of subjects

Course selection will be conducted via booked Interviews. Students will be expected to complete a 'pre-selection' sheet at home and have this available for the selection interview. A parent/guardian and a course counsellor will also be present for the interview. These interviews will be conducted on Tuesday 6<sup>th</sup> August and interviews can be booked via Compass. A notification will be sent when Compass is open for bookings.

### SUBJECT SELECTIONS

All students must study English and Mathematics during each semester. Each semester students' study 4 subjects from the remaining 6 Learning areas, 8 across the year. Of the remaining 6 Discipline Based Learning Area's, students may choose to exclude 2 PLC's when selecting their 8 other subjects. However, it is important that preferred future VCE subject choices and career pathways are not jeopardised by the choices made in Year 10. A student is not allowed to do more than three units in one Discipline Based Area.

**CORE SUBJECTS AND ELECTIVES**

Core subjects focus on the fundamentals of a subject area.

Elective subjects' further students understanding. Students can select an elective subject/s in semester 1 and/or 2 but must complete the core subject either at the same time or in the semester beforehand.

Example: students wanting to complete Physical Education Extension must also complete Health or Physical Education.

In addition, some Year 10 students may be invited to enrol in a Year 11 VCE subject. This would be subject to the student meeting a range of criteria listed in the section 'Year 10 Accelerated Learning 2026 – Later Years (VCE)', on page 8 of this prospectus.

## TIMELINE

Tuesday 29th July 2025	Information Evening at the Drysdale campus. See Compass Newsfeed for details.
Wednesday August 6 <sup>th</sup> 2025	Pathway & Course Counselling Session Year 10 2026 CURRENT YEAR 9 STUDENT FREE DAY. Students expected to attend Interview with parent/guardians. More details available on Compass Newsfeed.
December	Student/parent/guardians involved with course sign off.

When making course selections for next year, students should gather information from a variety of sources including their current teachers, the Student Aspirations Leader Mr Scott McDonald, Professional Learning Community Leaders, parents/guardians and the Information Evening.

In addition to this, it is highly encouraged that students and their parents / guardians be involved in Course Counselling Sessions. Some sessions will be conducted at school and assist students to make educated selections for their future pathways.

If you have any questions or concerns, please contact Mr Scott McDonald, Student Aspirations Leader on 5251 9035.

**COURSE SELECTION FOR THE 2026 SCHOOL YEAR  
WILL BE COMPLETED VIA INTERVIEWS AND STUDENTS MUST HAVE  
COMPLETED A PRE-SELECTION SHEET.**

**IT IS IMPORTANT THAT STUDENTS AND THEIR  
PARENTS/GUARDIANS ATTEND THE INTERVIEW, IF THEY HAVE  
BOOKED ONE.**

## YEAR 10 - BELLARINE SECONDARY COLLEGE - CURRICULUM STRUCTURE 2026

YEAR	ENGLISH	MATHS	SCIENCE	HEALTH & PHYS. ED.	HUMANITIES	LANGUAGES (INDONESIAN)	ARTS	TECHNOLOGY
10 5 periods	Compulsory	Compulsory	Elective subjects in at least 4 Learning Areas other than English and Maths- 5 periods per week for one semester					
	- English	-Mathematics 10 General - Mathematics 10 Methods - Foundation Maths	- Chemistry - Physics - Environmental Science (CHEMISTRY & BIOLOGY) - Forensic Science (ALL SCIENCES) - Biology - Psychology - Marine Science (BIOLOGY)	- Health and Physical Education (Core) - Health and Human Development - Outdoor Education	- Sociology and Legal Studies - Business and Economics - History: Changing the World	- Indonesian	<b>Visual</b> - Ceramics & 3D Art - Media - Visual Art - Visual Communication Design <b>Performing</b> - Drama - Music	<b>Design</b> - Agriculture and Horticulture - Fashion and Fibre - Foods - Café Fare - Metals & Engineering - Woodwork  <b>Digital</b> - Databases and Web design - Programming and Game Development  Ready, Set, Work (full year) Farm My School (full year)
	Electives – If selecting one of the below electives, students must have chosen the related Elective subject above - 5 periods per week for one semester							
	- Literature			- Physical Education Extension		- Indonesian Extension		

YEAR	ENGLISH	MATHS	SCIENCE	HEALTH & PHYSICAL EDUCATION	HUMANITIES	LANGUAGES (INDONESIAN)	ARTS	TECHNOLOGY	VET IN SCHOOLS
<b>VCE</b> 5 periods	Units 1 - 4 - English - Literature  Units 1 - 4 - VCE Literacy	Units 1 & 2 - Foundation Maths - General Maths - Maths Methods - Specialist Maths  Units 3 & 4 - Foundation Maths - General Maths - Maths Methods - Specialist Maths  Units 1 - 4 - VCE Numeracy	Units 1 - 4 - Biology - Chemistry - Environmental Science - Physics - Psychology	Units 1 - 4 - Health & Human Development - Physical Education - Outdoor and Environmental Studies	Units 1 - 4 - Business Management - History - Legal Studies - Sociology	Unit 1 - 4 - Indonesian	Unit 1 - 4 - Drama - Media - Art: Making and Exhibiting - Visual Communication Design	Units 1 - 4 - VCE VET Horticulture - Food and Technology - Product Design and Technology Textiles - Product Design and Technology Wood  Units 1 & 2 Only Digital - Computing  Units 3 & 4 Only Digital – Software Development	Units 1 - 4 - Automotive - Business Administration - Beauty - Building and Construction Pre-apprenticeship (Carpentry) - Community Services - Hospitality - Dance - Education Support (Integration) - Electro technology - Engineering - Equine Industry - Hairdressing - ICT - Screen & Media - Music - Sport and Recreation - Plumbing - Visual Arts  *Please note VET courses are dependent on enrolment numbers

**YEAR 10 ACCELERATED LEARNING 2026 – LATER YEARS (VCE)****ACCELERATED STUDIES INTO VCE AT YEAR 10**

Our curriculum structure at Year 10 allows some of our highly motivated and high achieving students to study **both** Unit 1 and Unit 2 of a selected VCE subject.

**POSSIBLE ADVANTAGES OF STUDYING A VCE SUBJECT IN YEAR 10**

- The challenge, stimulation and motivation of studying a VCE subject.
- Students gain a gradual exposure and understanding of the VCE processes, work requirements, outcomes, essays, exams.
- The opportunity to study more than the usual 22 VCE units.
- The experience of working with older (Year 11) students.
- The option to study a VCE Subject, Units 3 & 4, in Year 11 and therefore gain a higher ATAR score (students gain credit for up to 6 Unit 3 & 4 subjects).

**POSSIBLE DISADVANTAGES OF STUDYING A VCE SUBJECT IN YEAR 10**

- Fewer Year 10 subjects can be studied.
- Increased workload and stress.
- Perceived need to concentrate on VCE studies at the expense of normal Year 10 classes.

**PROCEDURES FOR STUDENTS ACCELERATING TO VCE**

- Recommendations for acceleration may be initiated by the student, parent/guardian or teacher. However, students will be expected to have a record of excellent work habits and a high level of achievement in Year 9. These recommendations need to be forwarded to Mr Scott McDonald or Ms Vanessa Wedding at the Drysdale Campus.
- After initial discussions with teachers and parents / guardians, students wishing to apply to accelerate need to complete a 'Later Years (VCE) Acceleration Application'. This can be collected by students from the Pathways and Careers office.
- The 'Later Years (VCE) Acceleration Application' should be completed and signed by the parent/guardian, the student and the PLC leader and returned to Mr Scott McDonald or Ms Vanessa Wedding by no later than Friday 16<sup>th</sup> August – late applications cannot be considered, unless previously negotiated.
- The application will be considered by the Year 10 Acceleration Panel, chaired by Mr Scott McDonald. This may incorporate interviews with both students and parents/guardians.
- Students granted permission to study a VCE subject (Units 1 and 2) from the designated list will drop the core subject and any nominated elective subject in the same Learning Areas at Year 10, plus one of their core subject choices.
- Students granted approval to accelerate will be advised during Term 4.
- Acceleration will be conditional on the nominated VCE subject being available to the Year 10 students as this will depend on student demand, class sizes and possible subject clashes.
- Year 11 and 12 students will be given priority in accessing VCE subjects.
- The progress of accelerating students will be monitored during Term One 2026. Recommendations to continue or restructure a student's program will be dependent on their work practices and academic achievement across all subjects.



## YEAR 10 – DISCIPLINE BASED LEARNING AREA COURSE OUTLINES:

## ARTS

## VISUAL ARTS

<b>TITLE:</b>	<b>CERAMICS &amp; 3D ART</b>
<b>UNIT OFFERED:</b>	<b>Semester 1 OR Semester 2</b>
<b>CORE / ELECTIVE:</b>	<b>Core</b>
<b>CONTACT PERSON:</b>	<b>Arts Team</b>
<b>COURSE AIMS:</b> <ul style="list-style-type: none"> <li>Students will be encouraged to experiment with ideas, concepts and techniques, with the medium of clay and / or other available 3D Media.</li> <li>The emphasis will be placed on creativity and quality finish.</li> <li>Students will have the opportunity to develop their individual style and extend their skills and experiences in ceramics and / or other 3D Media.</li> </ul>	
<b>COURSE CONTENT:</b> <ul style="list-style-type: none"> <li>Students will produce a Folio of 3D Projects using clay or other available media including:</li> <li>Several projects using different building techniques, or a combination of techniques.</li> <li>Development of decorating techniques, on new projects or the major projects previously completed.</li> <li>Development of an individual series of smaller models, or an environmental / community art-project.</li> <li>A workbook will be maintained with designs and notes on techniques and methods with reference on Ceramic Artists and Sculptors.</li> </ul>	
<b>PATHWAYS TO:</b> <p>This unit is designed to prepare students for VCE Studio Art or VCAL Art &amp; Design.</p>	

<b>TITLE:</b>	<b>MEDIA</b>
<b>UNIT OFFERED:</b>	<b>Semester 1 OR Semester 2</b>
<b>CORE / ELECTIVE:</b>	<b>Core</b>
<b>CONTACT PERSON:</b>	<b>Ms Jess Walsh</b>
<b>COURSE AIMS:</b>  Students will be able to develop skills in the use of a range of media equipment, technologies and processes that allow them to create their own products. They will analyse how other media creators use codes and conventions to represent different ideas and viewpoints and then apply that to their own work. Students will engage with a range of different media products and work to create their own media productions inspired by our analysis of these works.	
<b>COURSE CONTENT:</b> <ul style="list-style-type: none"><li>• Operation of the DSLRs in Manual Mode, controlling Aperture, Shutter Speed and ISO for creative effect</li><li>• Identifying strengths and limitations of a range of different cameras for creating photography and video media products</li><li>• Learning how to operate Adobe CC programs such as Photoshop, Illustrator and Premiere</li><li>• Using a range of other pieces of media equipment to support the communication of meaning</li><li>• Analysing how other media creators control their use of codes and conventions to convey meaning and represent ideas</li><li>• Applying the 5 stage Production Process to create media products with a specific intention and audience.</li></ul>	
<b>PATHWAYS TO:</b>  This subject is designed to prepare students for VCE Media.	

<b>TITLE:</b>	<b>VISUAL ART</b>
<b>UNIT OFFERED:</b>	<b>Semester 1 OR Semester 2</b>
<b>CORE / ELECTIVE:</b>	<b>Core</b>
<b>CONTACT PERSON:</b>	<b>Ms Alisha Lyon</b>
<b>COURSE AIMS:</b> <ul style="list-style-type: none"> <li>To develop skills in art design and demonstrate a wide range of art techniques.</li> <li>Analyse and interpret the content, structure and aesthetic qualities of artworks.</li> </ul>	
<b>COURSE CONTENT:</b> <ul style="list-style-type: none"> <li>Students develop and extend skills in the areas of drawing, painting, printmaking and mixed media.</li> <li>Students complete art appreciation projects on Impressionism, the Renaissance, Romanticism, First Nations Art appropriation and modern art movements.</li> </ul>	
<b>PATHWAYS TO:</b>  This unit will help prepare students for VCE Art Making and Exhibiting (previously Studio Art) or VCE VET Visual Art	

<b>TITLE:</b>	<b>VISUAL COMMUNICATION DESIGN</b>
<b>UNIT OFFERED:</b>	<b>Semester 1 OR Semester 2</b>
<b>CORE / ELECTIVE:</b>	<b>Core</b>
<b>CONTACT PERSON:</b>	<b>Mr Paul Waycott</b>
<b>COURSE AIMS:</b> <ul style="list-style-type: none"> <li>Students take on the role as Graphic Designer to create conventional and creative graphics.</li> <li>Course is based on communication, environmental and industrial design fields and their practical applications in society.</li> </ul>	
<b>COURSE CONTENT:</b> <ul style="list-style-type: none"> <li>Students will produce a Practical Folio including:</li> <li>Instrumental drawings.</li> <li>Freehand drawings.</li> <li>Computer generated graphics.</li> <li>Marketing techniques.</li> <li>Range of drawing materials.</li> <li>Analysis and evaluation of existing visual communications.</li> <li>Elements and principles of design.</li> </ul>	
<b>PATHWAYS TO:</b>  This unit is designed to prepare students for VCE Visual Communication Design.	

## PERFORMING ARTS

<b>TITLE:</b>	<b>DRAMA</b>
<b>UNIT OFFERED:</b>	<b>Semester 1 OR Semester 2</b>
<b>CORE / ELECTIVE:</b>	<b>Core</b>
<b>CONTACT PERSON:</b>	<b>Ms Cassia Webster</b>
<b>COURSE AIMS:</b>  Students will explore an eclectic range of theatre styles.  Students will learn how to work effectively in a group when devising and staging a performance.  Students will learn to analyse their own performances.	
<b>COURSE CONTENT:</b>  Explore and Express ideas: Students will explore theatre styles not dependant on real life to improvise and create a devised performance. Students will explore the conventions of Naturalism and naturalistic narrative structures to rehearse scripted drama.  Drama Practices: Students will practice, manipulate and refine the expressive skills and performance skills to communicate ideas, characters and dramatic action.  Present and Perform: Students will perform devised and scripted drama to a selected audience.  Respond and interpret: Students will analyse the work of others to enrich their drama practice.	
<b>PATHWAYS TO:</b>  This unit is designed to prepare students for VCE Drama.	

<b>TITLE:</b>	<b>MUSIC</b>
<b>UNIT OFFERED:</b>	<b>Semester 1 OR Semester 2</b>
<b>CORE / ELECTIVE:</b>	<b>Core</b>
<b>CONTACT PERSON:</b>	<b>Mr Stephen McEwan or Ms Rebecca Cowled</b>
<b>COURSE AIMS:</b> <ul style="list-style-type: none"><li>• Students will extend their knowledge of music theory and its application through practical performance.</li><li>• Students will develop their aural and analytical skills through identification of musical elements present in musical works.</li><li>• Students will explore a variety of styles of music and their distinguishing musical features.</li><li>• Students will develop awareness of Music Industry skills and structure.</li></ul>	
<b>COURSE CONTENT:</b> <ul style="list-style-type: none"><li>• Students will be required to complete:</li><li>• Theory tasks</li><li>• Listening – analysis, aural comprehension</li><li>• Performance and reflection– solo technical work and pieces / group performance</li><li>• Music Industry knowledge</li></ul>	
<b>PATHWAYS TO:</b> <p>This unit will prepare students for VET Cert III Music.</p>	

<b>TITLE:</b>	<b>ENGLISH</b>
<b>UNIT OFFERED:</b>	<b>Semester 1 AND Semester 2</b>
<b>CORE / ELECTIVE:</b>	<b>Core</b>
<b>CONTACT PERSON:</b>	<b>Ms Georgina Saunders</b>
<b>COURSE AIMS:</b>  To develop student competence and confidence in using language through a wide range of activities and practices based on the Victorian Curriculum.	
<b>COURSE CONTENT:</b>  Reading and viewing: The course incorporates the study of set texts such as novels, short stories, plays, film as text, poetry, newspapers and other media.  Writing: Students engage in a range of formal and informal types of writing.  Speaking and Listening: Students participate in discussion, debates, formal and informal talks and other speaking and listening opportunities.	
<b>PATHWAYS TO:</b>  English is compulsory in VCE. In Units 3 and 4, Units can be made up from English or Literature.	

<b>TITLE:</b>	<b>LITERATURE</b>
<b>UNIT OFFERED:</b>	<b>Semester 1 OR Semester 2</b>
<b>CORE / ELECTIVE:</b>	<b>Elective</b>
<b>CONTACT PERSON:</b>	<b>Ms Georgina Saunders</b>
<b>COURSE AIMS:</b>  To develop an enjoyment of language and literature through reading deeply, widely and critically.  To develop the ability to articulate views through creative and analytical responses.	
<b>COURSE CONTENT:</b>  Reading and viewing: The course incorporates the close study of a range of poetry, short stories, plays and films.  Writing: Students engage in a range of creative and analytical styles of writing.  Speaking and Listening: Students participate in discussion, debates, formal and informal talks and other speaking and listening opportunities.	
<b>PATHWAYS TO:</b>  VCE Literature. In Units 3 and 4, Units can be made up from English or Literature	

## HEALTH AND PHYSICAL EDUCATION

<b>TITLE:</b>	<b>HEALTH AND PHYSICAL EDUCATION</b>
<b>UNIT OFFERED:</b>	Semester 1 <u>OR</u> Semester 2
<b>CORE / ELECTIVE:</b>	Core
<b>CONTACT PERSONS:</b>	Mr Tom Stokes, Mrs Terri-Ann Finch, Ms Rebecca Hale
<b>COURSE AIMS:</b>  To promote understanding of physical activity and movement, fitness and training, health, safety and human relations.	
<b>COURSE CONTENT:</b>  The course involves three periods of physical education and two periods of health each week.  <i>Activities undertaken include:</i> <ul style="list-style-type: none"><li>• Badminton</li><li>• Netball</li><li>• Korfball</li><li>• Ultimate</li><li>• Fitness training methods</li><li>• Indoor hockey</li><li>• Soccer</li><li>• Flag football</li><li>• Golf, gymnastics</li><li>• Peer Teaching</li></ul> Health topics include: Binge drinking/drink driving and mental health	
<b>PATHWAYS TO:</b>  This unit will help prepare students for VCE Physical Education and Health and Human Development.	



<b>TITLE:</b>	<b>HEALTH AND HUMAN DEVELOPMENT</b>
<b>UNIT OFFERED:</b>	<b>Semester 1 OR Semester 2</b>
<b>CORE / ELECTIVE:</b>	<b>Elective</b>
<b>CONTACT PERSONS:</b>	<b>Mrs Terri-Anne Finch, Ms Tracey Fawcett, Ms Sue Blacket</b>
<b>COURSE AIMS :</b>  The course aims to extend students in their understanding of key health concepts and how they will determine the health of individuals and populations	
<b>COURSE CONTENT :</b> <ul style="list-style-type: none"><li>• Detriments of health – physical, social, biological factors that influence our health</li><li>• Respectful relationships – how relationships change and develop during adolescence including beginning more intimate relationships</li><li>• Students will have the opportunity to experience Virtual Parenting Dolls</li></ul>	
<b>PATHWAYS TO:</b>  This unit will help prepare students for Health and Human Development.	

<b>TITLE:</b>	<b>OUTDOOR EDUCATION CORE</b>
<b>UNIT OFFERED:</b>	<b>Semester 1 OR Semester 2</b>
<b>CORE / ELECTIVE:</b>	<b>Elective</b>
<b>CONTACT PERSONS:</b>	<b>Mr Adam McIntosh, Mr Tom Stokes, Mr Jake Lindrea</b>
<b>COURSE AIMS:</b>  To develop a range of knowledge and skills that will encourage safe participation in outdoor activities.	
<b>COURSE CONTENT:</b>  The course will cover such areas as, swimming, body surfing, snorkelling, canoeing, fishing, rock climbing, bush walking, surfing, first aid, camp craft, orienteering, environmental issues and related theory.	
<b>COST:</b>  There will be a significant cost associated with this subject to cover the numerous camps / excursions.	
<b>PATHWAYS TO:</b>  This unit will help prepare students for VCE Outdoor and Environmental Studies and VCAL Outdoor Recreation.	

<b>TITLE:</b>	<b>PHYSICAL EDUCATION EXTENSION</b>
<b>UNIT OFFERED:</b>	<b>Semester 1 OR Semester 2</b>
<b>CORE / ELECTIVE:</b>	<b>Elective</b>
<b>CONTACT PERSONS:</b>	<b>Mrs Vanessa Wedding, Mrs Terri-Ann Finch, Ms Rebecca Hale</b>
<b>COURSE AIMS:</b>  This unit aims to encourage students to participate in a variety of physical activities and to develop an understanding of their link to body systems used during exercise, how we can legally and illegally enhance performance of our body systems and the nature of physical activity throughout lifespan.	
<b>COURSE CONTENT:</b>  Theory – how body systems function during exercise, ergonomic aids to enhance performance and physical activity throughout the life span.  Major and minor games, volleyball, indoor cricket, basketball, croquet, Gaelic football, table tennis, archery, soft lacrosse, excursions.	
<b>COST:</b>  To assist parents / guardians with planning there will be an essential levy for this subject to cover excursions/incursions.	
<b>PATHWAYS TO:</b>  Students, who are interested in this Unit, must be willing to participate in both the practical and theoretical aspects of the course in order to best prepare for VCE Physical Education.	

## HUMANITIES

<b>TITLE:</b>	<b>SOCIOLOGY/LEGAL STUDIES: Society, Crime and Law.</b>
<b>UNIT OFFERED:</b>	<b>Semester 1 OR Semester 2</b>
<b>CORE / ELECTIVE:</b>	<b>Elective</b>
<b>CONTACT PERSON:</b>	<b>Ms Lisa Wood</b>
<b>COURSE AIMS:</b>  <p>The Society, Crime &amp; the Law unit aims to provide an integrated Legal Studies and Sociology unit that focuses on the study of human behaviour, understanding how societies are organised to create social cohesion, and what happens when laws are broken. The unit attempts to objectively examine issues such as creating laws, and what happens to the people who break them. Students use sociological methodology and key theories to explore the social category of youth and the social institution of family. They also examine the concepts of deviance and crime from a sociological perspective.</p>	
<b>COURSE CONTENT:</b>  <b>Sociological Thinking</b> <ul style="list-style-type: none"> <li>• What is sociology?</li> <li>• Sociological research</li> <li>• An examination of the concepts of youth and family from a sociological perspective.</li> <li>• The use of sociological theories to explain crime and deviance.</li> </ul> <b>Social Cohesion</b> <ul style="list-style-type: none"> <li>• Understanding the creation and impact of laws on our lives</li> <li>• Evaluating how changes in society result in the need to change laws</li> <li>• Analyse how media, politics and citizens can influence changes in the law</li> </ul>	
<b>PATHWAYS TO:</b>  <p>VCE Sociology Unit 1 – 4</p> <p>VCE Global Politics Unit 1 – 4</p> <p>VCE Legal Studies Unit 1 – 4</p>	

<b>TITLE:</b>	<b>HISTORY: CHANGING THE WORLD</b>
<b>UNIT OFFERED:</b>	<b>Semester 1 OR Semester 2</b>
<b>CORE / ELECTIVE:</b>	<b>Elective</b>
<b>CONTACT PERSON:</b>	<b>Ms Campbell</b>
<b>COURSE AIMS:</b>  The unit aims to provide an overview of the modern world with an emphasis on Australia in its global context. Students examine the causes and conditions that led to the fight for rights and freedoms in Australia and the United States. They investigate the impact of Communism in historical and modern societies. Students develop historical concepts and skills such as: sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing causes and effect and determining historical significance.	
<b>COURSE CONTENT:</b>  <b>Rights and Freedoms</b> <ul style="list-style-type: none"> <li>• The causes and impact of World War Two and the Vietnam War.</li> <li>• The emergence of human rights on a global scale via the United Nations.</li> <li>• Causes of the struggle for rights and freedoms.</li> <li>• The struggles of human rights in Australia and the US.</li> </ul>	
<b>PATHWAYS TO:</b>  VCE History Unit 1 – 4  VCE Global Politics Unit 1 – 4	

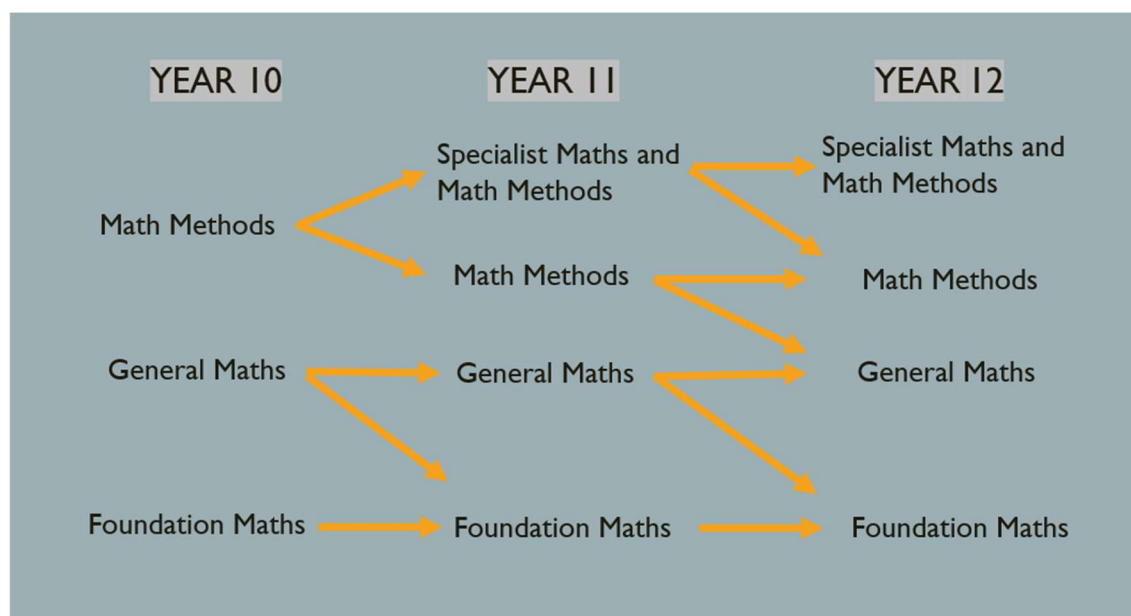
<b>TITLE:</b>	<b>BUSINESS AND ECONOMICS</b>
<b>UNIT OFFERED:</b>	<b>Semester 1 OR Semester 2</b>
<b>CORE / ELECTIVE:</b>	<b>Elective</b>
<b>CONTACT PERSON:</b>	<b>Mr Nicolas Hose</b>
<b>COURSE AIMS:</b>  In this unit students investigate how to start a business, and the strategies they employ to create a competitive advantage. Students use contemporary case studies to evaluate the decision making and success of different entrepreneurs and their businesses. Students also explore the participants in the economy and analyse their role in impacting both the Australian economy, but also the businesses within. To conclude the unit, students will analyse the role of politics and its effect on the world of business, researching the idea of political power, and evaluating the different approaches to governmental power, comparing democracy with that of non-democratic systems.	
<b>COURSE CONTENT:</b>  <b>Business Environment</b> <ul style="list-style-type: none"> <li>• Understanding how to start a business.</li> <li>• Exploring how businesses create competitive advantage.</li> <li>• Analysing a business case study.</li> </ul> <b>Investing in the Economy</b> <ul style="list-style-type: none"> <li>• Understanding economic participants.</li> </ul> <b>Political Powers</b> <ul style="list-style-type: none"> <li>• Ideas which shape political systems.</li> <li>• The characteristics of democracy.</li> </ul>	
<b>PATHWAYS TO:</b>  VCE Business Management Unit 1 – 4  VCE Global Politics Unit 1 – 4  VCE Legal Studies Unit 1 – 4	

<b>TITLE:</b>	<b>INDONESIAN (half a year only)</b>
<b>UNIT OFFERED:</b>	<b>Semester 1 OR Semester 2</b>
<b>CORE / ELECTIVE:</b>	<b>Core</b>
<b>CONTACT PERSON:</b>	<b>Ms Jenni Claridge. Ms Jodie Scarlett</b>
<b>COURSE AIMS:</b>  Language and culture are studied in this subject. Emphasis will be on equipping students with communication skills and development of vocabulary as well as an understanding of the culture of our closest neighbour.	
<b>COURSE CONTENT:</b>  Students will learn and extend their language skills covering the following topics: <ul style="list-style-type: none"> <li>• Celebrations and ceremonies of Indonesia</li> <li>• Indonesian etiquette</li> <li>• Education &amp; exchange student programs</li> </ul> Assessment comprises equally of Language (Speaking, Listening, Reading and Writing) and Cultural Awareness	
<b>PATHWAYS TO:</b>  This unit is designed for students to conclude their language studies after one semester in Year 10. This unit does not lead to VCE study. Students are required to complete <b>Indonesian Extension</b> if they wish to keep continuing with their studies.	

<b>TITLE:</b>	<b>INDONESIAN – EXTENSION (full year)</b>
<b>UNIT OFFERED:</b>	<b>Semester 2</b>
<b>CORE / ELECTIVE:</b>	<b>Elective (this unit must be completed if continuing with Indonesian at VCE)</b>
<b>CONTACT PERSON:</b>	<b>Ms Jenny Claridge. Ms Jodie Scarlett</b>
<b>COURSE AIMS:</b>  Bellarine Secondary College recognises that high achieving and motivated students clearly benefit from the opportunity to study a language at VCE. This subject will include the study of language and culture. Emphasis is on development of competence in all language skills in preparation for VCE study.	
<b>COURSE CONTENT:</b> As per Indonesian (half a year) - SEE ABOVE.  In addition, students will learn and extend their language skills, covering the following topics : <ul style="list-style-type: none"><li>• Village and City Life</li><li>• Health &amp; Indonesian health care programs</li></ul> Assessment comprises equally of Language (Speaking, Listening, Reading and Writing) and Cultural Awareness	
<b>PATHWAYS TO:</b>  <b>Indonesian Extension</b> leads to VCE Indonesian study. It is strongly advised that students anticipating undertaking the study of Indonesian in the VCE will have completed the 2 semesters of Indonesian through undertaking the Extension option.	



### Recommended Mathematics Pathways – Year 10 to Year 12:



<b>TITLE:</b>	<b>10 MATHEMATICS GENERAL (full year)</b>
<b>UNIT OFFERED:</b>	<b>Semester 1 AND Semester 2</b>
<b>CORE / ELECTIVE:</b>	<b>Core</b>
<b>CONTACT PERSON:</b>	<b>Mr Tayler Wallis and Mr Andrew Grimshaw</b>
<b>COURSE AIMS:</b>  Students will continue to develop their skills in Mathematics and its application to the solving of problems. Students will be required to purchase a CAS TI-Nspire calculator, costing approximately \$250. This specific brand of calculator is required to successfully complete the course and will also be used in Year 11 and 12.	
<b>COURSE CONTENT:</b> <ul style="list-style-type: none"> <li>• Number and Algebra</li> <li>• Measurement</li> <li>• Geometry</li> <li>• Statistics</li> <li>• Probability</li> </ul>	
<b>PATHWAYS TO:</b>  This unit is designed to prepare students for VCE General Mathematics in Year 11, which leads onto Further Mathematics in Year 12, or VCE Foundation Mathematics Units 1-4.	

<b>TITLE:</b>	<b>10 MATHEMATICS METHODS (full year)</b>
<b>UNIT OFFERED:</b>	<b>Semester 1 AND Semester 2</b>
<b>CORE / ELECTIVE:</b>	<b>Core</b>
<b>CONTACT PERSON:</b>	<b>Mr Tayler Wallis and Mr Andrew Grimshaw</b>
<b>COURSE AIMS:</b>  Students will cover the same content as studied in Mathematics 10 but will also cover extended units in Number and Algebra, Measurement, Trigonometry, Statistics and Probability. Students will be required to purchase a CAS TI-Nspire calculator, costing approximately \$250. This specific brand of calculator is required to successfully complete the course and will also be used in Year 11 and 12.	
<b>COURSE CONTENT:</b> <ul style="list-style-type: none"> <li>• Number and algebra</li> <li>• Measurement</li> <li>• Geometry</li> <li>• Statistics</li> <li>• Probability</li> </ul>	
<b>PATHWAYS TO:</b>  This unit is designed to prepare students for VCE Mathematical Methods and Specialist Mathematics.	

<b>TITLE:</b>	<b>10 MATHEMATICS Foundation (full year)</b>
<b>UNIT OFFERED:</b>	<b>Semester 1 AND Semester 2</b>
<b>CORE / ELECTIVE:</b>	<b>Core</b>
<b>CONTACT PERSON:</b>	<b>Mrs Annie Oliver</b>
<b>COURSE AIMS:</b>  Students will consolidate mathematical skills. They will learn mathematics that will help them make informed decisions in their lives. The course will be hands on and collaborative. The course is aimed to students that have been identified as needing additional support in mathematics and needing a program that is delivered below the standard year 10 general curriculum.	
<b>COURSE CONTENT:</b> <ul style="list-style-type: none"> <li>• Maths Skills</li> <li>• Financial and Consumer Mathematics</li> <li>• Measurement</li> <li>• Statistics</li> <li>• Probability</li> </ul>	
<b>PATHWAYS TO:</b>  The course is designed to be a pathway for students enrolling in VCE foundation mathematics or not continuing their mathematical education.	

## SCIENCE

<b>TITLE:</b>	<b>CHEMISTRY</b>
<b>UNIT OFFERED:</b>	<b>Semester 1 OR Semester 2</b>
<b>CORE / ELECTIVE:</b>	<b>Core</b>
<b>CONTACT PERSON:</b>	<b>Ms Senem Shamsili, Mr Scott McDonald</b>
<b>COURSE AIMS:</b>  This unit introduces students to the Periodic Table and enables them to describe simple patterns in the arrangement of elements based on their knowledge of atomic structure and the formation of molecules, ions and compounds. Students study a range of inorganic and organic chemical reactions and various quantities in Chemistry such as molar mass, mass and mole. Students are introduced to key concepts of VCE Chemistry.	
<b>COURSE CONTENT:</b>  <b>Inorganic Chemistry:</b> <ul style="list-style-type: none"> <li>• Understanding the Periodic Table</li> <li>• Atomic Structure</li> <li>• Ionis and Ionic Compounds</li> <li>• Balancing Chemical Equations</li> <li>• Gravimetric Analysis, Volumetric Analysis</li> </ul> <b>Organic Chemistry:</b> <ul style="list-style-type: none"> <li>• Naming Hydrocarbons</li> <li>• Reaction Pathways</li> </ul>	
<b>COST:</b>  Excursions/incursions are user pays.	
<b>PATHWAYS TO:</b>  VCE Chemistry	

<b>TITLE:</b>	<b>PHYSICS</b>
<b>UNIT OFFERED:</b>	<b>Semester 1 OR Semester 2</b>
<b>ELECTIVE:</b>	<b>Core</b>
<b>CONTACT PERSON:</b>	<b>Mr Andrew Grimshaw, Mr Jackson McCaffery</b>
<b>COURSE AIMS:</b>  The unit introduces students to the relationship between forces, matter and movement. They also understand the relationships between the various forms of energy. Students will construct a basic electronic circuit and develop an understanding of electronic componentry. They will also learn how a sound wave is created and transmits energy. Students will gain an understanding of the critical concepts for a pathway into VCE Physics.	
<b>COURSE CONTENT:</b>  <b>Forces and Motion</b> <ul style="list-style-type: none"> <li>• Newtons Laws</li> <li>• Distance and Displacement</li> <li>• Speed, velocity, accelerations</li> <li>• <b>Electricity</b> <ul style="list-style-type: none"> <li>• Circuits</li> <li>• Diodes, resistors, LEDs</li> <li>• Energy Conservations</li> </ul> </li> </ul>	
<b>COST:</b> Excursions/incursions are user pays.	
<b>PATHWAYS TO:</b>  VCE Physics.	

<b>TITLE:</b>	<b>APPLIED SCIENCES - FORENSIC SCIENCE</b>
<b>UNIT OFFERED:</b>	<b>Semester 1 OR Semester 2</b>
<b>ELECTIVE:</b>	<b>Core</b>
<b>CONTACT PERSON:</b>	<b>Ms Senem Shamsili, Ms Slattery</b>
<b>COURSE AIMS:</b>  Students gain an understanding of applying scientific methods in Physics, Chemistry and Biology by undertaking this unit. The unit introduces students to how scientific evidence is used to solve crimes. Students perform crime scene investigations and search for evidence by gathering clues and analysing case studies.	
<b>COURSE CONTENT:</b> <ul style="list-style-type: none"> <li>• Impression prints such as analysis of fingerprints, footprints and bite marks</li> <li>• DNA, blood, hair and fibre analyses</li> </ul> Forensic Science Fields <ul style="list-style-type: none"> <li>• Physical Anthropology - studying skeletal features to identify gender, race and age.</li> <li>• Entomology – analysing the life cycle of insects to estimate time of death.</li> <li>• Toxicology - analysing chemical substances</li> <li>• Forensic Psychology- applying scientific knowledge and methods</li> <li>• Forgery - analysis of handwriting</li> </ul>	
<b>COST:</b> Excursions/incursions are user pays.	
<b>PATHWAYS TO:</b>  VCE Physics. VCE Biology, Chemistry, Physics and Psychology.	

<b>TITLE:</b>	<b>ENVIRONMENTAL SCIENCE</b>
<b>UNIT OFFERED:</b>	<b>Semester 1 OR Semester 2</b>
<b>ELECTIVE:</b>	<b>Core</b>
<b>CONTACT PERSON:</b>	<b>Miss Jennifer McCarthy, Mr Jackson McCaffery</b>
<b>COURSE AIMS:</b>  Students gain a strong grounding for studies of Environmental Science, at VCE level by undertaking this unit. This unit introduces students to the dynamics of global climate change which can be modelled and explained by examining the interactions between greenhouse gas emissions and energy exchanges within and between Earth's systems. Students study a range of environmental issues and analyse solutions such as mitigating human-induced climate change requires addressing various activities including power generation, deforestation, manufacturing, transportation, food production and resource consumption. .	
<b>COURSE CONTENT:</b>  <b>Climate Change:</b> <ul style="list-style-type: none"> <li>• Distinguishing between 'natural' and 'enhanced' greenhouse effects</li> <li>• Investigating/Analysing how human activity affects global systems</li> <li>• Understanding the effects of global warming</li> <li>• Modelling sources of renewable energy (e.g. wind turbines)</li> </ul> <b>Sustainable Housing:</b> <ul style="list-style-type: none"> <li>• Understand the use of passive design principals in house designs</li> <li>• Modelling houses with sustainable designs (e.g. considering insulation)</li> </ul> Understanding/Applying energy transformations and heat transfers to sustainable house designs	
<b>COST:</b> Excursions/incursions are user pays.	
<b>PATHWAYS TO:</b>  VCE Environmental Science and Physics.	

<b>TITLE:</b>	<b>BIOLOGY</b>
<b>UNIT OFFERED:</b>	<b>Semester 1 OR Semester 2</b>
<b>CORE / ELECTIVE:</b>	<b>Core</b>
<b>CONTACT PERSON:</b>	<b>Mr Lewis, Ms Armstrong</b>
<b>COURSE AIMS:</b>  T Students gain a strong grounding for studies of Biology at VCE level by undertaking this unit. Students will explore the principles of genetic inheritance and the processes of transmission of genetic information from one generation to the next. They will apply Mendelian principles to predict the outcomes of genetic crosses. Students will also investigate the theory of evolution by natural selection in shaping species over time. Through the study of evidence students will develop an understanding of biodiversity and the relatedness of all life on Earth.	
<b>COURSE CONTENT:</b>  <b>Inheritance:</b> <ul style="list-style-type: none"> <li>• Asexual and sexual reproductive strategies</li> <li>• DNA, chromosomes, genes and alleles</li> <li>• Predicting genetic outcomes with dominant and recessive traits</li> <li>• Genetic testing and modification of genetic material</li> </ul> <b>Evolution:</b> <ul style="list-style-type: none"> <li>• Charles Darwin's theory of Evolution by natural selection</li> <li>• Speciation through variation, isolation and adaptation</li> <li>• Evidence for evolution such as fossils, biogeography, embryology and comparative anatomy</li> <li>• Human evolution</li> </ul>	
<b>COST:</b>  Excursions/incursions are user pays.	
<b>PATHWAYS TO:</b>  VCE Biology	

<b>TITLE:</b>	<b>PSYCHOLOGY</b>
<b>UNIT OFFERED:</b>	<b>Semester 1 OR Semester 2</b>
<b>CORE / ELECTIVE:</b>	<b>Core</b>
<b>CONTACT PERSON:</b>	<b>Ms Meryn Chalmers</b>
<b>COURSE AIMS:</b>  In this unit, students will begin to develop their understanding of how scientists investigate human thoughts and behaviours. They will look at the brain and nervous systems and how these support learning and memory. They will consider the concepts of emotions and personality and evaluate models to explain them. Finally they will conduct their own investigation into an aspect of how social media is changing society. Students who undergo this subject will gain a solid understanding of the concepts needed for a VCE Psychology pathway.	
<b>COURSE CONTENT:</b>  <b>Thought and emotions:</b> <ul style="list-style-type: none"> <li>• The brain and nervous system</li> <li>• Learning and memory</li> <li>• Personality and emotions</li> <li>• Disorders</li> </ul> <b>Psychology in society:</b> <ul style="list-style-type: none"> <li>• Social media affects</li> <li>• Mental health</li> <li>• Psychological studies</li> </ul>	
<b>COST:</b>  Excursions/incursions are user pays.	
<b>PATHWAYS TO:</b>  VCE Psychology.	



<b>TITLE:</b>	<b>APPLIED SCIENCE - MARINE SCIENCE</b>
<b>UNIT OFFERED:</b>	<b>Semester 1 OR Semester 2</b>
<b>CORE / ELECTIVE:</b>	<b>Core</b>
<b>CONTACT PERSON:</b>	<b>Mr Omar Lewis Ms Jessica Armstrong</b>
<b>COURSE AIMS:</b>  The unit introduces students to evolution in the marine environment. Students study the factors that affect local and global marine environments and relate these to the organism that live here. They research the marine ecosystems via a series of dissections; use modelling techniques to study the Science of pollutants, examine the management of the marine environment, and participate in ecological sampling.	
<b>COURSE CONTENT:</b>  <b>Human Impacts on the Marine Environment</b> <ul style="list-style-type: none"> <li>• Population studies</li> <li>• Pollution</li> <li>• Climate change</li> <li>• Plastics</li> <li>• Ecosystems</li> </ul> <b>Evolution of Marine Life</b> <ul style="list-style-type: none"> <li>• Natural Selection</li> <li>• Evolution</li> <li>• Dissections</li> </ul>	
<b>COST:</b>  Excursions/incursions are user pays.	
<b>PATHWAYS TO:</b>  VCE Environmental Science and Biology.	

## TECHNOLOGY

## TECHNOLOGY DESIGN

<b>TITLE:</b>	<b>AGRICULTURE &amp; HORTICULTURE</b>
<b>UNIT OFFERED:</b>	<b>Semester 1 OR Semester 2</b>
<b>CORE / ELECTIVE:</b>	<b>Core</b>
<b>CONTACT PERSON:</b>	<b>Ms Sandi-Lea Dimasi</b>
<b>COURSE AIMS:</b>  This elective is designed to: <ul style="list-style-type: none"> <li>• Introduce students to agriculture and its importance to society.</li> <li>• Identify products produced by agriculture and horticulture and how those products are marketed</li> <li>• Explain the impact of location and climate on agricultural production</li> <li>• Allow students to set up and run a small business</li> </ul>	
<b>COURSE CONTENT:</b>  Students undertake an enterprise in which they are to design, investigate and produce an agricultural or horticultural product intended for sale at the end of the unit. The enterprise may focus either on the growing of fruit, vegetable or herb crops, the keeping of chickens for egg production or the growing of other domestic farm animals. Theory will look at a range of agriculture products, locations of agricultural production and marketing of those products.	
<b>PATHWAYS TO:</b>  VCE VET Horticulture  VET Horticulture, Viticulture and Aquaculture	

<b>TITLE:</b>	<b>FASHION AND FIBRE</b>
<b>UNIT OFFERED:</b>	<b>Semester 1 OR Semester 2</b>
<b>CORE/ELECTIVE:</b>	<b>Core</b>
<b>CONTACT PERSON:</b>	<b>Mrs Lynsey Roos</b>
<b>COURSE AIMS:</b> <ul style="list-style-type: none"> <li>• To introduce students to the varied applications of fibres and fabrics when creating Fashion Garments and accessories, Free Form decorative pieces and Manchester.</li> <li>• To explain how specific characteristics of materials and particular processes affect functional and aesthetic design requirements.</li> <li>• To prepare a design option that specifies materials and techniques with consideration for functional, aesthetic and environmental requirements.</li> <li>• To implement the design using the appropriate techniques and equipment.</li> </ul>	
<b>COURSE CONTENT:</b> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Build up a folio of designs, related swatches, varied machine sewing, textile skills samples and a variety of embellishment techniques.</li> <li>• Learn basic pattern drafting which will be used to design and make a simple production.</li> <li>• Design and produce products from a range of design brief options.</li> <li>• Investigate the effects of the manufacture of textile products on the environment and the economic value of such work.</li> <li>• Explore various art styles for inspiration</li> <li>• Research the Fashion and Textile industry and a designer of their own choice</li> <li>• Learn to review their own work and make improvements when required.</li> </ul>	
<b>PATHWAYS TO:</b> <p>VCE Product Design and Technology – Textiles</p> <p>VET Design Fundamentals</p>	

<b>TITLE:</b>	<b>FOODS</b>
<b>UNIT OFFERED:</b>	<b>Semester 1 OR Semester 2</b>
<b>CORE / ELECTIVE:</b>	<b>Core</b>
<b>CONTACT PERSON:</b>	<b>Ms Lynsey Roos</b>
<b>COURSE AIMS:</b> <ul style="list-style-type: none"> <li>• This course aims to introduce students to a wide variety of processes, taste sensations, methods and terminology.</li> <li>• To provide students with a broad knowledge of nutrition and the role food has in everyday life.</li> <li>• The course examines the food we eat and its impact on the environment.</li> </ul>	
<b>COURSE CONTENT:</b> <p>In this unit students are introduced to the challenges and delights of working with food.</p> <ul style="list-style-type: none"> <li>• Investigate the requirements of healthy and safe food handling.</li> <li>• Examine the nutritional needs of people and the content of food. They will be provided with the opportunity to prepare suitable dishes for each topic.</li> <li>• Use design briefs to investigate, produce and evaluate their cooking experiences.</li> <li>• Examine how sustainable food practices enhance the environment.</li> </ul>	
<b>PATHWAYS TO:</b> <p>VCE Food and Technology</p> <p>VET Hospitality</p> <p>TAFE Cert I, II, III Hospitality, Food Processing of Commercial Cookery</p>	

<b>TITLE:</b>	<b>CAFÉ FARE</b>
<b>UNIT OFFERED:</b>	<b>Semester 1 OR 2 Semester</b>
<b>CORE / ELECTIVE:</b>	<b>Core</b>
<b>CONTACT PERSON:</b>	<b>Ms Lynsey Roos</b>
<b>COURSE AIMS:</b> <ul style="list-style-type: none"> <li>To develop an understanding of Food Safety practices, preparation and presentation in the context of the hospitality industry.</li> <li>To develop skills in the use of a range of cooking techniques, ingredients and processes</li> <li>To Introduce students to Coffee Making and Barista Skills</li> <li>To develop skills in Food photography</li> </ul>	
<b>COURSE CONTENT:</b> <p>In Café Fare students investigate and make judgements on how the principles of food safety, preparation, presentation and sensory perceptions influence the creation of healthy foods. They explore the characteristics and properties of food, food selection and preparation and contemporary food issues.</p> <p>In the practical area of the unit, students prepare and present foods using a range of techniques to ensure optimum flavour, texture, and visual appeal. Food photography and digital technologies are utilised to record practical outcomes.</p>	
<b>PATHWAYS TO:</b> <p>VCE Food and Technology</p> <p>VET Cert II Kitchen Operations</p>	

<b>TITLE:</b>	<b>METALS &amp; ENGINEERING</b>
<b>UNIT OFFERED:</b>	<b>Semester 1 OR Semester 2</b>
<b>CORE / ELECTIVE:</b>	<b>Core</b>
<b>CONTACT PERSON:</b>	<b>Mr Mark Duncan</b>
<b>COURSE AIMS:</b> <ul style="list-style-type: none"> <li>To explain how specific characteristics of materials and particular processes affect functional and aesthetic design requirements.</li> <li>To prepare a design option that specifies materials and techniques with consideration for functional, aesthetic and environmental requirements.</li> <li>To implement the design using the appropriate techniques and equipment with precision and safety.</li> </ul>	
<b>COURSE CONTENT:</b> <p>Students studying this subject will investigate the methods of joining, cutting, and polishing various metals. Students will also study the safe use of the welding principles, CNC plasma design and metal lathe operations. Due to the nature of this subject long hair needs to be tied back; before operating any type of machinery. Each student is required to complete three core practical models, three written assignments and complete a theory exam at the end of the semester. Where students demonstrate an aptitude for this subject an extension model of their choice is offered.</p>	
<b>PATHWAYS TO:</b> <p>VET Engineering – Certificate II in Engineering Studies</p>	

<b>TITLE:</b>	<b>Materials: WOOD</b>
<b>UNIT OFFERED:</b>	<b>Semester 1 OR Semester 2</b>
<b>CORE / ELECTIVE:</b>	<b>Core</b>
<b>CONTACT PERSON:</b>	<b>Ms Desiree Eden</b>
<b>COURSE AIMS:</b> <ul style="list-style-type: none"> <li>To explain how specific characteristics of materials and particular processes affect functional and aesthetic design requirements.</li> <li>To prepare a design option that specifies materials and techniques with consideration of the Product Design Factors</li> <li>To implement the design using the appropriate techniques and equipment with precision and safety.</li> </ul>	
<b>COURSE CONTENT:</b> <ul style="list-style-type: none"> <li>This Course is a basic requirement of Design and Technology Wood Units 1-4.</li> <li>Students will develop an understanding of the design process through the design, planning, production and evaluation of their product. They will use a range of tools and equipment to enhance their skills and develop a sound knowledge of safe work practices.</li> <li>All students will complete a folio to demonstrate their practical knowledge of the design process as well as a functional product made from wood as the main material.</li> </ul>	
<b>PATHWAYS TO:</b> <p>VCE Product Design and Technology</p> <p>VET Certificate II in Building and Construction.(Pre-Apprenticeship)</p>	

## TECHNOLOGY DIGITAL

<b>TITLE:</b>	<b>DIGITAL – DATABASES AND WEB DESIGN</b>
<b>UNIT OFFERED:</b>	<b>Semester 1 <u>OR</u> Semester 2</b>
<b>CORE / ELECTIVE:</b>	<b>Core</b>
<b>CONTACT PERSON:</b>	<b>Ms Isabelle Noble</b>
<b>COURSE AIMS:</b>  This subject is aimed at extending the student's computer and software skill. The subject will cater for all students of varying standards of skills knowledge and look at many different software types.	
<b>COURSE CONTENT:</b>  Students will be expected to work with a wide range of software including: <ul style="list-style-type: none"><li>• Python Programming</li><li>• Accessing Databases using SQL</li><li>• Spreadsheets</li><li>• Web Design</li></ul>	
<b>PATHWAYS TO:</b>  VCE Applied Computing  VCE Data Analytics  VCE Software Development  VCE VET Information, Digital Media and Technology.	



<b>TITLE:</b>	<b>DIGITAL – PROGRAMMING AND GAME DEVELOPMENT</b>
<b>UNIT OFFERED:</b>	<b>Semester 1 <u>OR</u> Semester 2</b>
<b>CORE / ELECTIVE:</b>	<b>Core</b>
<b>CONTACT PERSON:</b>	<b>Ms Isabelle Noble</b>
<b>COURSE AIMS:</b>  This subject is aimed at introducing students to programming, animation and game development. The subject will cater for students of varying standards of skills knowledge and look at a range of appropriate software.	
<b>COURSE CONTENT:</b>  Students will be introduced to: <ul style="list-style-type: none"><li>• Programming</li><li>• Design</li><li>• Development</li><li>• Testing</li></ul> Students will use game making software to design and develop their own game.	
<b>PATHWAYS TO:</b>  VCE Applied Computing  VCE Data Analytics  VCE Software Development  VCE VET Information, Digital Media and Technology.	

**TITLE:** **READY, SET, WORK (Full Year)**

**UNIT OFFERED:** **Both Semester 1 AND Semester 2 (Two Units)**

**CORE / ELECTIVE:** **Elective**

**CONTACT PERSON:** **Ms Scott McDonald**

**COURSE AIMS:**

The aim of this course is to provide students with an applied learning program that develops student's employability skills as students learn about and practice their skills in practical sessions in the **vineyard**. Students learn about careers, pathways for further training, they explore School Based Apprenticeships and Traineeships opportunities through work experience with community organisations. Students also complete the CHC24015 Certificate II in Active Volunteering; RTO: Ripponlea Institute RTO 21230). The volunteering component is undertaken with Landcare, based on the school property. This certificate counts towards a student's VCE program in Later Years.

**COURSE CONTENT:**

Participate Effectively in OH&S Communication and Consultative Processes

- Work Ready: Developing and understanding employability skills, similarities with a Personal Development Class.
- O.H.S – General and industry specific. Includes White Card training
- Hands on Project: Participation in on-going, hands- on projects
- Exploring career pathways and emerging careers in viticulture and other employment areas.

**TITLE:** **FARM MY SCHOOL (Full Year)**

**UNIT OFFERED:** **Both Semester 1 AND Semester 2 (Two Units)**

**CORE / ELECTIVE:** **Core**

**CONTACT PERSON:** **Ms Sandi-Lea Dimasi and Mr Scott McDonald**

**COURSE AIMS:**

The aim of this course is to provide students with an applied learning program that develops student's employability skills as students learn about and practice their skills in practical sessions in the **market garden and Horticulture facilities**. Students learn about careers for further training, they explore School Based Apprenticeships and Traineeships opportunities through work experience with community organisations.

**COURSE CONTENT:**

Participate Effectively in OH&S Communication and Consultative Processes

- Work Ready: Developing and understanding employability skills, similarities with a Personal Development Class.
- O.H.S – General and industry specific. Includes White Card training
- Hands on Project: Participation in on-going, hands- on project
- Exploring career pathways and emerging careers

**PATHWAYS TO:**

This class is a pathway into VCE, VCE-VM and SBAT's. Students choose a future pathway based on their chosen career.