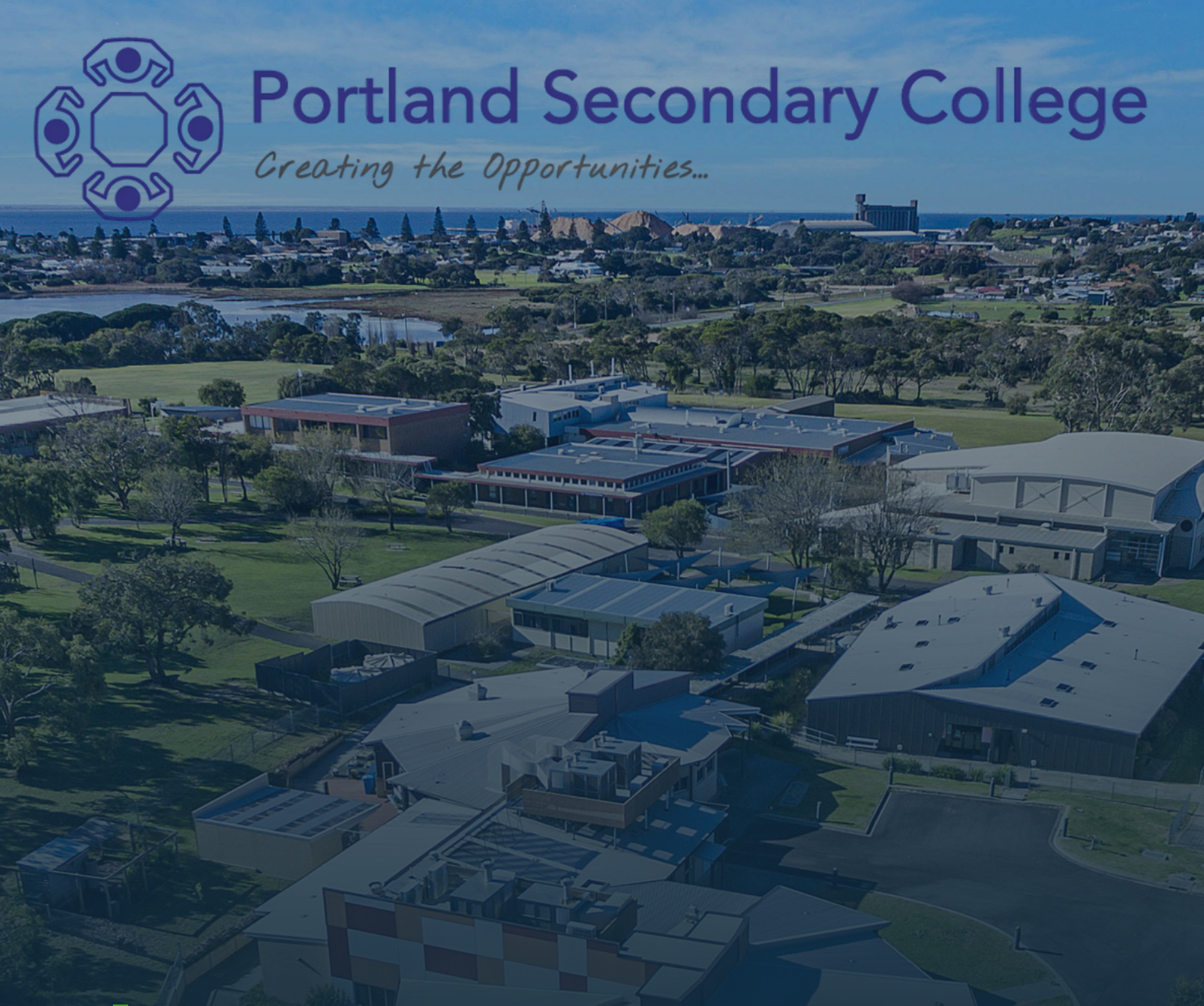
Portland Secondary College

Creating the Opportunities...



Subject Selection HANDBOOK

Year 10 2026

www.portlandsc.vic.edu.au

Table of Contents

Table of Contents

Principal's Message

We are pleased to present the *Year 10 Subject Selection Handbook* as part of Portland Secondary College's subject selection program. This resource is designed to support students in making informed decisions as they plan their educational pathway through the senior years of schooling.

This Handbook provides up-to-date information about the subjects to be offered at the College in 2026. It is intended as a guide and should be used alongside advice from key events and personnel, including the Subject Selection Information Night, the Careers Coordinator, subject teachers, and mentors.

At Portland Secondary College, we are proud to offer a broad range of subjects taught by dedicated and experienced educators who are experts in their fields. We encourage students and families to speak with our current Mentors teachers, Level Leaders or Assistant Principal of Teaching & Learning for further insights into each subject area.

Our staff are committed to the belief that all students can thrive as learners and leaders. We strive to create an inclusive and dynamic learning environment where every student is supported to become an active, engaged global citizen—equipped with the knowledge, skills, and resilience to navigate an ever-changing world. We look forward to supporting you through the subject selection process and beyond.

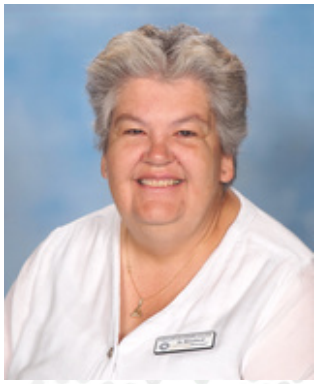
Be Respectful and treat others as you would like to be treated yourself.
Be Successful and strive to be the very best you can be.
Be Resilient and persevere through challenges.
Be Creative and use your initiative to have a positive impact as a global citizen.

College Mission Statement

We strive to create an environment where high expectations, a wealth of opportunities, and dedicated professional growth enable students to embody our core values.

College Vision

At Portland Secondary College our purpose is to provide a safe and supportive learning community that offers all students the opportunity to develop the skills, knowledge and dispositions needed to become successful, creative, resilient and respectful learners.



Jo Kindred
Principal

1. Year 10 Courses

1.1. Overview

Year 10 is an important year in the schooling of adolescents. It is the year in which students enter the later years of schooling, have access to VCE subjects and begin planning for life after school. Acknowledging this, the Year 10 curriculum is based on the premise that increasing student choice and giving good career pathways advice will increase student engagement within the College.
In conjunction with their Core subjects of English, Maths, Science and Global Perspectives (Humanities), students can select a number of electives each semester. Each Elective runs for ten periods per cycle. Year 10 students also have the opportunity to study a VCE subject, which takes the place of two electives and is recommended for our more academic students.

Year 10 Subject breakdown (based on a two-week timetable)

- English – 10 Periods a cycle
- Maths – 10 Periods a cycle
- Science – 10 Periods a cycle
- Global Perspectives – 10 Periods a cycle
- Three electives each semester – 10 periods each a cycle or two electives and one VCE subject.

When choosing subjects at Year 10 level, you should always make sure you keep all your options open and take as wide a range of subjects as you can. In other words, do not decide to drop subjects which later on you may decide to take up again. This especially applies to subjects where you build up your knowledge and skills each year, such as Indonesian. When choosing your elective subjects think about your interests and ability in the different subject areas. Don't just pick what your friends choose to do.

You have been asked to select 6 more electives than is necessary to fill your timetable. This is so that if your first choices do not run due to student demand, you will be placed in your next choice as much as possible. It is very important to list the electives that you are interested in in order of priority to increase the chance of being enrolled in subjects that you are passionate about. The electives offered will depend on staff availability, student demand and other organisational arrangements.

Accelerated VCE

Many Victorian students begin their Victorian Certificate of Education (VCE) in Year 10 with an accelerated VCE Study. This is a VCE Unit 1 and Unit 2 undertaken in Year 10, rather than in Year 11 where VCE subjects are typically undertaken.

Why undertake an accelerated VCE Study?

- To gain familiarity with, and an understanding of the structure of VCE, to develop rigorous organisation and time management skills, and to experience the teaching and learning approach required in VCE prior to commencing Year 11
- To attract the possibility of a 'bonus' score at VCE for tertiary entrance purposes by completing an extra subject. Students who complete an accelerated VCE Study Units 1 and 2, continue with this subject for Units 3 and 4 in Year 11, and do a full load of five subjects in Year 12
- If you would like to undertake Outdoor and Environmental Studies (only offered as VCE Units 1&2) and another VCE subject, you will need to gain permission from the Year 10 Level Leader and the VCE Manager

1.2. Mathematical Pathways

The level of mathematics selected in earlier years will impact what level of mathematics can be selected in later years. The PSC mathematical pathways are outlined below:

Year 10	Year 11	Year 12
• Applied Maths	• Foundation Maths	• Foundation Maths
	• General Maths*	• General Maths
• Year 10 Mathematics	• Foundation Maths	• Foundation Maths
	• General Maths	• Foundation Maths • General Maths
• 10A Mathematics	• Foundations Maths	• Foundation Maths
	• General Maths	• Foundation Maths • General Maths
	• Maths Method	• Foundation Maths • General Maths • Maths Methods
	• Specialist Maths (Distance Education only)	• Foundation Maths • General Maths • Maths Methods • Specialist Maths (Distance Education only)

For example, if you study Year 10 Maths in Year 10, you may select either Foundation Maths or General Maths in Year 11. If you study Maths Methods in Year 11, you may select Foundation Maths, General Maths or Maths Methods in Year 12.

**In order to select General Maths in Year 11 if you studied Applied Maths in Year 10, you will need to show competence in the Year 10 standard. This will be shown through teacher judgements, CAT results and PAT test results. A parent meeting will be required.*

It is strongly recommended that Specialist Maths is studied alongside Maths Methods. If you are interested in studying Specialist Maths, it is recommended that you discuss this with your Maths teacher prior to submitting your preferences.

1.3. Outdoor and Environmental Studies

Outdoor and Environmental Studies will be offered slightly differently. This is to allow the compulsory camps and excursions to be run without affecting students' Year 12 programs. This will take up two electives, as per other VCE subjects.

Students wishing to follow Outdoor and Environmental Studies through to Units 3&4 in Year 11 who would also like to accelerate another VCE subject will need approval from the Year 10 Manager, Ms Patterson, and VCE Manager, Ms Logan.

Year 9: Outdoor Elective
Year 10: VCE Unit 1&2 Outdoor and Environmental Studies
Year 11: VCE Unit 3&4 Outdoor and Environmental Studies
Year 12: Outdoor and Environmental Studies will not be offered

2. Parent Payments

Portland Secondary College is looking forward to another great year of teaching and learning and would like to advise you of anticipated voluntary financial contributions for 2026.

Schools provide students with free instruction to fulfil the standard Victorian curriculum and we want to assure you that all contributions are voluntary. Nevertheless, the ongoing support of our families ensures that our school can offer the best possible education and support for our students. We want to thank you for all your support, this has made a huge difference to our school and the programs we can offer.

Within our school this support allows us to offer a varied curriculum with opportunities to learn and discover. It enhances our ability to offer educational experiences beyond the classroom and provides improved curriculum resources in all subject areas.

Our Voluntary Financial Contributions is $260.00 per student for all core and elective subjects. We invite parents to make a Curriculum Contribution of $260.00 to help cover the costs associated with delivery of the curriculum so that the school can continue to provide elevated programs for all students.

PARENT PAYMENTS POLICY

ONE PAGE OVERVIEW

FREE INSTRUCTION

- Schools provide students with free instruction and ensure students have free access to all items, activities and services that are used by the school to fulfil the requirements of the Curriculum. This includes the Victorian Curriculum F-10, the Victorian Certificate of Education (VCE) including the VCE Vocational Major and the Victorian Pathways Certificate.
- Schools may invite parents to make a financial contribution to support the school.

PARENT PAYMENT REQUESTS

Schools can request contributions from parents under three categories:

Curriculum Contributions	Other Contributions	Extra-Curricular Items and Activities
Voluntary financial contributions for curriculum items and activities which the school deems necessary for students to learn the Curriculum.	Voluntary financial contributions for non-curriculum items and activities that relate to the school's functions and objectives.	Items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides for free to deliver the Curriculum. These are provided on a user-pays basis.

- Schools may also invite parents to supply or purchase educational items to use and own (e.g. textbooks, stationery, digital devices).

FINANCIAL HELP FOR FAMILIES

- Schools put in place financial hardship arrangements to support families who cannot pay for items or activities so that their child doesn't miss out.
- Schools have a nominated parent payment contact person(s) that parents can have a confidential discussion with regarding financial hardship arrangements.

SCHOOL PROCESSES

- Schools must obtain school council approval for their parent payment arrangements and publish all requests and communications for each year level on their school website for transparency.

3. Careers Introduction

There are four factors to be considered when deciding on subjects:

1. Do you think you would enjoy learning about the topics in this subject?
2. Do you think you will be able to handle the academic demands of this subject? (if you are not sure, ask your teacher)
3. Will this subject help you towards your future pathways?
4. Do you want to gain a taste of Year 11 and discover how much study and homework is involved in VCE or get an ATAR advantage with an extra VCE subject?

Ensure you have all of the information before making your final decision, you should begin now finding out as much information as possible about different careers.

You should:

- **Talk to People** – a good way of finding out what jobs are most likely to appeal to you is by talking to as many people as possible about the work they do.

- **Work Experience** – This can give you an insight into the world of work and an awareness of whether a particular job is right for you. You can do at least one week's work experience in Year 10.

- **Vocational Guidance** – There are people who can offer specialised help in the careers area. Begin by making an appointment with the our Careers Manager, Ms. Suzanne Patterson.

- **Vocational Opportunities** – As you progress through Year 10, many opportunities will be offered to you to try something new. Take advantage of programs such as TAFE Taster Days, University Open Days and Career Talks.

- **Morrisby Testing and Career Counselling** – Most importantly when you were in Year 9 you underwent the Morrisby Testing and Careers Interview Program. This program is very insightful and rich in resources pertaining to careers and students should revisit their profile regularly.

4. Year 10 Mathematics Placement Guideline

Purpose:
To place students in a Year 10 mathematics course that best supports their current achievement level and learning needs. This ensures students are challenged appropriately and are given the opportunity to succeed and grow in confidence.

Mathematics Pathways:
There are three levels of Year 10 mathematics offered:

1. 10A Mathematics (Advanced)
- Follows the Victorian Curriculum 10A content.
- Designed for students intending to pursue Mathematical Methods in VCE.
- Emphasises algebraic techniques, functions, and complex problem solving.

2. Year 10 Mathematics (Core)
- Follows the Victorian Curriculum Level 10 content.
- Prepares students for General Mathematics in VCE.
- Covers key areas including number, algebra, geometry, statistics, and financial maths.

3. Applied Mathematics
- Supports students who are working below Level 10 standard.
- Focuses on building numeracy confidence through real-world applications, project-based learning, and life skills.

Placement Guidelines:
Placement will be based on a combination of achievement data, teacher recommendations, and student work habits.

Criteria	10A Mathematics	Year 10 Mathematics	Applied Mathementics
Year 9 CAT Result	Very High / High	Medium / Low	Low / Very Low / Not Satisfactory
NAPLAN Numeracy	Band 4 – Exceeding or Band 3 – Strong	Band 3 – Strong or Band 2 - Developing	Band 2 – Developing or Band 1 - Needs Support
Teacher Recommendation	Strong work ethic, independent learner, demonstrates initiative	Strong work ethic, independent learner, demonstrates initiative	Requires support with behaviour, engagement, or task completion
Work Habits and Behaviour	Attendance 80%+, consistent homework completion, positive learning behaviours	Attendance 60%+, generally positive behaviour	Attendance below 60%, frequent behavioural redirections

Placement Process:
1. Year 9 Maths teachers to make recommendations at the end of term 2
2. Students to sit a placement assessment (PAT Test) .
3. Final placement decisions to be made in Term 3 by the mathematics faculty.
4. Parents and students will be informed of placements during the course selection process.

Note:
All placements aim to support student growth. The goal is to provide a pathway that enables each student to experience success and access post-school opportunities.

Adjustments to these guidelines may be made for students with extenuating circumstances, including individual education needs, wellbeing concerns, or recent changes in performance.

5. Subject Selection

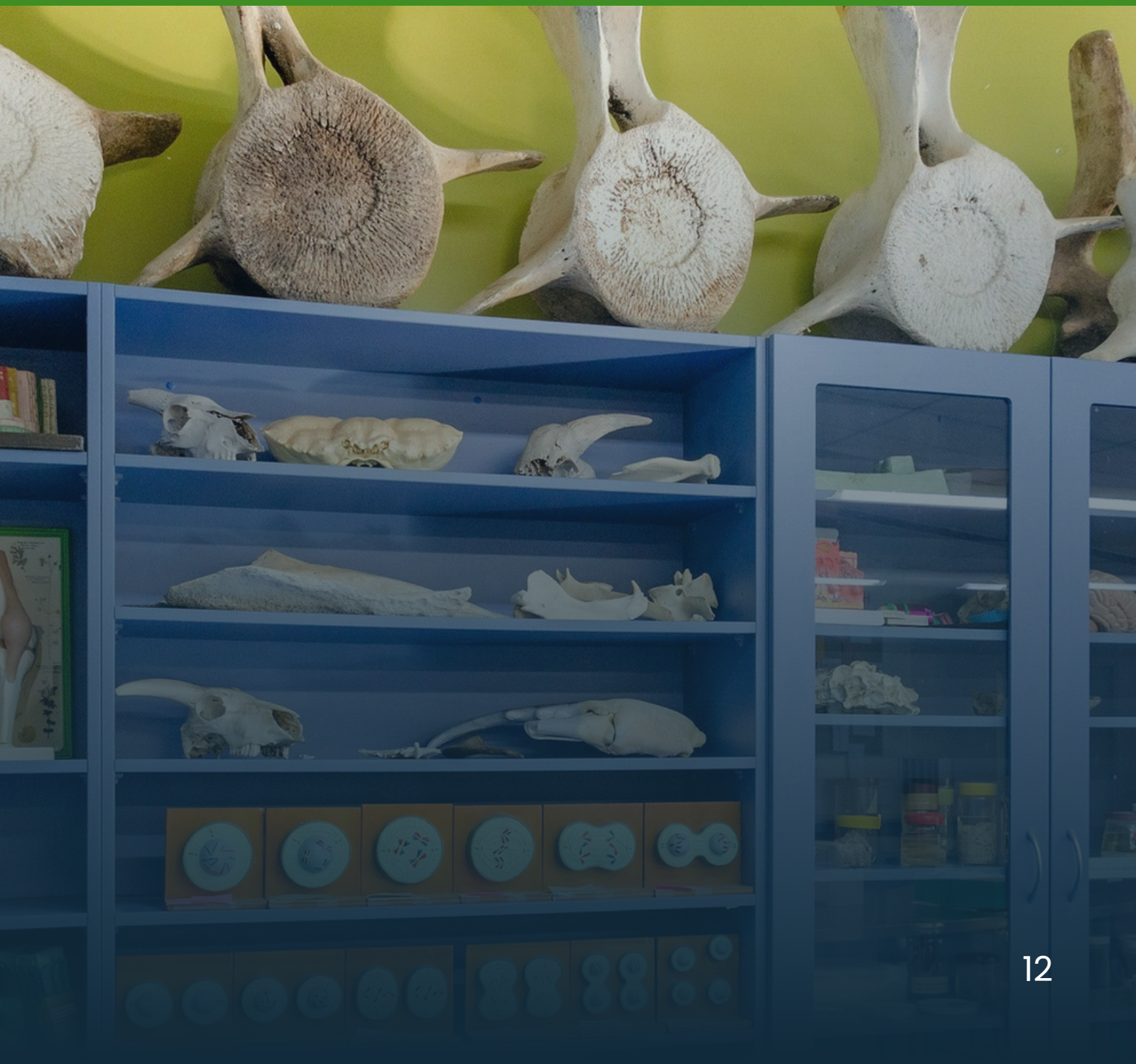
Students will receive a Subject Selection Page from their mentor teacher on Wednesday 6th August 2025. This will assist students to complete the online subject selection. An example of the page is included below. This also includes important dates for subject selection.

If you are interested in a VCE subject please refer to the Senior School Subject Selection Handbook.
In order to make smart choices about future subject selections, all Year 9 students need to do five things.

1. Download onto your device the Year 10 2026 Subject Selection Handbook (available from the 4th August) and read through it.
2. Attend the Year 10 Course Information night on Wednesday, 11th August at 6.15pm.
3. Complete the questions on this page prior to making your Subject Selections.
4. Discuss your choices with your mentor and attend the Subject Selection Parent Teacher Interviews on Monday, 11th August.
5. Complete your Subject Selections for 2026 online, using the details you will be given by your mentor after your interview.

Name:	Mentor Group:
My favourite subject is because	
Careers I am interested in and have been recommended by the Morrisby testing platform:	
For work experience in Year 10, I would like to:	
In Year 10, I understand I will complete the subjects of English, Maths, Science and Global Perspectives.	
The Maths class I have been placed into is:	
Teacher Name:	Teacher Signature:
My Elective Choices are: *in order of preference*	My Reserve Choices are: *in order of preference*
1.	7.
2.	8.
3.	9.
4.	10.
5.	11.
6.	12.
My current teacher approves of my VCE subject Selection:	
Teacher Name:	Teacher Signature
Show this sheet you your mentor who will then give you your subject selection code and instructions to enable you to complete your selection online.	

Core Subjects



English

Topic Overview	Participation in many aspects of Australian life depends on the effective communication of Standard English and English is invaluable globally. The study of English helps create confident communicators, imaginative thinkers and informed citizens and helps young people develop the knowledge and skills needed for education, training and the workplace.
Content / Skills	This unit is focussed on the study of language by exploring a variety of texts and forms of written and spoken expression. Students learn to appreciate, enjoy and use language. They will develop their ability to explore complex themes, ideas and issues, and develop their ability to refine and express their ideas, both verbally and in the written form. Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts. These include various types of media texts, including newspapers, film and digital texts, fiction, nonfiction, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning, and intertextual references. Students develop critical understanding of the contemporary media, and the differences between media texts.
Assessment	Throughout the year students will complete a range of assessment pieces including: • Creative writing • Persuasive writing • Analytical responses to texts/media • Oral Presentations • Discussions

Applied Maths

Topic Overview	Students will develop their knowledge of real-world Mathematics and their skills in tackling questions both with and without the use of Technology. The Year 10 Applied Maths course is aimed at students who will benefit from the real-world application of skills. The course is modified and does not fully cover the Year 10 Victorian Curriculum. Students successfully completing this course can only go onto Foundation Maths at Year 11 in 2027. Students may be also be approved to study General Maths in Year 11 if they show a certain level of competence. If students want to study a course at University which requires Maths as a prerequisite, please discuss this with Careers Advisor, Suzanne Patterson, to see if this subject will meet those requirements.
Content / Skills	In Year 10 Applied Maths, students will develop skills and knowledge related to: • Mental computation strategies • Working with the four basic operations (+ - x ÷) • Financial Maths- dealing with money, budgets and shopping Measurement- perimeter, area, volume, conversion of units, cooking maths • Time • Statistics- collecting & sorting data, tables & graphs, mean, median, mode & range • Probability- chance of events, trials and theories, real world probability • Geometry- angles, translations & rotations, drawing diagrams, scaling
Assessment	Throughout the year students will complete a range of assessment pieces including: • Mathematical Projects • Investigations • Exercises

Mathematics *(Core)*

Topic Overview	Students will develop their knowledge of Mathematics and their skills in tackling both routine and non-routine questions within a mathematical context. At the same time, they will develop their Reasoning and Problem-Solving skills, both with Technology and without the use of Technology, to arrive at solutions to more complex problems. The Year 10 Maths course is aimed at the student of middle stream maths ability. The course covers the Year 10 Victorian Curriculum. **Students successfully completing this course can only pursue VCE General Maths or Foundation Maths at Year 11 & 12.**
Content / Skills	In Year 10, students will develop skills and knowledge relating to: • Statistics • Measurement • Algebra • Pythagoras and Trigonometry • Networks • Linear Equations • Financial Arithmetic
Assessment	Throughout the year students will complete a range of assessment pieces including: • Tests • Mathematical Projects • Investigations

10A Mathematics *(Advanced)*

Topic Overview	Students will develop their knowledge of Mathematics and their skills in tackling both routine and non-routine questions within a mathematical context. At the same time, they will develop their Reasoning and Problem Solving skills, both with and without the use of Technology, to arrive at solutions to more complex problems. **Students in this class will complete the 10A Victorian Curriculum. If completed to a high standard students may be recommended for Year 11 Specialist Math in the following year**
Content / Skills	In Year 10a Maths, students will develop skills and knowledge relating to: • Linear equations • Linear relations (graphs) • Indices • Irrational numbers (surds) • Pythagoras and Trigonometry • Quadratic Equations • Quadratic Functions • Probability • How the above topics relate to finance, statistics, geometry & measurement
Assessment	Throughout the year students will complete a range of assessment pieces including: • Tests • Mathematical Projects • Investigations

Global Perspectives

Topic Overview	We are living in a world that is increasingly interconnected. From TikTok trends that jump borders overnight to climate shocks that impact food prices, our lives are braided together by culture, economics, politics, fast communication and travel, and a shared environment. Global Perspectives lets you dig into those links and ask, *"How do local choices echo across the planet – and back again?"* Enabling young people to shape a better shared future sits at the heart of global education. The course highlights our unity and interdependence, nurtures a strong sense of self and respect for cultural diversity, champions social justice and human rights, and explores practical action for a sustainable future in different times and places.
Content / Skills	The course is designed so that you will develop: • an understanding of the complex social, economic and political links between people and the impact that changes have on each other. • an understanding of self and one's own culture, and being open to the culture of others. • an understanding of the impact of inequality and discrimination, the importance of standing up for our own rights and our responsibility to respect the rights of others. • an ability to map refugee journeys, interrogate first-person stories and debate the ethics of borders. • an ability to analyse the lessons from the Holocaust to address racism in today's world. • an understanding of ways to meet our current needs without degrading the environment or narrowing options for future generations. • research and enquiry skills: framing powerful questions, finding and testing evidence, and solving problems through personal or group action. • critical literacy skills, including a capacity to weigh multiple viewpoints and detect bias, opinion and stereotype. • a capacity to be a critical consumer of media, analyse information, make reasoned judgments and tackle contentious, complex issues.
Assessment	Throughout the year students will complete a range of assessment pieces including: • Data-rich infographic task on global poverty and inequality • Refugee journey mapping and perspective-shift analysis • Learning from the Holocaust to end racism • Independent research project on a topic impacted by climate science

Science

Topic Overview	In Year 10 Science, students build their understanding of the living, physical and chemical world through a range of engaging and practical topics. They explore how science explains natural phenomena and how it is applied in everyday life and global systems. In Biology, students investigate the structure and role of DNA, genes and inheritance, learning how genetic information is passed on and how it influences traits. In Physics, students examine the concept of motion, learning how to calculate speed and acceleration, and apply Newton's three laws of motion to explain the behaviour of moving objects. In Chemistry, students use atomic theory to understand the periodic table and investigate the factors that affect the rate of chemical reactions.
Content / Skills	In Science, students learn to; • Explain the transmission of heritable characteristics from one generation to the next involves DNA and genes. • Investigate the physics of motion by calculating speed and acceleration, and exploring how objects move. • Apply Newton's Laws of Motion to real-world situations, including their relevance to road safety as students approach driving age. • Understand that during a chemical reaction mass is not created or destroyed. • Investigate experimentally how different factors affect the rate of chemical reactions • Develop questions and hypotheses that can be investigated scientifically. • Independently design methods of investigation including the control and accurate measurement of variables and systematic collection of data. • Explain how the reliability, precision, safety, fairness and ethics of their methods. • Analyse trends in data, explain relationships between variables and identify sources of uncertainty.
Assessment	Throughout the year students will complete a range of assessment pieces including: • Practical write-ups • Topic tests • Ethical dilemmas • Posters • Data analysis tasks

Elective Subjects

Child Studies

Topic Overview	Students will develop knowledge of, and support childhood development from preconception to 5 years of age. They will be able to develop parenting skills and present on a range of topics important to the health, wellbeing and development of an embryo up to the age of 5. Students will engage in Real Care baby simulation, role plays and developmental tasks for babies, toddlers and children to further their understanding.
Content / Skills	In Child Studies students learn to: • Prepare for pregnancy and childbirth through increased knowledge in the biological processes that occur • Care for a child (simulation) and learn how to develop their social, emotional, physical and intellectual needs • Analyse, define, describe, discuss, explain and reflect on practical visits to services that directly relate to the care of a child from conception to 5 years of age, such as: ◦ Portland District Hospital, ◦ Portland Library, ◦ Child Care Centres, ◦ Kindergarten, ◦ Primary School, ◦ SW TAFE, ◦ Yoga Studio, ◦ Australian Breastfeeding Association, ◦ Portland YMCA and ◦ Portland Gymnastics Club • Develop interest and skills in various associated career options • Evaluate children's books, toys, movies and parties to meaningfully engage and develop a child's social, emotional, physical and spiritual wellbeing
Assessment	Throughout the year students will complete a range of assessment pieces including: • Poster presentations • Reviews • Oral presentations • Exam

Extension English

Topic Overview	This subject is suited to English students who are already at or above standard in English and wanting to refine and extend their skills in all areas of writing and literacy. Students will engage with a variety of writing styles for enjoyment and critical understanding. They interpret, create, evaluate, discuss and perform a wide range of written texts in which the primary purposes are for enjoyment and perhaps persuasion.
Content / Skills	In the Art of Writing, students will: • Use model texts to explore writing styles and forms • Plan and draft their own pieces, with a view to developing the depth and quality of their work. Literacy skills will be revisited/extended to support this development as needed
Assessment	Throughout the unit students will complete a portfolio which will include range of assessment pieces including a selection from the list below: • Narratives • Reviews • Letters • Poems/songs • Opinion Pieces • Scripts

Fundamentals of Fitness

Topic Overview	Year 10 Fundamentals of Fitness challenges students to analyse their personal habits by engaging them in theory and practical based sessions that cover fitness components and fitness testing, sport and injury prevention and nutrition and healthy eating choices.
Content / Skills	In Fundamentals of Fitness, students learn: • The different types of fitness components and how they relate to training and creating a fitness program • How the FITT principles relate to training and creating a fitness program • How the Musculoskeletal system works to create movement and assist with training goals • Injuries and injury prevention strategies • Healthy eating and how the foods you consume can help to achieve fitness goals • Students will also participate in a range of activities that enable them to put the theory into practice.
Assessment	Throughout the semester students will complete a range of assessment pieces including: • Exams / Structured questions • Research tasks • Visual presentations (Posters/PowerPoints)

Health

Topic Overview	Year 10 Health looks at a broad range of topics that are relevant to students as young adults in an ever-changing world. They will develop a range of skills to help their own wellbeing as well as provide a foundation of knowledge to study Health and Human Development at a VCE level.
Content / Skills	In Health, students learn: • The concepts and dimensions of health and wellbeing • The indicators that are used to assess health of individuals, groups, and populations • Some of the issues and factors that affect our health such as mental health, sexual health and nutrition • The role that Australia's healthcare system plays in our health
Assessment	Throughout the semester students will complete a range of assessment pieces such as: • Case studies • Research tasks • Exams/Structured questions

Physical Education

Topic Overview	Year 10 Elective Physical Education challenges students by engaging them in theory and practical based sessions that cover the principles of human movement, including the body systems, biomechanics and physiology. All sessions allow students to make links between theory and practice and demonstrate their understanding through human movement, coursework, research tasks and an exam.
Content / Skills	Within Year 10 Physical Education, students study the body, in detail, to understand what happens 'inside' when we exercise, and how understanding this can improve our own participation in activities. Areas of study include: Physiological study of the Body Systems to understand the structure and function of the: • Cardiovascular system • Respiratory system • Skeletal system • Muscular system • Energy Systems Acute and Chronic adaptations to physical activity and their effects on the body systems. Sociocultural factors associated with our participation and continued participation in physical activity. The course allows students to understand the physiological requirements of a range of activities through practical application.
Assessment	Throughout the semester students will complete a range of assessment pieces such as: • Laboratory Reports • Structured Questions • Posters and Projects • Case Studies • Data Analysis

Outdoor & Environmental Studies

Unit 1 - 2

Topic Overview	Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. 'Outdoor environments' covers environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention. The study enables students to make critically informed comments on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.
Unit 1	**Exploring outdoor experiences** This unit focuses on human relationships with the natural environment, different understandings of nature and different types of outdoor environments. It also develops an understanding of nature through practical experiences and investigation of particular outdoor environments.
Unit 2	**Discovering outdoor environments** This unit focuses on the impact of human interaction on nature and nature's impact on humans. Outdoor recreation provides the major focus for studying this impact, as well as the ecological, social and economic implications of human impact on the environment. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.
Assessment	Students may sit school-based assessments that includes structured questions, a case study, oral and visual presentations, a test, or a written report. Detailed assessment information can be found in the Study Design (see below).
Associated Career Areas:	Outdoor Education Teacher, Wilderness Guide, Tourism, Outdoor Adventure Guide / Instructor (rock climbing instructor, canoe instructor etc)
Ahead of Time:	Any Year 10 student can apply to their mentor, current Year Level Manager, or VCE Manager, for approval to study this subject in Years 10 and 11.
Study Design:	This subject is bound by the VCAA Study Design, which can be found on this website.

History - Ancient Greece & Rome

Topic Overview	Ancient Greece – birthplace of Western Civilisation and democracy. This unit unpacks myths and legends such as The Odyssey, Perseus and Medusa and the Gods of Greece, as well as how the Ancient Greeks lived. It also explores Sparta and Athens, with a focus on women, and warfare- the Persian wars. Secondly, Roman daily life will be studied, including the bloodthirsty gladiator games and the terrible reality of slavery. Finally, the decay which was overseen by the empire's insane and cruel emperors such as Caligula and Nero will be considered through examining documentaries. Did you know Caligula was one of the cruellest men in History?
Content / Skills	History improves your ability to form an argument, think critically, and analyse information. It also improves your literacy skills. **Greece:** • **Gods, Heroes and Monsters.** You will build research skills through choosing and researching one of the myths or Gods of Greece-– The gorgon, Medusa, The Trojan Horse, labours of Hercules etc – This topic will also be studied through film media. • **Compare and contrast life in Athens and Sparta** – Why were Athenian women excluded from public life? Why were Spartan boys raised only for a life of war? • **Learning through game-** Play Assassins Creed Odyssey to step into the world of Ancient Greece! Take on historical quests in the game to build your understanding. **Rome:** • **Evaluate entertainment in Rom**e- From chariot racing to bloody combat to the death- by looking at ancient sources, dare to imagine what it would be like to fight to the death in the arena. **This topic will also involve a film review- "Gladiator**" • **Analyse evidence on key personalities in history**: Meet the Mad and Bad Roman Emperors of the first century AD; Julius Caesar, Augustus, Tiberius, Caligula, and Nero- members of the Julio - Claudian dynasty- all will be examined for their cruelty and madness! It was Caligula who said **"If only Rome had just one neck.."**
Assessment	Students will complete a range of assessment pieces and activities including: • Film Review and Documentaries- including "Clash of the Titans" and "Clash of the Gods- Odysseus" • Research Poster – Research the Greek Gods and Myths • Source Analysis – Examine evidence and build your detective skills • **Play Assassins Creed** Odyssey on the Play stations and undertake historical quests! • Enjoy a real Roman feast • Slavery- Take part in a mock slave auction to understand daily life in Ancient Rome.

History - From World War II to the War on Terror

Topic Overview	This course will guide you through the tragedy of World War 2, looking at the rise of the Nazis and the battles that made the war a global one including - The Battle of Britain, Hitlers Invasion of Russia, Stalingrad (War of the Rats) to the War in the Pacific which ended with the dropping of the Atomic Bomb. The course will also look at the Cold War between Russia and the USA- with the Cuban Missile Crisis almost ending in Nuclear War. Why was the USA defeated in Vietnam? What happened on 9-11? The War on terror had begun!
Content / Skills	**World War Two** • Nazi Germany, the rise of Hitler and the road to war • The war in Europe will look at Germany's all new "Lightning war" tactics and its conquest of France, the Battle of Britain, the Invasion of Russia (Stalingrad) and DDAY to liberation • The war in the Pacific will look at Japan's surprise attack at Pearl Harbour and significant battles such as Singapore, Kokoda and Midway • The dropping of the Atomic bomb and its terrible impact and destructive power • Prisoners of War- what was it like to be a prisoner of the Japanese working on the infamous Death Railway in Burma and Thailand? **The Cold War and beyond** • Berlin - why was the city divided and a wall erected between the two parts? • The Korean War - The United Nations battles China in a titanic struggle! • The Cuban Missile Crisis - How close was the world to Nuclear War – very close! • The Vietnam War - jungle warfare, napalm, Agent Orange – how did North Vietnam manage to defeat the mighty USA? • The Middle East wars - Israel early fights to survive • The War on Terror - why was New York attacked with thousand dead after airplanes were hijacked and crashed into the Two Towers? Skills • The study of History improves your ability to form an argument, think critically, and analyse information
Assessment	Students will complete a range of assessment pieces including: • Empathy creative writing – diaries and letters • Source Analysis • Research • Media Studies- Documentaries/ Film including *13 Days, Platoon, and Kokoda*

Money, Markets and Management

Topic Overview	Students will build an understanding of the economy they live in and the key forces that influence our living standards. They will also explore topics relevant to their transition into adulthood in a commercial world, such as employment rights, insurance, superannuation, recognising financial scams, and making informed banking and investment decisions.
Content / Skills	This subject draws on core concepts from Economics and Business to provide a well-rounded understanding of commerce. **Business Focus** • Explain the nature of innovation and enterprising behaviours and understand why businesses must develop a competitive advantage. • Apply cost-benefit analysis and appropriate criteria to generate responses to complex problems, proposing and justifying courses of action. **Economics Focus** • Describe how resources are allocated and distributed in the Australian economy, and understand how economic performance and standards of living are measured and compared globally. • Identify and interpret economic and business trends, explain key relationships, and make informed predictions. • Analyse both the intended and unintended effects of economic and business decisions, considering the consequences of alternative actions. **Valuable Life Skills and Knowledge** Students will also gain essential real-world knowledge and practical financial literacy skills, such as: • Understanding superannuation its purpose, how it works, and why it matters for their future • Exploring various types of insurance (e.g., health, car, home, life) and their purposes • Selecting suitable bank accounts for saving and everyday use • Gaining a basic understanding of the stock market and investing • Creating and managing a personal budget • Understanding currency exchange rates and their global impact • Identifying and avoiding financial scams • Learning about consumer rights and protections • Understanding the role of unions in the workforce • Analysing the influence of marketing and advertising on consumer behaviour • Learning about tax how it works, why we pay it, and how to read a payslip or tax return
Assessment	Throughout the year students may complete a range of assessment pieces that will include some of the following: • Essays • Media Analysis • Structured questions • Case Studies • Business simulations • Visits to local businesses

Law

Topic Overview	Year 10 Law is an elective centred on the Civics and Citizenship strand of Humanities. Students in Law will study concepts beyond simply how governments are formed or how citizens' political choices are influenced. Instead, students will learn about fascinating legal histories to develop their political and legal conscious, think critically about the world around them and understand some of the determinants of criminality and morality as they intersect with our modern-day legal system. Students will also investigate how criminals are made and the role of law and courts in dissuading crime. Throughout the course, students will discuss the principles of justice: fairness, equality, and access.
Content / Skills	The course is designed so that you will: • Evaluate features of Australia's legal system • Evaluate the effectiveness of law in dissuading crime • Identify and analyse the determinants of criminality • Discuss and analyse legal judgements to assess purpose of punishment Critically analyse the concept of 'justice' among real world cases (like the OJ Simpson trial) • Analyse Australia's legal system and the roles of parliament, police, and the courts • Explain the key principles of Australia's system of justice and analyse the role of Australia's court system • Evaluate a range of factors that sustain democratic societies and analyse ways they can be active and informed citizens in different contexts Research true crimes including serial killers, and how criminals are caught, using the science of Forensics
Assessment	Throughout the year students may complete a range of assessment pieces that will include some of the following: • Practice voting exercise • Debate and discussion • Timed paragraph writing • Case analysis • Mock Trial • Exam (multiple choice and short answer)

Indonesian

Topic Overview	Learning languages broadens students' horizons by enabling them to access personal, social, cultural and career opportunities in an increasingly interconnected and interdependent world. The ties between Australia and Indonesia are constantly developing, with a growing number of Australians travelling to Indonesia for leisure, business and education purposes. The number of Indonesians visiting Australia each year is also increasing. Year 10 Indonesian is an elective subject for students who have completed Year 9 Indonesian and allows students to consolidate their ability to communicate in Indonesian about their personal worlds and Indonesian society.
Content / Skills	By studying Year 10 Indonesian, you will learn to: • Interact in spoken and written Indonesian to communicate about personal interests, relationships and experiences • Exchange facts, ideas and opinions about broader issues such as the digital economy and the environment in Indonesian • Respond to and create personal, descriptive, informative and imaginative texts in Indonesian, including websites, newspaper articles, videos and films • Use informal language and understand how language use varies according to context, purpose, audience and mode • Apply advanced grammar to expand ideas, create cohesion and add interest, including the use of object-focus sentences • Use core and topic-specific vocabulary, and develop an understanding of rules of affixation to expand vocabulary • Develop more authentic pronunciation, stress and rhythm when speaking • Deepen understanding of the social, economic, political and geographic context of Indonesia • Make comparisons between Indonesian and Australian culture to build intercultural awareness and reflect on your own cultural assumptions and identity
Assessment	Students will complete a range of assessment pieces including: • Video diary • Conversation tasks • Listening and viewing activities • Research and writing tasks • Vocabulary quizzes

Biology

Topic Overview	In Year 10 Biology, students explore the fascinating systems that keep living things alive and functioning. They learn about the structure and function of cells, how the immune system protects us from disease, and how the organs involved in our senses help us interact with the world. Students also investigate ecosystems and the relationships between living things and their environment. The course includes hands-on experiments, dissections, and fieldwork to help students build practical science skills. Year 10 Biology prepares students to ask and answer important questions about the living world and gives them a strong foundation for moving into VCE Biology and other science subjects.
Content / Skills	In Biology students learn: • How the body processes sensory information – including how we see, smell, hear, taste, and feel • How our bodies coordinate responses to stimuli through the nervous and endocrine systems • How our blood works to protect us from infection and disease • How organisms interact within ecological communities and how they depend on both living and non-living components in their environment • Developing critical and creative thinking skills • Identifying scientific questions, applying new knowledge, and explaining scientific phenomena • Drawing evidence-based conclusions using scientific methods • Planning and conducting practical investigations • Taking part in fieldwork to explore ecosystems and relationships between organisms and their environment
Assessment	Throughout the year students will complete a range of assessment pieces including: • Practical reports • Field Work • Topic tests • Research tasks • Scientific Posters

Chemistry

Topic Overview	In Year 10 Chemistry, students explore the building blocks of matter by learning about atoms and the periodic table. They investigate the properties of metals, non-metals and metalloids, and discover how atoms bond to form new substances. Students also look at different types of chemical reactions and what can make reactions happen faster. There's a strong focus on practical work, including the chance to design their own experiments. Throughout the course, students develop their science skills by predicting, measuring, and explaining what they observe in the lab. Chemistry helps make sense of the world around us – from how materials are made to the role chemistry plays in health, technology and the environment – and builds a strong foundation for Year 11 science.
Content / Skills	In Chemistry, students learn to: • Explain how the chemical behaviour of elements is represented in the periodic table • Compare the properties of a range of elements in the periodic table • Understand the nature of chemical reactions • Understand types of chemical bonding • Develop questions and hypotheses that can be investigated • Independently design and improve appropriate methods of investigation • Consider reliability, precision, safety, fairness and ethics in research methods • Analyse trends in data and explain relationships between variables • Evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views • Construct evidence-based arguments and use appropriate scientific language and balanced equations.
Assessment	Throughout the year students will complete a range of assessment pieces including: • Response to Structured Questions • Scientific Poster • Practical Report • Research tasks • Annotation of Practicals

Physics

Topic Overview	This subject's focus is on explaining phenomena involving science and its applications. Students consider both classic and contemporary science contexts to explain the operation of systems at a range of scales. They develop a more sophisticated view of energy transfer by applying the concept of the conservation of matter in a variety of contexts. Students understand that motion and forces are related by applying physical laws.
Content / Skills	In Physics, students learn to: • Explain the concept of energy conservation and model energy transfer and transformation within systems • Explain the relationships between distance, speed, acceleration, mass and force • Use the concepts of voltage and current to explain the operation of electric circuits and use a field model to explain interactions between magnets • Develop questions and hypotheses that can be investigated • Independently design and improve appropriate methods of investigation • Consider reliability, precision, safety, fairness and ethics in research methods • Analyse trends in data and explain relationships between variables • Evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited • Construct evidence-based arguments and use appropriate scientific language, representations and balanced chemical equations
Assessment	Throughout the year students will complete a range of assessment pieces including: • Response to Structured Questions • Scientific Poster • Practical Report • Annotation of Practicals

Psychology

Topic Overview	Psychology has become one of the most popular subjects within the field of science, allowing us to learn about our own brains and behaviour in more detail than ever before. The application of the scientific method has enabled rapid advances in our ability to learn about the ways our thoughts and behaviours influence our ability to learn, to think, to remember and to improve our own mental health and wellbeing.
Content / Skills	In Psychology, students learn to: • Investigate psychological concepts by creating hypotheses and applying the scientific method • Engage with curiosity about psychological concepts • Compare the structure and functions of the major areas of the brain, nervous system and neurons • Identify the different processes involved in memory and ways to enhance memory effectiveness • Find out what positive psychology is about and how it can enhance human wellbeing and happiness • Expand their scientific vocabulary • Apply their knowledge to a range of scenarios
Assessment	Throughout the year students will complete a range of assessment pieces including: • Scientific investigations • Graphic organisers • Tests • Guided questions • Research • Oral presentations

Design and Technology

Topic Overview	In an ever-evolving society, students will need the skills to stay current and be creative independent problem solvers. They will need to be able to think outside the box and operate autonomously and within teams, utilising contemporary and emerging technologies to identify and fulfil social needs. Utilising the design thinking process students will manage projects encapsulating real world scenarios and develop and prototype solutions. This is an extension of the Year 9 Subject.
Content / Skills	In Design and Technology, students learn to: • Investigate and design • Define their own design problems • Establish their own success criteria • Develop production skills and techniques • Organise and follow production plans and sequences • Prototype projects with a range of traditional and 21st century methods and materials • Evaluate their project success
Assessment	Throughout the year students will complete a range of assessment pieces including: • Drawings • Design Briefs • Design development Portfolios • Project work • Project evaluations

*** Specific curriculum and materials used will be dependent on the assigned classroom teacher.**

Food Studies

Topic Overview	Students will learn how foods change their properties through cooking to enhance their sensory properties and how to consider these factors that affect design decisions. Students create, adapt and refine design ideas, processes and solutions, and justify their decisions against predetermined design criteria that address the design brief.
Content / Skills	In Food Studies, students will learn: • conducting taste comparisons of different food varieties to analyse and make judgements about sensory properties of food, through learning the complex processes and functional properties of cooking. • considering factors that influence the preparation and presentation of foods using a range of techniques to ensure optimum nutrient content, flavour, texture and visual appeal, for example designing and producing a healthy snack for the canteen, and using food photography and digital tools to promote the snack in a healthy eating campaign
Assessment	Throughout the year students will complete a range of assessment pieces including: • Practical experience • Investigation task(s) • Written analysis(s) • Design brief task(s)

Game Design

Topic Overview	PSC Game Design is an opportunity for students to be creatively involved with analysing, designing and coding their own computer games. The aim of the unit is for students to become accustomed to the coding and creative, collaborative environment and to take industry-relatable steps in software development using games creation.
Content / Skills	The course involves storyboarding, concept art and narrative writing, investigation and documentation of setting and designing a user experience utilising the 'Dreams' software on PlayStation 4. The 6-step Design Process (Empathise, Define, Ideate, Prototype, Test, Publish) is the industry standard and is relevant to those who wish to take their Digital Technologies studies further. Course requirements will comprise of teacher-directed classes and a set of self-paced exercises designed to progressively develop your skills and computerisation thinking. While all students will be expected to reach a prescribed level of competency, the nature of the course enables you to develop at your own pace and provides scope for extension for more able and diligent learners. This course is suitable for students with little or no exposure to the applications listed above.
Assessment	Assessment will be based on the level of skills acquired in each software application and the student's ability to apply those skills in a problem-solving situation, all while working as part of a small group. This will be determined from folio or class work, skills tests, and the quality of the major projects: • Pitching of game concept using narrative arc and concept art • Analysis of high, medium and low exemplars • Reflective journals on experience of game-making • Completion of coding tutorials and demonstration of knowledge • Peer-focused formative feedback • Presentation of completed game to class

Game Narrative: A Digital Storytelling

Topic Overview	In a world where almost 3 billion people play video games, there is an opportunity to tell stories that will hook, engage and enthral the player, leaving the player amazed by the underlying messages within the narrative. This subject will have you analysing games as a form of storytelling, but also using digital technology to create their own stories.
Content / Skills	Students will explore how storytelling has evolved from traditional mediums like book and film, and how these stories have affected how people interact with video games. Students will identify, analyse, compare and evaluate different digital texts to understand the different ways the narrative of a video game can impact the viewer. Students will pull apart children's literature, before creating their own stories and build digital representations of these within a digital world. Students will have an opportunity to involve themselves in writing local stories, and be able to share them digitally within the local community. This subject is designed to engage students with digital technologies, but also utilise their English and Literacy skills and apply them within an analytical and creative space, preparing them for VCE English and VCE Vocational Major: Literacy.
Assessment	The Game Narrative course will be assessed through: • The production of a range of written pieces including character analyses, discussions on theme and the impact of sound and visual to complement narrative and written essays • A written, drawn, designed and completed children's story and accompanying diorama • A video of students' created dioramas uploaded digitally • Analysis of high, medium and low exemplars • Reflective journals on experience of game analysis • Peer-focused formative feedback

Textiles

Topic Overview	The study of Textiles Technology provides students with the opportunity to produce creative and innovative fashion solutions using a range of textile materials and processes. Students use the design process to conceptualise and produce outcomes. Theory and skill development are integrated into practical projects. Students explore issues of sustainability and evaluate methods to reduce the environmental and social impact in fashion. The skills of project management, product design, illustration, communication, problem solving and production techniques are easily transferable to the fashion industry and other design professions.
Content / Skills	Students develop an understanding of the following: • Functional and aesthetic aspects of textiles • Historical, cultural and contemporary perspectives on textile design, construction and use • The impact of textiles production and use on the individual consumer and society • Sustainability in fashion and textile industries • Evaluating textile items to determine quality in their design and construction. Students develop skills in the following areas: • Justifying the selection of textile materials for specific end uses • The generation of textile design ideas • Colouring and decorating a range of textile items • Using appropriate technology to creatively document, communicate and present design and project work • Selecting and creatively manipulating a range of textile materials to produce quality textile items • Managing the production of textile projects to completion
Assessment	Assessment Structure: • Task 1: Design Portfolio– designing an outfit for a client and their needs • Task 2: Apparel: Developing garment construction skills and fabric decoration • Task 3: Examination

Design Studio

Topic Overview	The course is a blend of both art and visual communication. Students explore a range of different mediums and techniques and use these in the development of designs. Their works are displayed in a graphics folio and particular consideration is given to the presentation of their pages.
Content / Skills	The course is designed so that you will: • Analyse and evaluate the visual communications they make and view • Analyse how visual communications from different historical, social and cultural contexts communicate ideas and information • Develop briefs and develop ideas in response to audience needs • Evaluate, reflect on, refine and justify decisions and aesthetic choices relating to the design process
Assessment	Throughout the year students will complete a range of assessment pieces including: • Children's Book Cover- Mixed media • Stencil Art and Spray painting • Font Design/Media Advertising • Exam

Drama

Topic Overview	In Year 10 Drama, students work towards building the skills needed at VCE level. They analyse the elements of drama, research different performance styles and evaluate meaning and aesthetic effect. They devise, interpret, perform and view dramatic works. Students will use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints.
Content / Skills	The course is designed so that you will develop: • Skills to develop and sustain different roles and characters to realise dramatic intentions and engage audiences • The ability to perform, devise and script drama in different forms, styles and performance spaces • An understanding of how to plan, direct, produce, rehearse and refine performances • How to select and use the elements of drama, narrative and structure in directing and acting and apply stagecraft • The use of performance and expressive skills (such as voice and movement) to convey dramatic action and meaning • Literacy skills in order to analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view • Skills in reflection and use feedback to improve their work in both group discussions and written responses in their workbooks
Assessment	Throughout the year students will complete a range of assessment pieces including: • Solo performance (monologues) • Ensemble performance CAT • Theatre styles • Live performance review • Written analysis and evaluation

Media

Topic Overview	This subject will allow students to experiment with imaginative and innovative ways of using traditional and contemporary skills to apply cinematography and mise-en-scene techniques within their own work. Students will respond and analyse a visual text and work cooperatively in teams to develop a visual concept/product.
Content / Skills	The course is designed so that you will develop: The ability to refine and extend your understanding and use of structure, intent, character, settings, viewpoints and genre conventions in their compositions. An understanding of media technologies and how to extend the use of media elements such as time, space, sound, movement and lighting. Literacy skills through analysing the way in which audiences make meaning and how audiences interact with and share media artworks. • An experience with media arts from a range of cultures, times and locations. • An understanding of media arts in a range of forms, and how over time, there has been a development of different traditional and contemporary styles in media arts. • An understanding of the local, global, social and cultural contexts that shape the purposes and processes in producing media artworks, and evaluate the social and ethical implications of media arts. • Skills to safely use media technologies. • Ethical practices and consider regulatory issues when using media technologies. • A sophisticated understanding of their roles as artists and audiences as they engage with diverse media artworks.
Assessment	Throughout the year students will complete a range of assessment pieces including: • Solo performance (monologues) • Ensemble performance CAT • Theatre styles • Live performance review • Written analysis and evaluation

Music

Topic Overview	In year 10 music students will perform a variety of music both composed by others and themselves. They will explore a particular style of music in depth to inform their own music making. Students will analyse music with a view to performing the works or as a starting point for composition. Students will compose music using a combination of traditional notation and technology. Students will investigate performing techniques and conventions as members of a group and as a soloist
Content / Skills	The course is designed so that you will develop: • Skills to interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles • The ability to demonstrate and develop personal voice and technical control, expression and stylistic understanding • The skills to use general listening and specific aural skills to enhance their • performances and use knowledge of the elements of music, style and notation to compose, document and share their music • The ability to aurally and visually analyse works and performances of different styles • Literacy skills to evaluate the use of elements of music and defining characteristics from different musical styles • The ability to use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions
Assessment	Throughout the year students will complete a range of assessment pieces including: • Performance (Group and Solo) • Composition • Aural Skills • Musicianship • Theory • Analysis of music and performance

Photography

Topic Overview	In Year 10 Photography students use a Visual Diary to explore different artists, themes, concepts, materials and techniques. They refine their skill levels in different photographic mediums and use their exploration to inform the creation of a folio of Photographs.
Content / Skills	The course is designed so that you will develop: • Practical skills in a wide range of photographic mediums • A positive attitude towards art and creativity • Critical and creative thinking that promotes problem-solving and working through a creative process by planning and creating artworks • An understanding of the application of materials and techniques, as well as how the Art Elements and Principles are used in the creation of artworks • Literacy skills in analysis and interpretation of their own and other artists' work from different cultures, historical and contemporary contexts • Visual Communication skills
Assessment	Throughout the year students will complete a range of assessment pieces including: • Black and white Portraiture • Light painting (Long Exposures) • Photoshop Editing (Double Exposures/Surrealism) • Artist Studies and responses • Exam

Three Dimensional Studies

Topic Overview	In Year 10 Three Dimensional Studies students use a Visual Art Diary to explore Three Dimensional artists, themes, materials and techniques and develop and refine their ideas and concepts both visually and through annotation. They refine their skill levels in different mediums and use their explorations to create a folio of Sculptures.
Content / Skills	The course is designed so that you will develop: • Practical skills in a wide range of three-dimensional media: specifically, clay, paper and wire as well as plaster • Understanding of space and balance. Designing/constructing artworks that are both structurally sound and aesthetically pleasing • A positive attitude towards art and creativity • Critical and creative thinking that promotes problem solving and working through a creative process • An understanding of the application of materials and techniques, as well as how the • Art Elements and Principles are used in the creation of artworks • Literacy skills in analysis and interpretation of their own and other artists work from different times and locations • Skills in communicating visually
Assessment	Throughout the year students will complete a range of assessment pieces including: • Wire and paper Sculpture • Plaster Abstract Sculpture • Artist Studies and responses • Exam

Two Dimensional Studies

Topic Overview	In Two Dimensional Studies students are involved in learning about art practice that is two dimensional – such as painting, drawing and printmaking. Students work through a developmental process that involves researching other artists, ideas and concepts, exploring different two-dimensional media and techniques, refining ideas and aesthetic considerations before creating a folio of two-dimensional artworks.
Content / Skills	The course is designed so that you will develop: • Practical skills in a wide range of two-dimensional media • A positive attitude towards art and creativity • Critical and creative thinking that promotes problem solving and working through a creative process by planning and creating artworks • An understanding of the application of materials and techniques, as well as how the Art Elements and Principles are used in the creation of artworks • Literacy skills in analysis and interpretation of their own and other artists work from different times and locations • Skills in communicating visually
Assessment	Throughout the year students will complete a range of assessment pieces including: • Mixed Media printing • Lino printing • Dry Point Etching • Painting- Oil and acrylic • Personal Style (students' choice) • Artist Studies and responses • Exam

Visual Communication and Design

Topic Overview	This subject sees students use a Visual Diary to explore different artists, themes, concepts, materials and techniques. They refine their skill levels in different mediums and use their exploration to inform the creation of a folio of Designs.
Content / Skills	The course is designed so that you will develop: • The skills to analyse and evaluate how artists communicate ideas and convey meaning in artworks • The ability to identify the influences of other artists and analyse connections between techniques, processes and visual conventions in artworks to develop their own art practice • The skills to manipulate materials, techniques, processes, visual conventions and technologies to express ideas and viewpoints in their artworks • Literacy skills in analysing and evaluating artworks and exhibitions from different cultures, times and places, and discussing how ideas and beliefs are interpreted by audiences
Assessment	Throughout the year students will complete a range of assessment pieces including: • Isometric and Perspective drawing • Industrial Drawing • ICT Manipulation Adobe Photoshop • Logo Redesign using Mixed Media • Artist Profiles and Analysis of Artworks - Exam

Glossary of Terms

VCE	The Victoria Certificate of Education
VM	Vocational Major - A two-year vocational and applied learning program that was introduced in 2023 to replace Senior and Intermediate VCAL.
VET DSS	Vocational Education & Training in Schools (these course will be run by SW Tafe).
RTO	Registered Training Organisation.
SBA / SBT	School-based Apprenticeship./School-based Traineeship
VCAA	The Victorian Curriculum & Assessment Authority
Study	A subject. Most VCE studies are made up of 4 units (Unit 1 & 2 in Year 11 and Unit 3 & 4 in Year 12).
Unit	A self-contained study of a semester's length representing about 100 hours of work, of which 50 class time and 50 hours of homework.
Unit 1 & 2	Level of difficulty usually associated with Year 11.
Unit 3 & 4	Level of difficulty usually associated with Year 12.
Semester	A half year.
Learning Outcomes	What you must know, by the time you have finished a Unit.
S/N	S - refers to satisfactory completion. N - refers to work that has not reached a satisfactory level.
Satisfactory Completion	A Unit of work has been satisfactorily completed when all of the outcomes have been met as specified in the Study Design. Students will be made aware of the criteria for satisfactory completion of each unit. 90% attendance and meeting assessment requirements are two of the criteria.
School Assessed task (SAT)	A task done in school in design or practical-based studies to assess how you are performing in Units 3 & 4, set and marked by teachers, and reviewed externally by VCAA.
School Assessed Coursework (SAC)	The assessment of coursework, in class time, to establish how you are performing in Units 3 & 4.
VTAC	The Victorian Tertiary Admissions Centre which organises the process by which students apply and gain entry to a tertiary course.
GAT	The General Achievement Test done by all students doing a Unit 3 & 4 sequence. It is used by the VCAA to check that schools are marking school assessed course work to the same standard.
ATAR	Australian Tertiary Admission Rank.
Study Design	Course and assessments for each subject that are set by VCAA.
Study Score	A score from zero to 50 which shows how you performed in a VCE study, relative to all other students doing the same study.

Portland Secondary College

Creating the opportunities

To provide all students with opportunities to become creative, successful, respectful and resilient members of their local and global communities.