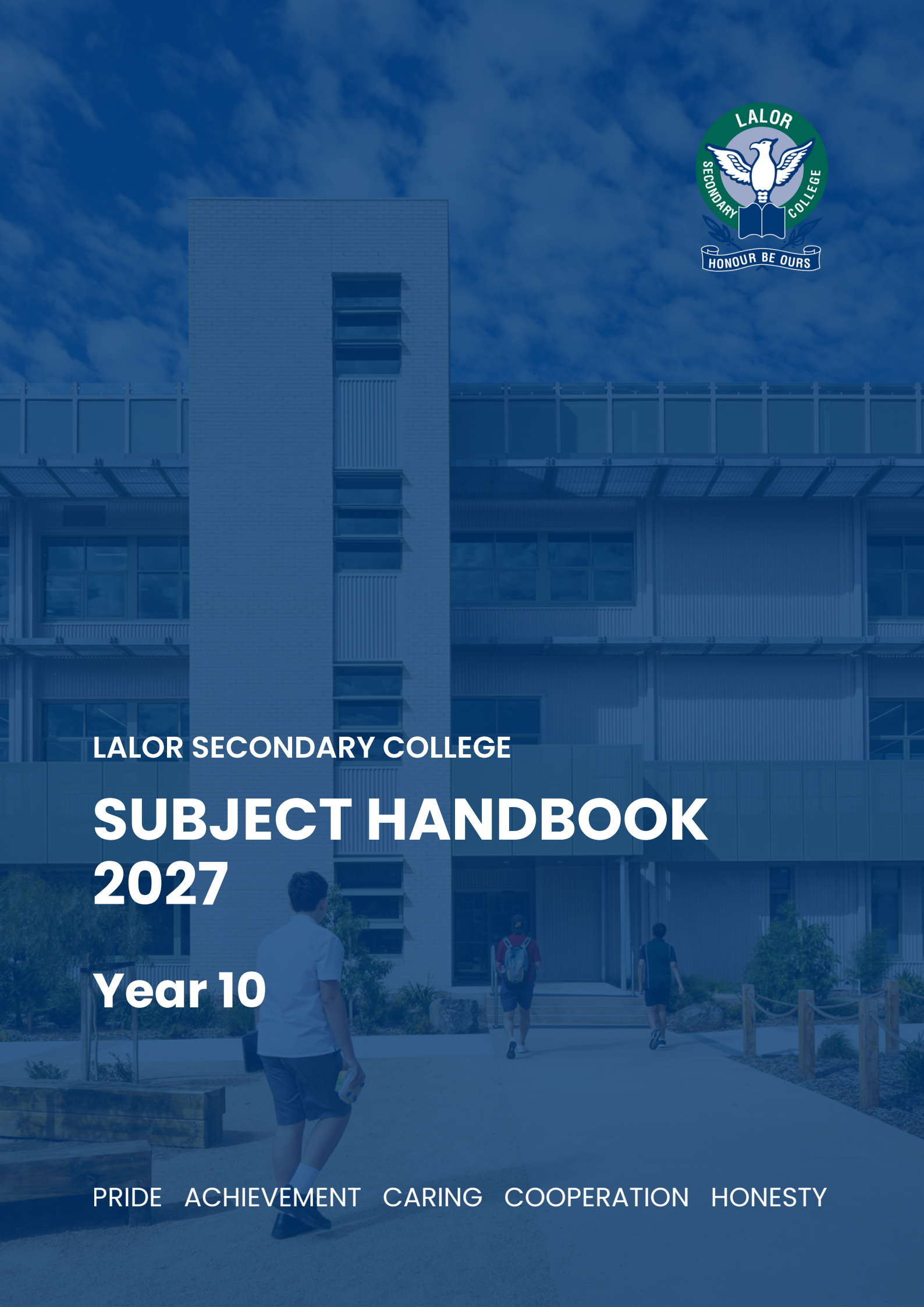

LALOR SECONDARY COLLEGE

SUBJECT HANDBOOK 2027

Year 10

PRIDE ACHIEVEMENT CARING COOPERATION HONESTY

LALOR SECONDARY COLLEGE

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Lalor Secondary College was established in 1963. It is a co-educational Year 7-12 school situated in the City of Whittlesea and serves the communities of Lalor, Thomastown, Epping, South Morang, Mill Park and Reservoir. Set on approximately 4 hectares the college has excellent facilities and spacious grounds.

In 2026 the college will have an enrolment of approximately 1200 students representing more than 40 ethnic groups with approximately 60% from non-English speaking backgrounds.

The College provides a broad, inclusive and comprehensive Curriculum designed around the Victorian Curriculum to ensure the needs of all students are met.

The College provides a number of pathways at the senior level of the school including a comprehensive range of VCE subjects, including the VCE Vocational Major and VET programs.

A partnership between parents, staff and students is encouraged through informal and formal communication.

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MISSION & VISION

PRIDE
ACHIEVEMENT
CARING
COOPERATION
HONESTY

Mission

The community of Lalor Secondary College acknowledges the ability and right of all students to learn and to experience success. All students are encouraged and challenged to reach their full potential. The College provides studentsand staff with a safe and nurturing environment.

Vision

Our vision for Lalor Secondary College is to be a vibrant school where learning is valued and students are empowered to become lifelong, socially responsible learners where a challenging and diverse curriculum caters for the variety of learning styles and the varying talents of students and staff are recognised, and celebrated where excellencea nd effort are rewarded.



COLLEGE VALUES





LSC School Values

ACHIEVEMENT

THIS MEANS

- Being committed
- Being persistent
- Always striving to do my best
- Having aspirations
- Aiming for excellence

THIS VALUE IS SHOWN WHEN

- I am committed
- I always try my best
- I am organised
- I complete all my work
- I celebrate achievement
- I am responsible
- I am motivated
- I am rational
- I see mistakes as an opportunity for improvement

HONESTY

THIS MEANS

- Being truthful
- Showing trust
- Being reliable
- Having integrity

THIS VALUE IS SHOWN WHEN

- I have integrity in what I do
- I am loyal
- I do not speak about others behind their back
- I am trustworthy
- I am responsible
- I am honest
- I am truthful

CARING

THIS MEANS

- Being respectful
- Having positive relationships
- Being helpful
- Using manners
- Showing friendship
- Having a positive attitude

THIS VALUE IS SHOWN WHEN

- I am attentive I am helpful to others
- in need I show respect to others and
- show
  them that they are being noticed
- I choose my attitude
- I am a good listener
- I am sensitive to others needs
- I behave consistently to build richer relationships
- I am respectful
- I am tolerant
- I am friendly
- I am appreciative
- I make others comfortable
- I am encouraging
- I accept others for who they are
- I consider others feelings and needs
- I treat others in a caring manner
- I am polite

PRIDE

THIS MEANS

- Being loyal
- Doing my personal best
- Being passionate and satisfied with your own achievements.
- Being passionate and satisfied with the achievements of your school
- Being passionate and satisfied with the achievements of your peers.

THIS VALUE IS SHOWN WHEN

- I am proud of my work
- I am passionate about everything I do
- I take pride in what I participate in
- I am proud of my school
- I dress appropriately and with pride
- I wear the school uniform with pride

CO-OPERATION

THIS MEANS

- Being tolerant
- Being respectful
- Having understanding
- Working as part of a team

THIS VALUE IS SHOWN WHEN

- I work together with teachers and peers
- I follow instructions
- I accept other people's opinions
- I accept decisions
- I work in a team to achieve common goals
- I work with others willingly
- I listen to others ideas/opinions
- I am reliable



PRINCIPAL'S MESSAGE



As a member of the Lalor Secondary College community for the past 25 years I have great confidence in the educational opportunities that we provide to all of our students. I know that Lalor Secondary College is a vibrant school where learning is valued and students are empowered to become lifelong, socially responsible learners, so that they are caring and confident contributors to the global community of the 21st Century.

The school's core values of Pride, Achievement, Caring, Cooperation and Honesty are embedded in our wellbeing and teaching practices, as well as our Student Code of Behaviour. High expectations and well-developed policy and practices ensure a calm teaching environment that allows the focus of the classroom to be centred around the teaching and learning. The high expectations are driven by a student culture where students motivate and inspire each other to achieve excellence in the academic field, applied learning field or through the extra-curricular program.

The extra-curricular program is supported by both student and staff led clubs. Some of these include the Science and Maths Clubs, Art Club, Horticulture Club, Sports Program, House Program, Music Program, Year 12 Mentor Program, Breakfast Club and Chess Club. This also includes a unique partnership with ABCN that provides numerous leadership opportunities to our students that supports the student leadership structures of the College. The school has an established and dedicated Wellbeing Team that delivers a coordinated approach to the Student Wellbeing Programs that have been embedded into the school curriculum and culture. Some of these programs include Peer Support, After School Homework Club and the Pre-Orientation Program. The College also offers distinctive educational programs such as the Years 7 to 10 differentiated Mathematics program, Years 7 to 10 Literacy Support Program, High Potential Learning Program, Years 7 to 12 Languages program offering Macedonian, Greek, Italian and Vietnamese and an extensive elective program in Years 9 and 10.

Our school community acknowledges the ability and the right of all students to learn and to experience success in the classroom. The College delivers a rigorous and comprehensive educational program built around the Victorian Curriculum in Years 7 to 10, where a challenging and diverse curriculum caters for a variety of learning styles. The varying talents of students at years 7 to 10 are recognised and celebrated and excellence and effort are rewarded throughout the College at regular intervals throughout the year. The program offered at Years 11 and 12 provides opportunities for students to excel in VCE, Vocational Major and VET, which is long established through student results of the highest level.. The school has a strong pathways program that ensures a high retention from Year 7 to Year 12 and assures all students in Years 9 to 12 receive counselling in choices of study and focuses on providing an individual pathway for every child.

The school recognises that the final years of schooling are a challenging time for students and parents, however the College has well established programs that offer wellbeing support to students through a teacher-student Mentor program, pathways and career support, stress management sessions and study skills presentations. The rigorous nature of the academic program means students are provided the opportunity to excel, within the newly revised VCE and VCE Vocational Major study, and academic excellence is the expectation from all within the College.

The information in this handbook will provide more explicit details to assist you with your upcoming choices. If you require any further information or clarification to assist you with your choices, please do not hesitate to contact the relevant staff member or myself.

Mr Corey Jewell
College Principal

YEAR 10 COURSE INFORMATION

Subject selection will be completed using 'Subject Selection Online'. Full instructions on how to use this system will be given to students and parents at the Year 10 Information Evening.

The Year 10 Learning and Teaching program at Lalor Secondary College is designed for senior students to maximise their opportunities tosucceed by offering a wide range of subject choices and pathways into future courses and careers.

Students will receive course counselling about their learning program. All students will complete an online subject selection process. At the conclusion of the process, their selection sheet must be signed by a parent or guardian. Staff at the College are availableto answer queries about the Year 10 program.

Core Subjects

All students in Year 10 are required to complete the following subjects.

English/EAL
English is undertaken by all students in Year 10. Students for whom English is not their first language, and who are eligible, will undertake English as an Additional Language (EAL). Please note students who have attended school in Australia for less than seven years may be eligible for EAL.

Health and Physical Education
The Health and PE Faculty offer a wide range of electives which students may choose from. Each elective will run for one semester. Students must choose two electives.

Humanities
In accordance with the Victorian Curriculum, Humanities will cover the areas of History, Geography, Economics and Business and Civics and Citizenship.

Mathematics
The Year 10 Mathematics program undertaken by students is dependent upon student ability and designed to prepare them for VCE Mathematics. There are three levels of Mathematics students can undertake. These are;

Math Methods	For high performing students.
General Maths	For moderately performing students.
Foundation Maths	For students who require extra support.

Science
Science will have a common curriculum for Semester One and students will choose from a specialised program which runs in Semester Two. These are:

- Chemistry – Let's make it react
- Motion and Energy
- Genetics and Evolution
- Environmental Science – Make nature work for us

Specialist Subjects*

Students are able to choose from a range ofsubjects depending upon their interests andabilities and provide pathways into a range of Year 11 and 12 subjects. Specialist subjects run fora semester and students choose a total of four subjects.
Specialist subjects include;

- Architecture and Design
- Basic Psychology
- Basic Sociology
- Business
- Cold War History
- Commerce
- Concepts of HPE
- Drama
- Digital Technologies
- Electronics
- Food Studies
- Is English real?
- Journalism
- Juvenile Justice
- Languages (continued from Year 9 over 2 semesters – year long elective)
- Literature
- Media
- Photography
- Product Design & Technology
- History and Revolutions
- 3D Art Making
- 2D Art Making
- Music
- Fashion Design - Textiles
- Visual Communication Design
- The Universe
- The Science of Skincare

Homework
At 10, it is recommended that students undertake 1.5 to 2 hours of homework per weeknight to support learning and progress.

Homework encourages independent learning and helps reinforce learning to prepare students for upcoming lessons and assessments.

While the guidelines are 1.5 to 2 hours per night, this may vary during times of assessment.

VCE Subjects

Students may also choose to study one of the following VCE subjects. The subject will run for two semesters –Unit One in Semester One and Unit Two in Semester Two. Students who demonstrate an excellent work ethic and the ability to handle the demands of a VCE subject will be able to apply for this program. Academic criteria for being accepted into a VCE subject at Year 10 are outlined in the school's Promotion Policy. While the following subjects will be offered, subjects will only run if there are enough students to form a class.

Please note: Students who are undertaking Units 1 and 2 Art Making and Exhibiting in Year 10 are not to choose Year 10 Art Making as a specialist subject.

The following VCE subjects are offered for Year 10 students;

- Accounting
- Art Marking and Exhibiting
- Biology
- Business Management
- Economics
- Environmental Science
- Food Studies
- General Mathematics
- Geography
- Health & Human Development
- Legal Studies
- Media
- Modern History
- Physical Education
- Product Design Technology
- Psychology
- Sociology
- Theatre Studies
- Visual Communication Design

Subject Fees
Some subjects will have fees associated with them that cover consumables and materials. These additional costs are covered in the subject description in this handbook. Please note that, at the time of publication, these fees were correct, however, they may be subject to change dependent on the provider/supplier.

LALOR SECONDARY COLLEGE

SUBJECT HANDBOOK 2026



CORE SUBJECTS

CORE SUBJECTS

ENGLISH

All students in Year 10 are required to complete the following subjects.

Students study, produce and respond critically to spoken, written and visual texts. They explore and interpret different perspectives on complex issues, analysing and comparing themes and ideas presented in texts.

Students use writing to explore different perspectives and to develop their skills in writing for different purposes and audiences. Students critically evaluate how language influences audiences through persuasive writing techniques. Students develop formal arguments about issues and use evidence to justify a point of view.

Areas of Study

Semester One	Semester Two
Reading	Reading
Writing	Writing
	Speaking and listening

Suggested Assessment Tasks

Semester One

1. Text Response Essay
2. Creative Writing
3. Personal Response
4. Examination

Semester Two

1. Text response Essay
2. Argument Analysis
3. Oral Presentation
4. Examination

EAL

(ENGLISH AS AN ADDITIONAL LANGUAGE)

EAL classes provide intensive English tuition for students whohave come to Australia from another country and are learning to use English as their main language.

Students need to understand and control the English language as a means of learning. Students' understanding of English will develop through reading, writing, speaking and listening. The study of novels, films, short stories, plays, poetry and issues in the media are the main foci in EAL. Attention is given to understanding the different purposes, audience, structure and language features of different kinds of texts. Students learn to discuss, analyse and write responses to texts. Their English expression, oral and written, is developed through classroom activities and homework tasks.

Areas of Study

Reading: Study of written visual and media texts.
Writing: Writing for a range of purposes and audiences in avariety of styles and forms.
Speaking and Listening: Communicating effectively with an audience.

Suggested Assessment Tasks

1. Text Response
2. Writing Folio
3. Oral presentation
4. Examination

CORE SUBJECTS
MATHMEMATICS

Year 10 students continue to be placed into levels that reflect their ability in Mathematics, based ontheir Year 9 numeracy results.

Mathematics at Year 10 is designed to reflect the VCE pathways students will undertake in Year 11: Year 10 Mathematics Methods, Year 10 General Mathematics and Year 10 Foundation Mathematics. Some of the courses have pre-requisites with regard to minimum average percentages achieved in Year 9.

Year 10 Foundation Mathematics	- Any score in Year 9 Foundation Mathematics - Below 40% in Year 9 General Mathematics
Year 10 General Mathematics	- >85% in Year 9 Foundation Mathematics - >40% in Year 9 General Mathematics - >40% in Year 9 Mathematical Methods
Year 10 Mathematics Methods	- >75% in Year 9 General Mathematics - >55% in Year 9 Mathematical Methods

CORE SUBJECTS
YEAR 10 MATHMEMATICS

Foundation Mathematics

Students are guided through modified curriculum that emphasizes applying math in everyday situations and building practical skills for life beyond school. However, students in Year 10 Foundation Mathematics may not have access to all VCE Mathematics subjects in Year 11. Students study a wide range of topics in Semester One including Financial Mathematics, Algebra and Pythagoras and Trigonometry.

In Semester Two the students focus on Measurement including area and volume of complex shapes. They look at Trigonometry and Geometry and its uses in real life context. Statistics and Probability are investigated through collecting and analysing their own data.

Areas of Study

Semester One:
- Indices and Surds
- Linear Relationships
- Pythagoras and Trigonometry

Semester Two:
- Measurement
- Statistics
- Probability

Suggested Assessment Tasks

All students will complete the following tasks:
1. Topic Tests
2. Inquiry Projects
3. Semester Examinations

General Mathematics

Students follow the mainstream Victorian Curriculum. Students who complete this subject can select from a range of VCE Mathematics subjects including General Mathematics Units 1and 2 or Foundation Mathematics Units 1and 2. The progression onto General Mathematics Units 1 and 2 is subject to satisfactory completion of the year.

Students study a wide range of topics in Semester One including Algebra, Linear Equations Measurement and Trigonometry. In Semester Two, they develop their understanding of Univariate and Bivariate Statistics and Probability.

Areas of Study

Semester One:
- Algebra
- Linear Equations
- Measurement and Trigonometry

Semester Two:
- Univariate Statistics
- Bivariate Statistics and Probability

Suggested Assessment Tasks

All students will complete the following tasks:
1. Topic Tests
2. Inquiry Projects
3. Semester Examinations

Mathematical Methods

Students follow the Victorian Curriculum including topics found in the 10A Curriculum to extend and develop their understanding. Students can select from a range of VCE Mathematics subjects, including Specialist Mathematics Units One and Two and Mathematics Methods Units One and Two. The progression onto these Units One and Two is subject to satisfactory completion of the year.

Students study a wide range of topics including Indices and Surds, Quadratic Equations and Statistics. In Semester Two, students continue todevelop their understanding of Linear Equations, Pythagoras Theorem, Probability and Polynomials.

Areas of Study

Semester One:
- Indices and Surds
- Quadratic Equations and Statistics

Semester Two:
- Linear Equations
- Pythagoras Theorem
- Probability and Polynomials

Suggested Assessment Tasks

All students will complete the following tasks:
1. Topic Tests
2. Inquiry Projects
3. Mathspace online assessment
4. Semester Examinations

CORE SUBJECTS
SCIENCE

"The science of today is the technology of tomorrow."
Edward Teller

Students will undertake two semesters of compulsory Science education. The first semester is a comprehensive general science study based on the Victorian Curriculum. The Science curriculum is organised around three interrelated strands. In the second semester, students will choose one specialist Science subject based around the application of Science in society today. This subject will act as a precursor to VCE Science.

Science Understanding
Science knowledge represents the building blocks of science understanding, but it is the dynamic nature of science understanding that will be beneficial to citizens in an ever-changing world.

Science as a Human Endeavour
This strand highlights the need for informed, evidence-based decision making about current and future applications of science. It acknowledges that, in making decisions about science and its practices, moral, ethical and social implications must betaken into account.

Science Inquiry
These involve posing questions, planning, conducting and critiquing investigations, collecting, analysing and interpreting evidence and communicating findings.

Areas of Study

Semester One:
Students will undertake studies from these main areas of scientific knowledge:

1. Biological sciences
The transmission of heritable characteristics from one generation to the next involves DNA and genes.

2. Chemical sciences
The atomic structure and properties of elements are used to organise them in the Periodic Table.

3. Physical sciences
The motion of objects can be described and predicted using the laws of physics.

Assessment Tasks

1. Topic Tests
2. Practical Report
3. Inquiry Task
4. Examination

CORE SUBJECTS
SCIENCE

Semester Two
Students will choose one of the electives below to specialise in for Semester Two of their Science studies at Year 10.

1. Chemistry
This unit looks at types of matter and bonding, classifying chemical reactions and the way chemistry is applied in our society. This unit is an introduction toVCE Chemistry.

2. Motion and Energy
This unit looks at the application of Newtons Laws of Motion and momentum. Students will gain insight into the conversions of energy and the study of thermodynamic systems. This unit is an introduction to VCE Physics.

3. Genetics and Evolution
This unit looks at understanding the inheritance of genes, the role ofmutations and how genetic engineering is used in medicine.
Students will look at chemical evidence for evolution and how human selected artificial traits have changed evolutionary history.
This unit is an introduction to VCE Biology.

4. Environmental Science
This unit looks at sustainability, the cycles that support life and some of the climate change issues that are relevant today. Specifically, students will explain how the atmosphere provides many of theconditions that support life on Earth, describing the cycling of matter through natural ecosystems and analysing changes to these caused by human influences. Students will discuss causes and consequences of climate change byanalysing evidence of past climate
change and predicting future changes.
This unit is an introduction to
VCE Environmental Science.

To assist you in making a decision, further information will be available from Science Faculty representativesat the Year 10 information evening.

VCE Pathway

Successfully completing Semester One Science and achieving 60% in a Semester Two specialist subject will allow you to study one or more of the following in VCE Science:

- Biology
- Chemistry
- Physics

It is an expectation that students will reach a reasonable standard of achievement in Year 10 Science to access VCE Science subjects. Science subjects at VCE have minimum requirements and prerequisites that students must attain.

CORE SUBJECTS
HUMANITIES

"I think most of us sense that it is a responsibility ofthe humanities to try to help better the conduct of human beings in their lives and manifold professional activities."

J. Irwin Miller

In accordance with the requirements of the Victorian Curriculum, Humanities at Year 10 encompasses the study of History, Geography, Economics and Business.

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with a focus on Australia in its global context. Some major areas of study include; the transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing. Australia at war between the years of 1914 to 1945 (WWII). Rights and freedoms (1945 to present). Australian and U.S civil rights movement and Aboriginal and Torres Strait Islander people. The globalizing world looking and migration experience and political crisis.

It provides a study of geographical units that explore environmental change and management, through an in depth focus on coastal environments. They apply human-environment systems thinking to understand the causes and consequences of the change to coastal environments and geographical concepts and methods to evaluate and select strategies to manage the change. They also investigate the geographies of human wellbeing, exploring measures, spatial differences and different global perspectives of human wellbeing.

The Year 10 curriculum gives students the opportunity to further develop their economics and business concepts by considering Australia's economic performance and standard of living. The ways governments manage the economy to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies.

Areas of Study

- Coastal Change and Management
- Geographies of Wellbeing
- World War Two
- Rights and Freedom
- Economics and Business

VCE Pathway

Doing this subject will assist you in the study the following in VCE:

- History
- Geography
- Economics
- Legal Studies
- Business Management
- Sociology

Suggested Assessment Tasks

Assessments may take the following forms and will consist of at least five pieces of formal assessment including:

- Document analysis
- Fieldwork
- Data analysis
- Test case study
- Mid semester and end of year ex

CORE SUBJECTS

HEALTH & PHYSICAL EDUCATION

Year 10 Health and Physical Education (HPE) involves student choice through the selection of electives. It is important that in the final year of compulsory HPE, students are engaged and choose a suitable activity in order to encourage physical health and wellbeing. This aims to establish positive fitness practices for life.

Students must choose **one elective per semester** and therefore have completed **two** practical electives by the end of the year. We encourage the students to take ownership of their choices and to select electives that they would enjoy.

It should be noted that there is a cost associated with some Year 10 electives. Students and parents should considercosts and other requirements when choosing an elective. When a student chooses an elective, they will be expected to participate inexternal activities.

Areas of Study

Semester One	Semester Two
1. Body Systems	1. Party Safe Inquiry
2. Mental Health	2. Road Safety
3. Respectful Relationships	
4. Consent (sexual)	

Suggested Assessment Tasks

Semester One

1. Musculoskeletal test
2. Mental health inquiry task
3. Practical assessment

Semester Two

1. Party safe stalls
2. Safety Presentation
3. Practical Assessment

Sport and Recreation

This elective will explore different sport and recreational pursuits in the local community. Students may be involved in activities such as Ten Pin Bowling, Archery, Wheelchair Basketball, Laser Tag, Ice Skating and Golf Driving Range. Students will learn about the origins of the activities offered and about the members of the community from a variety of cultural backgrounds who are involved with these activities.

Costs

$130.00 per semester (Costs may be subject to change).

Lifestyle And Fitness

This elective is designed tomotivate students toincrease physical activity through fitness-based activities in a supportive and non-competitive environment. This unit will focus on a broad range of activities including fitness classes, community walks and personal training sessions and a range of other lifestyle and fitness-based activities.

Costs

$70.00 per semester (Costs may be subject to change).

CORE SUBJECTS

HEALTH & PHYSICAL EDUCATION

Strength and Conditioning

The Strength and Conditioning elective is designed to introduce students to weight training principles and exercises, as well as incorporating activities designed to improve their overall health and wellbeing. Students will access the school weights room in the semester long elective to learn both gym etiquette and safety. They will be involved in strength training sessions, both at school and in an external gym, conducted by a personal trainer. At the completion of this unit students will have the knowledge to participate in a gym setting with confidence.

Costs

$60.00 per semester.

Mixed Team Sports

The Mixed Team Sports elective follows the traditional Physical Education Curriculum at Lalor S.C, being that classes include both boys and girls. Students will develop proficiency in a range of high-level movement and manipulative skills and implement ways of improving the quality of their performance during games, physical activity and sports.

Boys' Team Sports

The Boys Team Sports elective is specifically designed to motivate male students to increase their physical activity and their knowledge of game tactics and strategies. The elective also aims to develop students both socially and physically through participation in the team environment. Students will take part in sports such as AFL, Hockey, International Rules and similar sports that can be pursued in the community.

Girls' Team Sports

The Girl's Team Sports elective is specifically designed to motivate female students to increase their physical activity and their knowledge of game tactics and strategies. The elective also aims to develop students both socially and physically through participation in the team environment. Students will take part in sports such as Netball, Badminton, Tennis and other similar sports that can be pursued in the community.

LALOR SECONDARY COLLEGE

SUBJECT HANDBOOK 2026



SPECIALIST SUBJECTS

SPECIALIST SUBJECTS

Availability of subjects is dependent on sufficient demand

Most of the Specialist Subjects run for one semester, therefore Year 10 students may complete a maximum of four subjects.

Availability of subjects will depend on numbers.

Please note that there are costs associated with some specialist subjects.

Choices will be made from the following specialist areas:

- Architecture and Design
- Basic Psychology
- Basic Sociology
- Cold War History
- Commerce
- Concepts of Health and Physical Education (HPE)
- Drama
- Digital Technologies
- Electronics
- Food Studies
- Is English real?
- Journalism
- Juvenile Justice
- Languages (continued from Year 9: over 2 semesters)
- Introduction to the Vocational Major
- Literature
- Media
- Photography
- Product Design & Technology
- 3D Art Making
- 2D Art Making
- Fashion Design and Textiles
- Visual Communication Design
- The Universe
- The Science of Skincare

SPECIALIST SUBJECTS

INTRODUCTION TO VOCATIONAL MAJOR (VCE VM)

Are you interested in developing personal and work-related skills that may lead to choosing the Vocational Major in VCE?

Introduction to Vocational Major prepares students in Year 10 who may be interested in completing Vocational Major in Year 11 and 12. It provides a similar structure to learning, expectations and assessment ensuring that students transition the following year with confidence.

In this elective, students focus on the development of knowledge and skills necessary for the workplace through hands-on practical tasks. There is also a focus on the development of 'self' by learning about personal organization, planning skills, problem solving and interpersonal skills.

For their assessments, students undertake investigations and research in ways which support the development of literacy and numeracy skills.

Assessment Tasks

Assessment may take the following forms:

1. Investigation project
2. Oral presentation
3. Written tasks

Costs

Excursion $30 (costs may be subject to change).



SPECIALIST SUBJECTS
THE ARTS

Music

Are you interested in creating your own music and performing songs?

In Music, students will develop their performance skills (solo and group) and start to look at how they can create their own sound when performing songs written by others. They will form performance groups and choose appropriate songs for their ability level and instrumentation. Students will work on developing their 'ear' as well as looking at different types of music notation, styles and performance techniques. As this is a performance-based subject students will be supported to perform to an audience at events such as class performances, assembly, school concerts and other community performances. To assist with this all students will be enrolled in the Instrumental Music Program (at no cost) if they are not currently receiving lessons at school or privately. The Music Department will be available at lunchtimes for extra rehearsals via prior arrangement with their teacher.

Areas of Study

1. Music Theory
2. Music Production

Suggested Assessment Tasks

1. Rhythm Assessment
2. Performance Assessment
3. Reflection Task

2D Art Making

Are you intrigued by the creative process and expression involved in making 2D artworks?

Students are encouraged to explore and express themselves individually and collaboratively. They are exposed to a diverse array of traditional and contemporary artists. This specialist subject is particularly suitable for students who are keen to study Art Making and Exhibiting at the VCE level.

Areas of Study

1. Art Appreciation
2. Art Production

Suggested Assessment Tasks

1. Folio One
2. Short Answer Responses
3. Folio Two

Costs

$20.00 per semester.

VCE Pathway: Art Making & Exhibiting

3D Art Making

Are you drawn to the challenge and creating and constructing three-dimensional art pieces?

In Year 10 3D Art Making, students will develop skills in producing 3D sculptures using a variety of materials and sculptural artforms. They will use materials including clay and tiles to create 3D artworks. Students will build an awareness of how and why artists realise their ideas through different visual arts practices. Students will refine a personal aesthetic through working and responding perceptively as an artist.

Areas of Study

1. Art Appreciation
2. Art Production

Suggested Assessment Tasks

1. Folio One
2. Short Answer Responses
3. Folio Two

Costs

$20.00 per semester.

VCE Pathway: Art Making & Exhibiting

SPECIALIST SUBJECTS
THE ARTS

Drama

Are you interested in discovering the power of expression and storytelling through the dynamic world of Drama?

The Year 10 Drama course focuses on the development of acting and performance skills ina variety of styles.

Students will gain knowledge of dramatic elements, theatrical conventions and stagecraft. Students will then work collaboratively to apply their knowledge to both scripted and devised performances.

Areas of Study

1. Dramatic forms and Performance Styles
2. Analysing and Evaluating Performance Styles
3. Devising Drama and Performance Skills

Suggested Assessment Tasks

1. Naturalism Performance
2. Theatrical Styles Research Task
3. Ensemble Performances

Costs

$20.00 per semester.

Students have an opportunity to extend their skills through the school concert and/or production.

Architecture and Design

Are you intrigued by the endless possibilities of shaping the world around us through the lens of Architecture and Design?

In Year 10 Architecture and Design, students study environments and other design fields.

Students have the opportunity to develop skills and learn the conventions for technical drawing across design fields. Students also learn about the design process as they design work in response to a client and brief. Students may choose to undertake the Visual Communication Design elective which complements the coursework completed in this subject.

Areas of Study

1. Architectural Design
2. Object Design
3. Design Analysis

Suggested Assessment Tasks

1. Folio One
2. Folio Two
3. Folio Three

Costs

$20.00 per semester.

VCE Pathway: Visual Communication Design

Media

Are you intrigued by the technical aspects behind the scenes of media production and excited to explore the tools and technologies driving modern communication?

Students will begin to explore the five stages of media production.

Students will gain an understanding of media terminology and processes. They will work collaboratively to create various media products using film and print.

Areas of Study

1. Narrative
2. Film Codes and Conventions
3. Media Production

Suggested Assessment Tasks

1. Test
2. Film Analysis
3. Media Production Folio

Costs

$20.00 per semester.

VCE Pathway: Media

SPECIALIST SUBJECTS
THE ARTS

Photography

Are you interested by the creativity and technical skills involved in capturing imagery through photography?

The Year 10 Photography course explores both the theoretical and practical aspects of photography.

Students will work with digital SLR cameras tocreate their own photographic works inspired by past and present photographers. They will look at different camera techniques such as camera angles and shots. They will also study other aspects such as shutter speed and aperture and analyse how they affect the overall look and feel of a photograph.

Areas of Study

1. Camera Techniques
2. Production Process
3. Editing

Suggested Assessment Tasks

1. Test
2. Folio One
3. Folio Two

Costs

$25.00 per semester.

VCE Pathway: Media

Visual Communication Design

Are you interested in using visual design to effectively communicate messages and concepts?

Students use the design process in order to generate ideas and find solutions to design problems whilst developing their skills in research.

In Year 10 VCD students complete a range of projects from different design fields including product and architecture. This subject is an extension of the Year 9 VCD course. Throughout this class, students will learn the importance of problem solving, critical and creative thinking, and technological literacy, all of which have been identified as important skills in the 21st Century.

Areas of Study

1. Messages Design Analysis
2. Environmental Design

Suggested Assessment Tasks

1. Folio One
2. Written Test
3. Folio Two

Costs

$20.00 per semester.

VCE Pathway: Visual Communication Design

SPECIALIST SUBJECTS
HUMANITIES

Commerce

Are you interested in exploring the world of commerce and its role in shaping industries and economies?

This course examines key concepts in the economic system in which we live.

As part of our introduction to the world of Commerce, we discuss basic economic concepts such as supply and demand, trade-offs and the impact of employment. We apply these concepts to better understand the circular flow model of the economy, the roles of the Australian Government and the Reserve Bank of Australia in managing finances through fiscal, budgetary and monetary policies.

Finally, we seek to understand how to measure economic performance, and assess the implications of Australia's participation in the global economy via international trade.

Areas of Study

1. Economic Literacy
2. Economic Policy & Human Factors
3. National and Global Decisions

Suggested Assessment Tasks

1. Tests
2. Research Assignment
3. Test with a Case Study Application

VCE Pathway: Economics

Basic Sociology

Are you interested in delving into the field of sociology and exploring the complexities of human society and behavior?

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, developed and change.

There is no single sociological perspective, rather, there are several theories that offer different ways of understanding human society. Sociologists use these theories that offer different ways of understanding human society. Sociologists use these theories and frameworks in a complementary way to attempt to objectively examine social issues and explain concepts.

Students will be introduced to the study of society through the use of functionalist, feminist, conflict, and symbolic interactionism perspectives. There will be a primary focus on stereotypes and students will study how concepts such as Socio-Economic status, Race, Ethnicity and Gender can play a role in community perception.

Areas of Study

1. Social Movements
2. Stereotypes, Idenitity & Ethnicity
3. Social Norms
4. Media Theories

Suggested Assessment Tasks

1. Structured Questions and Extended Responses
2. Film Analysis
3. Research Report

VCE Pathway: Sociology

SPECIALIST SUBJECTS
HUMANITIES

Juvenile Justice

"Are you interested in learning about the juvenile justice system and its impact on young people and communities?"

This subject will introduce Year 10 students to the Australia's legal system and how it aims to achieve justice, while focusing specifically on legal issues that concern young people.

The course design aims to prepare year 10 students for VCE Legal Studies, providing them with a solid understanding of the following: the origins of justice, sources of law, key features of Australia's court system, criminal offences that are predominantly associated with younger individuals in society, the purpose of criminal sanctions and civil remedies, influence of a range of media, including social media, in shaping identity and attitudes to diversity, particularly in relation to youth and culturally diverse groups, effectiveness of the Australian justice system in achieving equality of access, procedural fairness, and remedies for injustices, particularly for First Nations Australians, Australia's responsibilities under and commitment to the UN Convention of the Rights of the Child.

Areas of Study

1. The Rights of the Individual in Law
2. Young People and the Law
3. Human/Child Rights

Suggested Assessment Tasks

1. Assessment - Test
2. Assignment - Research
3. Folio of current annotated articles

VCE Pathway: Legal Studies

Cold War History

"Are you curious about the historical events and tensions that defined the Cold War era and its lasting effects on the world?"

Students will explore ideological conflicts of the late twentieth century as well as the world in terms of political, social and cultural changes, post-World War II.

Students will gain an understanding of the core conflict between communism and capitalism in the latter half of the twentieth century. Their study may include the following events:

- The end of World War II: The Yalta Conference and the Potsdam Agreement
- The Berlin Blockade
- The Korean War
- The Cuban Missile Crisis
- The Vietnam War
- The Fall of the Berlin Wall

Areas of Study

1. Origins of the Cold War
2. Events and Consequences of the Cold War
3. End of the Cold War
4. International Relations since the Cold War

Suggested Assessment Tasks

1. Document Analysis
2. Research Assignment
3. Essay

VCE Pathway: Modern History

SPECIALIST SUBJECTS
ENGLISH

Is English Real?

Are you interested in exploring the connections between language and philosophy?

The course focuses on engaging deeply with philosophical concepts while honing into writing abilities and developing personal voices through writing.

Students will explore rich philosophical concepts through philosophical literature. Authors such as Herman Hesse, Franz Kafka, Fyodor Dostoevsky, and Friedrich Nietzsche will guide the journey. Students will critically dissect core ideas, values, and characters, analysing how they relate to their own lives and perspectives. This subject promises a highly intellectual adventure that will deepen students' understanding of voice, literary skills, and the world.

Areas of Study

1. Ethics, morality, and character building in writing
2. Existentialism and expression
3. Identity and the nature of reality

Suggested Assessment Tasks

1. Assessment - Test
2. Assignment - Research
3. Folio of current annotated articles

VCE Pathway: English and/ or Literature

Journalism

Are you intrigued by the power of storytelling to inform and shape public opinion?

The course focuses on studying print media andwriting for different purposes relatingto journalism.

Students will examine newspaper structure, compare broadsheet and tabloid journalism and will write in a variety of styles and forms for a range of audiences. Students will look at how journalists explore issues and will consider the problems associated with bias in print media.

Areas of Study

1. Writing Techniques
2. Features of a Newspaper
3. Ethics in Journalism

Suggested Assessment Tasks

1. Folio of Writing
2. Feature Article
3. Test
4. Oral Presentation

VCE Pathway: English and/ or Literature

Literature

Are you captivated by the world of literature and the endless adventures and insights it offers through the written word?

The course focuses on the discussion of various literary forms, styles and genres.

Students will develop written responses to texts which display an understanding of the author's style, language and values. It examines the language and terminology associated with formal literary criticism, and develop students' skills in essay writing and critical awareness in response to a specific literary style.

Areas of Study

1. Culture Appreciation as Represented in Literature
2. Close and Critical Reading
3. Present Analytical, Critical & Creative Responses

Suggested Assessment Tasks

1. Essay
2. Oral Presentation
3. Writing Folio

VCE Pathway: Literature

SPECIALIST SUBJECTS
LANGUAGES

Fluency in a second language is a valuable skill both in the workforce and in life. Choosing a language as a subject has many benefits at VCE level too.

Students must continue with the subject they have been studying for the past three years or receive a recommendation from a teacher if some experience or background in the language is evident. While all four languages will be offered it should be noted that each of these classes will only run if there are sufficient numbers.

Please note: Students selecting a language will need to choose this subject for both Semester One and Semester Two.

French

This course is designed toextend students' knowledge and develop their language skills in listening, speaking, reading and writing in the French language. The course will focus on the preparation of students for VCE French.

Communication: Students will use the French language toexpress and exchange information, ideas, opinions and personal experiences in speech and writing.
They will also develop the ability to employ
the language within a variety of forms.

Intercultural: Students will develop an understanding of the French speaking community's culture as a basis for the understanding of other cultures.

Modern Greek

This course is designed toextend students' knowledge and develop their language skills in listening, speaking, reading and writing in the Greek language. The course will focus on the preparation of students for VCE Greek.

Communication: Students will use the Greek language toexpress and exchange information, ideas, opinions and personal experiences in speech and writing.
They will also develop the ability to employ thelanguage within a variety of forms.

Intercultural: Students will develop an understanding of the Greek speaking community's culture as a basis for the understanding of other cultures.

Macedonian

This course is designed toextend students' knowledge and develop their language skills in listening, speaking, reading and writing in the Macedonian language. The course will focus on the preparation of students for VCE Macedonian.

Communication: Students will use the Macedonian language to express and exchange information, ideas, opinions and personal experiences in speech and writing. They will also develop the ability to employ thelanguage within a variety of forms.

Intercultural: Students will develop an understanding of the Macedonian speaking community's culture as a basis for the understanding of other cultures.

Vietnamese

This course is designed toextend students' knowledge and develop their language skills in listening, speaking, reading and writing in the Vietnamese language. The course will focus on the preparation ofstudents for VCE Vietnamese.

Communication: Students will use the Vietnameselanguage toexpress and exchange information, ideas, opinions and personal experiences in speech and writing.
They will also develop the ability to employ thelanguage within a variety of forms.

Intercultural: Students will develop an understanding of the Vietnamese speaking community's culture as a basis for the understanding of other cultures.

Areas of Study for all Languages

1. Communicating in a language other than English
2. Intercultural knowledge and language awareness

Assessment Tasks for all Languages

1. Oral Task
2. Written Task
3. Comprehension Task

SPECIALIST SUBJECTS
SCIENCE

Basic Psychology

Are you curious about the workings of the human mind and behavior, and eager to explore the field of psychology?

Psychology is an exceptionally broad topic, with numerous branches that explore very specific areas of the mind,brain and behaviour.

Basic Psychology is a general psychology course aimed at introducing students tothe scientific study of the mind and human behaviour. This course will explore some of the major specialty areas within psychology and some of the major topics of interest for each branch of psychology.

This course is recommended for students that have an interest in Psychology and wish to gain agreater understanding of thesubject before attempting Unit One and Two Psychology at VCE.

Please note: Some sensitive content may be covered during the course i.e. mental illnesses, treatments.

Areas of Study

1. Introduction to Psychology
2. Psychology as a Science
3. The Brain
4. Sleep
5. Forensic Psychology
6. Human Connection

Suggested Assessment Tasks

1. Scientific Poster
2. Module Test

VCE Pathway: Psychology

Electronics

Are you interested in delving into the world of electronics and discovering how they power our modern technology?

This course examines key concepts in electronics, circuits and programming that lead to robotics.

Electricity was thefirst practical way to transport energy over long distances between central power stations and homes or factories. It also allowed the construction of numerous new devices that were impractical by mechanical means only. Many former mechanical devices became much smaller, more efficient and faster through the introduction of electric components. Electronic technology is a dominant force in today's society.Students will learn about simple circuits through programming robotic devices in this semester course. The great power and versatility of electronic devices, and consequently their widespread application, make it important that students obtain a practical familiarity with electronics.

Areas of Study

1. Theory of Electrical Circuits
2. Soldering Techniques
3. Arduino Circuits and Programming

Suggested Assessment Tasks

1. Test
2. Practical Report
3. Inquiry Task

Cost

$50 per semester

VCE Pathway: Physics

SPECIALIST SUBJECTS
SCIENCE

The Science of Skincare

Are you fascinated by the scientific aspects of skincare and hygiene?

This subject will introduce students to the biology and chemistry of skin and the influences of the skincare industry.

The major topics to be covered throughout the semester include:

Sunscreen chemistry and UVA UVB protection, skin conditions and skin types, skincare including chemical compounds, pH of products and skin, the interactions of skincare chemicals, and biochemistry pathways. Students will investigate the ethics of testing products, and develop an understanding of the following:

- Formulations of eyeshadows versus lipsticks versus foundations
- Colour theory for foundations
- Application of cosmetics: Hygiene – microbiology swabs, clean versus dirty tools
- Removal process for makeup

Suggested Assessment Tasks

1. Scientific Poster
2. Test
3. Assessed practical

Cost

$60 per semester

VCE Pathway: Chemistry and/or Biology

The Universe

Are you captivated by the evolution of the universe, from its origins to the development of life as we perceive it?

The universe is all of space and time and their contents. This includes planets, stars, galaxies and all other forms of matter and energy. The Big Bang theory is the prevailing cosmological description of the development of the universe.

In this subject, students will study the interactions of matter focusing on the Big Bang theory, the evolution of the universe including the formation of stars, galaxies and planets and the origins of life as we know it.

Areas of Study

1. Introduction to Psychology
2. Psychology as a Science
3. The Brain
4. Sleep
5. Forensic Psychology
6. Human Connection

Suggested Assessment Tasks

1. Scientific Poster comparing physical and chemical sunscreens
2. Test on skincare chemistry
3. Assessed practical on hygiene using microbiology practical

Cost

$60 per semester

VCE Pathway: Chemistry and/or Biology

SPECIALIST SUBJECTS
TECHNOLOGY

Product Design and Technology

Are you fascinated by Product Design and Technology, where creativity and innovation come together to shape the products we use every day?

Are you interested in design and would like to know more about construction and manufacturing? In Product Design and Technology, you will design products by working with various materials, components, tools and equipment.

In Year 10, the Design and Technology program aims to enhance students' knowledge and use of design principles, materials, and technologies. Students are motivated to participate in intricate problem-solving, creative thinking, and high-level technical abilities. They learn how to design in a sustainable and ethical way by taking into account the effects of technology on society and the environment. This curriculum is designed to equip students with the skills and knowledge necessary to excel in the fields of design and technology, preparing them for further education at VCE in years 11 and 12 or careers in these dynamic and evolving industries.

Areas of Study

1. Design Thinking and Processes
2. Materials and Technologies
3. Tools, Equipment, and Techniques
4. Engineering Methods
5. Project Management
6. Technical Drawing and CAD
7. Innovation and Enterprise
8. Evaluation and Critical Reflection

Suggested Assessment Tasks

1. Design Brief and Research (10%)
2. Concept Generation and Development (40%)
3. Manufacturing (50%)

Cost

$40 per semester

VCE Pathway: Product Design and Technology

Fashion Design: Textiles

Are you interested in exploring fashion design through a lens of sustainability, where creativity meets eco-consciousness to shape trends and styles responsibly?

In Year 10 Fashion Design students will work independently to design, produce and evaluate an item of clothing. They will develop their own design brief and through responding to it they will learn about the 'design process'.

Students will learn freehand drawing techniques, pattern making and adjustment, sewing techniques and design analysis/research exploring themes of fashion history and sustainability.

Areas of Study

1. Design Process
2. Garment Production
3. Design Analysis

Suggested Assessment Tasks

1. Remade bag
2. History of Fashion
3. Garment production

Cost

$65 per semester

VCE Pathway: Visual Communication Design and/or Art Making and Exhibiting and/or Production Design Technology

SPECIALIST SUBJECTS
TECHNOLOGY

Food Studies

Are you intrigued by the study of food, where culture, nutrition, and cooking techniques come together?

Year 10 students will become more proficient in the cooking world learning safe and efficient cooking skills, processes and innovative meal designs, along with making healthy choices that build their resilience to lifestyle diseases.

They will also learn about foods for special purposes within families, culture and social occasions.
A major CAT is designed around Investigation and making judgements on packaging that provides safe food information. This is the base to designing foods that are innovative and lead to a designed solution that can be created and marketed.

There will be theory and practical components to this course.

Areas of Study

1. Hygiene and food poisoning
2. Food choices for healthy eating
3. Discretionary foods
4. Foods for special purpose
5. Making & marketing food

Suggested Assessment Tasks

1. Test
2. Design brief
3. Practical Test

Cost

$55 per semester

VCE Pathway: Food Studies

Digital Technologies

"Are you curious about digital technologies, where you explore the world of computers, coding, and digital innovation?

This subject is for students who want to demonstrate their creativity and problem-solving skills using digital technologies. It provides opportunities to achieve understanding in and build skills in the areas of coding, data visualisation, cyber security and artificial intelligence. Students experience a pathway towards future subject offerings as part of the VCE Applied Computing and technology-based TAFE and University courses.

This elective is based on giving students a chance to learn about three key study areas: data presentation, cyber security and programming to meet a user's need. Included in addition is a focus on new technologies – virtual and augmented reality and artificial intelligence – to allow students the chance to not just study but experience a topic with immediate relevance for the future.

Students will build on their understanding of a method of solving problems that underpin all software solutions. They will also work on storing and presenting information and use efficient techniques to create quality software solutions to meet a customer's need.

Areas of Study

1. Cyber Security, Data Graphics and Visualisation
2. Coding (Python)
3. Innovation – Virtual Reality (VR), Augmented Reality (AR) and Artificial Intelligence (AI)

Suggested Assessment Tasks

1. Cyber Project and Data Graphics Folio
2. Programming Folio
3. Innovation Project (VR, AR, AI)

VCE Pathway: Applied Computing

SPECIALIST SUBJECTS
HEALTH AND PHYSICAL EDUCATION

Concepts of Health & Physical Education

Are you interested in learning about health and physical education, where you explore concepts related to wellness and physical activity?

This subject introduces students to concepts covered in both VCE Physical Education and Health and Human Development.

Students are encouraged to undertake this primarily theory-based subject if they wish to choose these VCE subjects.

Students will study several topics with a focus on key terms and the skills required in VCE.

One Semester: Areas of Study

1. Influences on Health and Wellbeing
2. Nutrition
3. Cardiorespiratory & Energy Systems
4. Drugs in Sport

Suggested Assessment Tasks

1. Health & Human Development Concepts Assignment
2. Cardiorespiratory System Test
3. Energy Systems Test

VCE Pathway: Health and Human Development and/or Physical Education



LALOR SECONDARY COLLEGE

SUBJECT HANDBOOK 2026



VCE SUBJECTS

VCE SUBJECTS

Students have the option to pursue any of the listed VCE Unit 1 & 2 subjects provided they can exhibit the potential for success.

Each subject spans two semesters, meaning students can only enroll in two Year 10 semester-length units from the specialized subject offerings.

***The availability of VCE subjects for 2026 will be influenced by student preferences and subject to staffing. Current Yr 11 students will be given preference where necessary.**

To enroll in these subjects, students must demonstrate both academic proficiency and the necessary maturity to meet the demands of VCE.

VCE Subjects offered*

- Accounting
- Art Making and Exhibiting
- Biology
- Business Management
- Economics
- Environmental Science
- Food Studies
- General Mathematics
- Geography
- Health and Human Development
- Modern History
- Media
- Physical Education
- Psychology
- Product Design Technology
- Sociology
- Theatre Studies
- Visual Communication Design

VCE SUBJECTS
ACCOUNTING

If you like working with numbers and like to solve problems, then accounting may be for you. You will develop real-life skills relating to your own financial literacy including budgeting, keeping financial records using accounting software, making careful investment decisions and reading and understanding financial data.

Unit One

Role of accounting in business

The unit explores the establishment of a business and the role of accounting in the determination of business success or failure.
It considers the importance of accounting information to stakeholders.

Samples of knowledge include:
- Reasons for establishing a business.
- Factors that lead to the success or failure of a business.
- Price-setting methods.
- Discussing ethical considerations faced by business owners.

Unit Two

Accounting and decision-making for a trading business.

In this unit, students develop their knowledge of the accounting process for sole proprietors operating a trading business, with
a focus on inventory, accounts' receivable, accounts' payable and non-current assets.

Samples of knowledge and skills include:
- Documents used by business to record financial transactions.
- Strategies for effective management of accounts' receivable and accounts' payable.
- Identify, classify and manually record financial data.
- Determine the valuation of a non-current asset.

Assessment

Assessment tasks completed at school may consist of one or more of the following:
- Structured questions
- Folio or exercises
- Case study
- Report



VCE SUBJECTS
ART MAKING AND EXHIBITING

Are you creative, expressive and enjoy making art? Do you want to know more about artists and art styles from different cultures and history? Art Making and Exhibiting focuses on experimenting with different materials and techniques and developing your own style.

Please note: Students who undertake Units 1 and 2 Art Making and Exhibiting in Year 10 are not to choose Year 10 Art Making and Exhibiting as specialist subject.

Unit One

Explore, expand and investigate

In this unit students explore the different ways artists use materials, techniques and processes. Their exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms. Their exploration and experimentations are documented in both visual and written form in a Visual Arts journal.

Unit Two

Understand, develop and resolve

In this unit students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

Cost

$80

Assessment

Assessment tasks include; a folio, including design explorations and artworks, short answer responses andend of semester exams.

VCE SUBJECTS
BIOLOGY

If you have an interest in plants, animals, or even dissections, Biology is definitely the subject for you.

Looking at how the natural environment and plants and animals have evolved is alsoa feature of this subject. Biology is a useful Science and provides a prerequisite subject for a number of courses. If you have an interest in plants, animals, or even dissections, Biology is definitely the subject for you. Looking at howthe natural environment and plants and animals have evolved is also a feature of this subject. Biology is a useful Science and provides a prerequisite subject for a number of courses.

Unit One

How do organisms regulate their functions?

Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

Assessment

Students will adapt/design and conduct a scientific investigation to generate appropriate qualitative and/or quantitative data, organise and interpret the data, and reach a conclusion in response to the research question.

Unit Two

How does inheritance impact on diversity?

Students explore reproduction, the transmission of biological information from generation to generation and the impact this has on species diversity. They explain the process of meiosis and consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression.Students analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Students analyse asexual reproductive strategies, including reproductive cloning technologies. They study structural, physiological and behavioural adaptations and explore interdependences between species. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

Assessment

Students complete a student-directed research investigation into a contemporary ethical issue related to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.

VCE SUBJECTS
BUSINESS MANAGEMENT

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

Unit One

Planning a business

This unit covers the following:

- Students should be able to describe a process for creating and developing a business idea and explain how innovative and entrepreneurial practices can contribute to the national economy and social wellbeing.
- Students should be able to describe the internal business environment and analyse how factors from within it such as finance, employees and location may affect business planning.
- Students should be able to describe the external environment of a business and explain how the macro and operating factors including taxes, laws, customers, suppliers and others may affect business planning

Unit Two

Establishing a business

This unit covers the following:

- Students should be able to outline the key legal requirements and financial record-keeping considerations when establishing a business and explain the importance of establishing effective policies and procedures to achieve compliance with these requirements.
- Students should be able to explain how establishing a customer base and a marketing presence supports the achievement of business objectives, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.
- Students should be able to discuss the importance of staff to a business, discuss the staffing needs for a business, and evaluate staff-management strategies from both an employer and staff perspective.

Assessment

One or more of the following will be completed: Small business investigation, research activity, case study, analytical exercise, marketing plan and examination.

VCE SUBJECTS
ECONOMICS

"Never spend your money before you have earned it"

Thomas Jefferson

If you are interested in finding out about how resources are used like water, fuel and timber, why governments regulate spending and issues such as poverty, inflation and the global financial crisis then Economics is a subject you will enjoy. Economics fills our newspapers and other media each day. It looks at how and why individuals, businesses and governments spend their money. It is one of the major subjects in most tertiary business courses. Economics looks at questions such as, why has funding to schools and hospitals been cut? How can employment be increased? Do Australians pay too much tax?

Unit One

Economic decision-making

This unit covers the following:

- Students examine basic economic models where consumers and businesses engage in mutually beneficial transactions.
- Students investigate the motivations behind both consumer and business behaviour.
- Students examine how individuals might respond to incentives.
- Students consider the insights of behavioural economics and how those insights contrast with the traditional model of consumer behaviour. They investigate at least one behavioural economics experiment, and analyse how the theories and observations of behavioural economics have been used by government in planning and implementing policy.

Unit Two

Economic issues and living standards

This unit covers the following:

- Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate.
- Students undertake an applied economic analysis of two contemporary economics issues from a local, national and international perspective. They use the tools of data collection, analysis, synthesis and evaluation to examine the issue through an economics lens.
- Students explore economic factors influencing issues and via examination of its economic importance at a local, national and international level.

Assessment

- Essay
- Tests
- Folio
- Applied exercises

VCE SUBJECTS ENVIRONMENTAL SCIENCE

Are you interested in environmental issues? Do you want to know more about the Earth's structure and the impact of humans on the environment? If you do, then this is a subject you will enjoy.

Unit One

How are Earth's dynamic systems interconnected to support life?

Earth has been dramatically altered over the past 4.5 billion years by naturally occurring climate swings, volcanic activity, drifting continents and other transformative processes. Human activities and lifestyles have an impact on, and are impacted by, Earth's systems both directly and indirectly, and with both immediate and far-reaching effects.

Unit Two

What affects Earth's capacity to sustain life?

A sustainable food and water system with a minimal environmental footprint is necessary to secure the food and water supplies that can meet the demands of current and future populations of Earth's species, including humans.Both natural and human activities can generate pollution that can cause adverse effects across Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere – consequently affect food and water security. Pollution can make air and water resources hazardous for plants and animals. It can directly harm soil microorganisms and larger soil-dwelling organisms, with consequences for soil biodiversity, as well as impacting on food security by impairing plant function and reducing food yields.

Practical work is a central component of learning and assessment and may include activities such as laboratory experiments, fieldwork, simulations, modelling and other direct experiences.

Assessment

Assessment for Units One and Two will include a report of a student-adapted or student-designed scientific investigation.

VCE SUBJECTS
FOOD STUDIES

"Cooking is an art and patience a virtue... Careful shopping, fresh ingredients and an unhurried approach are nearly all you need. There is one more thing – love. Love for food and love for those you invite to your table. With a combination of these things, you can be an artist."

'Keith Floyd'

****Please note: Students who undertake Units 1 and 2 Food Studies in Year 10 are not to choose Year 10 Food Studies as a specialist subject.***

Unit One

Food Around the World

In this area of study students explore the origins and cultural roles of food, from early civilisations through to today's industrialised and global world. Through an overview of the earliest food production regions and systems, students gain an understanding of the natural resources, climatic influences and social circumstances that have led to global variety in food commodities, cuisines and cultures, with a focus on one selected region other than Australia. Through practical activities, students explore the use of ingredients available today that were used in earlier cultures.

Areas of Study

1. Food around the world
2. Food in Australia

Unit Two

Food Makers

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Areas of Study

1. Australia's Food Systems
2. Food in the Home

Assessment

Suitable tasks for assessment in this unit may be selected from the following:
The assessment task for Outcome 1 is:

- Design and produce a practical food solution in response to an opportunity or a need in the food industry or school community.

The assessment task for Outcome 2 is:

- Design and produce a practical food solution in response to an opportunity or a need in a domestic or small-scale setting.

VCE SUBJECTS
GENERAL MATHEMATICS

This subject is designed as preparation for General Mathematics Units 3 and 4. General Mathematics helps to apply mathematics to everyday life and provides the skills necessary for life outside school.

Unit One

This unit is divided into three main study areas: Statistics, Discrete Mathematics and Arithmetic and Number. Students cover mental, by-hand and technology assisted computation with rational numbers, practical arithmetic and financial arithmetic, including estimation and accuracy. Graphs and networks and number patterns and recursion are extensively covered. Students cover all types of data analysis.

Unit Two

This unit promotes students to cover the definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems.

Equipment

CAS Calculator
TI-nSPIRE



VCE SUBJECTS
GEOGRAPHY

"Geography is important because we are inextricably linked to the world we live in. We can only live on this planet with a knowledge of how it works and a commitment to respect it"

'Anonymous'

Geography is the study of where geographical features are located and why they are there, what makes one place different from another and how and why these differences matter. The study of Geography attempts to explain characteristics of the Earth's human and natural environments through the use of spatial concepts such as location, distribution, region and spatial association. The knowledge and skills developed in this study have relevance and practical application for students' everyday lives and will enhance their ability to influence decisions about the environments in which they live.

Unit One

Hazards and Disasters

This unit investigates how people have responded to specific types of hazards and disasters. Students study two types of hazards in depth, investigating their characteristics and analysing the impacts of those hazard events. They also undertake evaluation of the effectiveness of responses of organisations to hazards or disasters, including preparation for dealing with a hazard event or clean up after a disaster has occurred. Students will continue their study of one of the hazards in the field, collecting and analysing primary data, in addition to using topographic maps to analysing characteristics of the hazard and proposing responses appropriate.

Unit Two

Tourism: Issues and Challenges

In this unit, students investigate examples of a variety of types of tourism, both in Australia and abroad. They study the characteristics of various types of tourism and the factors that influence people to engage with each type of tourism and different locations.Students also explore the environmental, economic, social and cultural impacts of different types of tourism, including an in-depth analysis of the impact of a Victorian tourism site through fieldwork. Students will evaluate the interconnection between their fieldwork site and the surrounding region, state or the country.

VCE SUBJECTS
HEALTH & HUMAN DEVELOPMENT

Health and Human Development provides students with a broad understanding of health and wellbeing that reaches far beyond the individual. The study provides opportunities for students to view health and wellbeing, and human development, holistically – across the lifespan and the globe, and through a lens of social justice.

Unit One

Understanding health & wellbeing

In this unit, students explore health and wellbeing as a concept with varied and evolving perspectives and definitions. They come to understand that it occurs in many contexts and is subject to a wide range of interpretations, with different meanings for different people. As a foundation to their understanding of health, students investigate the World Health Organization's (WHO) definition and other interpretations. They also explore the fundamental conditions required for health as stated by the WHO, which provide a social justice lens for exploring health inequities.

In this unit, students identify perspectives relating to health and wellbeing, and inquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islander Peoples. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health outcomes and the indicators used to measure and evaluate health status. With a focus on youth, the unit equips students to consider their own health as individuals and as a cohort.

Unit Two

Managing health and development

In this unit, students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. They explore the changes and expectations that are integral to the progression from youth to adulthood. Students apply health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students explore health literacy through an investigation of the Australian healthcare system from the perspective of youth and analyse health information. They investigate the challenges and opportunities presented by digital media and consider issues surrounding the use of health data and access to quality health care.

Assessment

Students will complete at least one task for each outcome. A range of tasks may be chosen, such as data analysis, structured questions, written report, a visual presentation or an extended response. A full range can be found in the VCAA study design for Health & Human Development.

VCE SUBJECTS
LEGAL STUDIES

"There is no better way to exercise the imagination than the study of law."

Jean Giraudoux

Do you enjoy reading and discussing legal issues? Do you know what your rights and responsibilities are? Are you interested in how laws change over time and whether a court decision is just and fair? If you have answered 'yes' to these questions you will enjoy Legal Studies.

Unit One

The Presumption of Innocence

In this unit students develop an understanding of the legal foundations such as the principles of justice, the sources of law and types of laws, the role of the Parliament and an overview of the Victorian Court hierarchy. The differences and relationship between criminal and civil law. Students investigate the key concepts of criminal law and apply these to actual and hypothetical scenarios to determine the guilt of an offender to a crime. Students also consider the how institutions powers such as the power of the police is balanced with the rights of the individual in our society. They also develop an understanding of the considerations of a judge when sentencing an offender.

Unit Two

Wrongs and Rights

In this unit students focus on topics relating to civil law. They consider the purposes of civil law and the various element of that lead to a civil action including breach, causation and loss. They consider the roles of the Plaintiff and Defendant. Students investigate two areas of civil law and apply their knowledge to hypothetical and actual civil cases. Students also consider the various methods of dispute resolution such as mediation, conciliation and arbitration. They study the role of tribunal and other complaints bodies that work alongside the courts in resolving civil disputes and the kinds of remedied that are awarded They also consider how the legal system assists marginalised groups in the community. They also examine significant cases on the protection of rights in Australia and overseas.

VCE SUBJECTS
MEDIA

"If media content didn't fascinate us, there would be no desire to engage with it; but if it didn't frustrate us on some level, there would be no drive to rewrite or remake it."

'Henry Jenkins'

We live in a society which is increasingly saturated with new forms of media. Media literacy, therefore, is a crucial aspect of modern education, and the ability to understand what is being presented to us on social media, our television and in newspapers and magazines, on a deeper level, gives those of us who study Media a much more sophisticated appreciation of the media as a whole.

Please note: Students who undertake Units 1 and 2 Media in Year 10 are not to choose Year 10 Media as a specialist subject.

Unit One

Media Forms, Representations and Australian Stories

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes used to determine meaning and the conventions by which audiences interpret them. They will investigate how Australian society has been constructed and represented and the role they are actively playing in the creation of a new Australian identity in the media.

Unit Two

Narrative Across Media Forms

In this unit students will explore the intentions of media creators and further develop an understanding of the concept of narrative in media products across a range of media forms. Students will apply the media production process to create, develop and construct their own media narratives. They will also investigate the influence of new media technologies on society, audiences, the individual, media industries and institutions.

Cost

$40 per year. Costs are subject to change.

Assessment

School-based assessment may include an oral report, written report, structured questions or a presentation using digital technologies.

VCE SUBJECTS
HISTORY – MODERN HISTORY

"If you don't know history, then you don't know anything. You are a leaf that doesn't know it is part of a tree."

Michael Crichton

Does History repeat itself? How does History and what has happened in the past influence our lives today? Make the past and present come alive as you examine the process of change

Please note: Modern History only covers Unit 1 and 2. To complete a Unit 3 and 4 sequence in History, students will choose Australian History or Revolutions.

Unit One

Change and Conflict

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

Unit Two

The Changing World Order

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty first century.



VCE SUBJECTS
PHYSICAL EDUCATION

Are you interested in learning about the body and enhancing your knowledge and performance of a skill? Physical Education is mainly theory based however practical activities are undertaken to help support students in developing their understanding.

Unit One

The human body in motion

In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical and theoretical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport, and exercise. They identify and discuss various cardiorespiratory illnesses and investigate the relationship between illness prevention and exercise. They explore how the capacity and functioning of each system act as an enabler or barrier to movement and participation in physical activity. They consider the implications of the use of legal and prohibited practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system, as well as ways in which injuries could be rehabilitated.

Unit Two

Physical activity, sport, exercise, and society

This unit develops students' understanding of physical activity, sport, and society from a participatory perspective. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors and data that influence and facilitate participation in regular physical activity and investigate how these enablers and barriers impact various individuals and populations. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the socioecological model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

Assessment

Students will complete at least one task for each outcome. A range of tasks may be chosen, such as data analysis, structured questions, written report, a visual presentation or an extended response. A full range can be found in the VCAA study design for Health & Human Development.

VCE SUBJECTS
PRODUCT DESIGN AND TECHNOLOGY

Product design is a way to address evolving demands and enhance quality of life through the creation of inventive, sustainable products. Understanding social, technological, economic, historical, ethical, legal, environmental, and cultural factors improve product design. These elements impact the appearance, structure, and purpose of products.

Unit One

Design practices

In this unit, students analyse and evaluate existing products and current technological innovations in product design. They achieve this through understanding the importance of a design brief, learning about factors that influence design, and using the Double Diamond design approach as a framework. In their practical work, students explore and test materials, tools and processes available to them in order to work technologically, and they practise safe skill development when creating an innovative product. This is achieved through the development of graphical product concepts and the use of prototypes to explore and propose physical product concepts.

Unit Two

Positive impacts for end users

In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.

Cost

$100.00 per year. Costs are subject to change.



VCE SUBJECTS
PSYCHOLOGY

Do you want to know how the brain works? How do individuals develop? Why are individuals all different and unique? How does the brain function and how do people learn? If you are interested in this, Psychology is a good subject for you to do.

Unit One

How are behaviour and mental processes shaped?

In this unit, students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. Students complete an investigate into how science is used to explore and validate contemporary psychological research questions.

Unit Two

How do internal and external factors influence behaviour and mental processes?

Students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. Students complete a student-designed scientific investigation related to internal and external factors on behaviour.

Assessment

Assessment tasks will include one or more of the following;

- Research investigations
- Literature review
- Data analysis
- Reflective annotations of practical activities
- And/or a media analysis.



VCE SUBJECTS
SOCIOLOGY

Have you ever wondered why people behave the way they do? Have you ever questioned why people break the rules and commit crimes? Have you ever questioned what makes people connect? You may then be interested in Sociology. Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. It assists in the development of an understanding of human behaviour and social structures.

Unit One

Youth and Family

In this unit students will seek to understand the way youth and adolescence are constructed as social categories through observing the differing experiences of young people. The reasons for the differing experiences will be investigated as well as the potential negative impacts of categorisation, including stereotyping, prejudice and discrimination.
Students will also investigate the social institution of the family to explain the purpose and experiences of family life. Factors such as globalisation, feminism, individualism, technology, changes in the labour market, and government policies will be explored as they have been identified as influencing the traditional view of the family.

Unit Two

Crime and Deviance

This unit will explore the concept of deviance, particularly the differing explanations of what constitutes deviant behaviour. Students will also explore the phenomenon known as moral panic and the impact this has on individuals in society. Students investigate crime and punishment through exploring patterns of crime and considering the significance of a range of factors, such as class, gender, age and race/ethnicity. Students explore different methods of punishment and the extent to which each of these methods serves its aims.

Assessment

Assessment will include one or more of the following tasks: interview and report, structured questions, film analysis, representation analysis, extended responses or multimedia presentation.

VCE SUBJECTS
THEATRE STUDIES

"You need three things in the theatre – the play, the actors and the audience, and each must give something."

Kenneth Haigh

Unit One

Pre-modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920's. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions. They study innovations in theatre production in the pre-modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work.

Unit Two

Modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920's to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work.

Cost

Excursion fees for seeing the required plays for the purposes of assessment.

Assessment

may include an analytical essay, structured questions and roles in a production

VCE SUBJECTS
VISUAL COMMUNICATION DESIGN

"Stop looking at yourself as a designer and start thinking of yourself as a deliverer of ideas."

Stle Melvr

Do you enjoy designing and do you have a creative mind? If the answer is 'yes' then you should choose this subject. VCD requires you to be very organised. It is one of the few subjects with minimal boundaries. It is recommended to anyone with artistic flair and an edge for design. It is a very rewarding subject which will take up a lot of time and requires high quality drawing skills and a mind open to ideas.

Please note: Students who undertake Units 1 and 2 VCD in Year 10 are not to choose Year 10 VCD as specialist subject.

Unit One

Finding, reframing and resolving design problems

In this unit students are introduced to the practises and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

This process of discovery introduces students to the phases of the VCD design process and to the modes of divergent and convergent thinking. Students integrate these ways of thinking and working into future design projects, together with their newly evolved conceptions of good design across specialist fields.

Unit Two

Design Contexts and Connections

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on concepts of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences.

Student learning activities highlight the connections between design and its context, and the emotive potential of interactive design experiences in both physical and digital spaces. Students also look to historical movements and cultural design traditions as sources of inspiration, and in doing so consider how design from other times and places might influence designing for the future. Design critiques continue to feature as an integral component of design processes, with students refining skills in articulating and justifying design decisions, and both giving and receiving constructive feedback.