



Billanook College

BILLANOOK COLLEGE

2025 YEAR 10 SUBJECT SELECTION HANDBOOK



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Welcome to the Senior School. This handbook is a resource for students and their families which outlines the Victorian Certificate of Education (VCE) curriculum and the process of selecting a Senior School course at Billanook College.

Introducing the Senior Curriculum Handbook:

This Handbook is designed to assist Year 10 students and parents to understand the structure of Senior School, and has been compiled to complement the various activities undertaken as part of the course selection process to enable students to feel empowered to make informed choices when selecting a course of subjects that supports their career aspirations and associated pathways.

The Handbook has three sections:

1. An outline of the Year 10 School Program
2. Description of Year 10 Subjects offered
3. Description of Year 11-12 Subjects offered

Students and parents are encouraged to attend the Senior School Information Evening so that further details about the studies and their relative match with the particular needs and interests of students can be determined. During this Information Evening various Tertiary and Vocational Institutions will also be present to allow you to discuss future career pathways and opportunities that are currently available.

Following the Information Evening, students may wish to access information about tertiary opportunities provided by the Victorian Tertiary Admissions Centre (VTAC) website, if they want to find additional information about tertiary courses that will be open to them if they select a particular combination of VCE studies. The [VTAC website](#) also provides information about [scaling](#) and calculating [Australian Tertiary Admissions Ranks \(ATARs\)](#). Summaries of these sources are included in this handbook and can also be found on MyConnect.

All students will select their Year 10 course on line, via *MyConnect*, and then meet with a Course Counsellor to discuss their choices. As the discussion partially focuses on future pathways, students may wish to attend this course counselling interview with their parents. Our timetable will be developed to maximise student choices on the basis of these selections, so it is important that students select their courses very carefully.

Throughout the remainder of the year, progress will be monitored by College Staff to ensure the course selected for next year is appropriate. Some decisions about a student's course may change as more feedback is sought. Parents and students are encouraged to attend Student Parent Teacher conferences in August and continue the dialogue with those Staff who currently work with their student.

Parents and students should also feel free to make contact with Casey Hawley - Learning Leader: Senior Studies, Debra Kane - Student Pathways Manager, Lucy Lyford - Head of Senior School or Matthew Wood - Director of Learning, should you have any questions regarding the selection of courses within the senior school.

We wish our students and their families every success in navigating this exciting step toward the future.

Casey Hawley
LEARNING LEADER: SENIOR STUDIES

Lucy Lyford
HEAD OF SENIOR SCHOOL

SECTION 1

THE SENIOR SCHOOL PROGRAM AT BILLANOOK
YEAR 10 2025 FOCUS





SENIOR SCHOOL COURSES

Selecting a Course

Each Senior School student is provided with individual course counselling which takes place in Term 3. A panel of Staff including the Head of Senior School, Director of Learning, Learning Leader: Senior Studies, the Student Pathways Manager and respective Heads of Year counsel students through their Senior School choices. It is important that students complete all stages of course selection carefully and are mindful of significant key dates which are outlined towards the end of the handbook.

Selecting VCE subjects to study within the Senior School

Selection should be based on:

- Student interest and passions – What subjects do I enjoy?
- Student abilities/strengths – What subjects am I good at?
- Tertiary prerequisites and future career opportunities – What subjects do I need for future courses?
- Breadth – Have I selected a course that keeps my career options open?

Typical Senior School courses could be

Year 10

- Students in Year 10 study a common core of subjects that include English, Mathematics, Science, Physical Education and Aspire;
- Students have the opportunity to accelerate in one VCE and one VET Unit 1 and 2 subjects;
- Students are also invited to choose three subjects each semester from a range of Year 10 semester-based electives;

Year 11

- Students will choose six subjects, one of which must be English, Literature or EAL;
- Students who have completed Units 1 and 2 of a VCE/VET study in Year 10 to a satisfactory standard may take Units 3 and 4 in that subject;
- An overview of Unit 1 and 2 VCE subjects available at Billanook are detailed in this document;
- An overview of Unit 3 and 4 VCE subjects available at Billanook are detailed in this document;

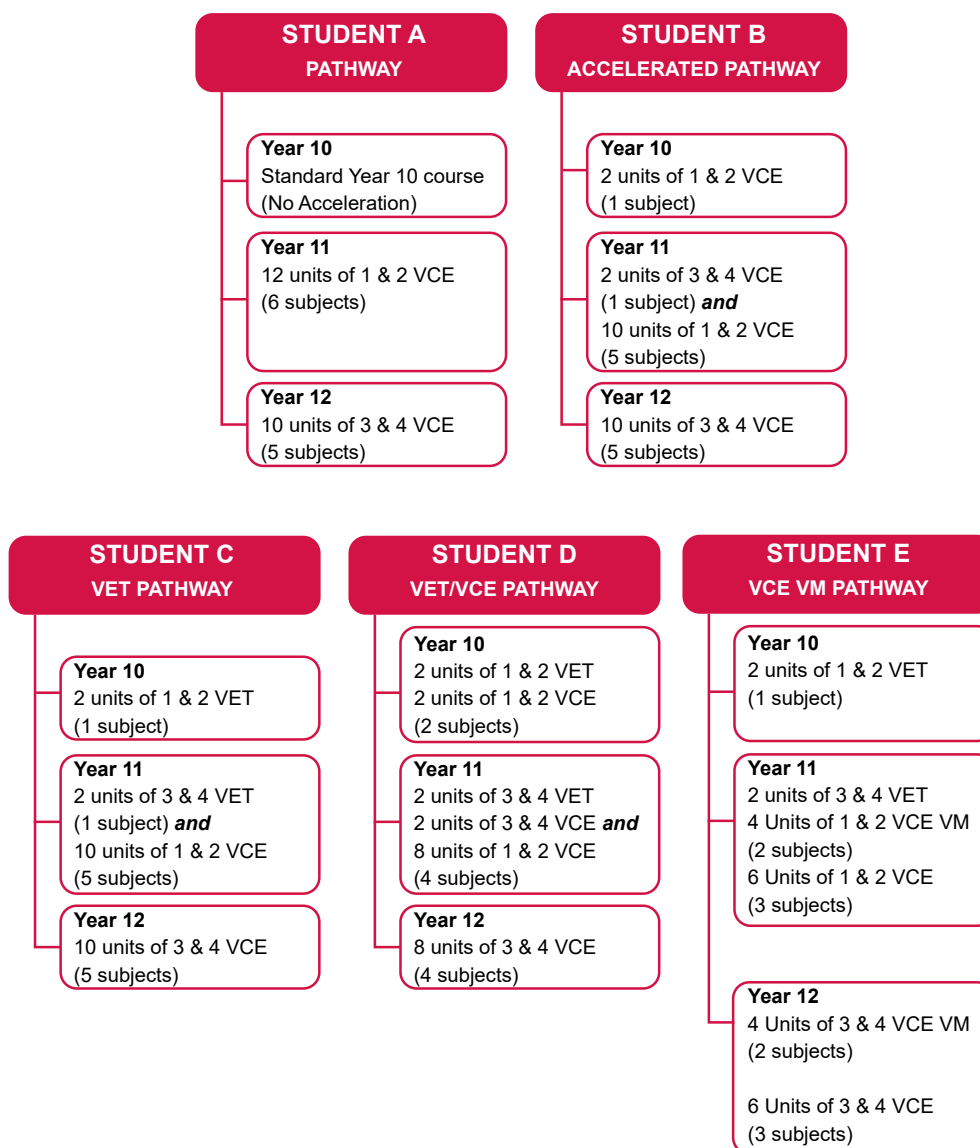
Year 12

- Students usually take five subjects, including one of which must be English, Literature or EAL;
- An overview of Unit 3 and 4 VCE subjects available at Billanook are detailed in this document.

SENIOR SCHOOL COURSES

Sample Senior School Student Pathways:

A visual representation of typical pathways that students may take during their senior school years at Billanook:





YEAR 10 AT BILLANOOK

The Year 10 academic curriculum within the Senior School is committed to the needs and interests of adolescents in the pre-VCE year, and facilitates the development of independent, academic management necessary for successful VCE studies.

The Year 10 Curriculum

Year 10 at Billanook is a critical year in the academic life of a student and assists students to develop a sense of identity and a sustaining system of beliefs and values. The emphasis is on building a sound basis of knowledge and skills and at the same time developing in students' concepts of self-worth, competency and an awareness of their responsibilities to others as a community member.

We believe it is vital for Year 10 students to:

- keep their course options open through the study of major fields of study.
- have a firm foundation for future VCE studies, yet not specialise in only one or two areas.
- have some choices available within a broad course structure.
- learn to operate and manage their work in the ways required of the VCE.

The work expectations, language, assessment and organisational patterns at the Year 10 level, within each unit, will reflect those operating at the VCE level. The Year 10 curriculum and organisational structures enables the College to adopt the VCAA guidelines and those outlined in the Victorian Curriculum F-10.

Our curriculum recognises the need to provide a quality education which equips our students with a broad range of knowledge, skills and personal qualities to confidently meet the challenges of life in a complex, informative, rich and constantly changing world.

The Year 10 curriculum is the culmination of a Prep – Year 10 program which values the links between three interwoven strands:

- Physical, Personal and Social Learning (Health and Physical Education, Personal Development).
- Discipline-based Learning (subject specific studies).
- Interdisciplinary Learning (Communication, Thinking and Information Technology skills which cross all areas of study).

All Year 10 students at Billanook will complete the following core subjects:

- English
- Mathematics
- Science
- Human Movement
- Aspire

In addition to the core subjects, students will elect three units of electives each semester. More information about these subjects are in the following pages.

Languages

Languages are not compulsory in Year 10, but If a student does choose a Language in Year 10, it must be noted that it is a year-long commitment and counts as two units of the six electives that a Year 10 student selects.

VCE Subjects (Acceleration)

Students have the opportunity to apply to accelerate in one VCE Unit 1 and 2 subject, it must be noted that it is a year-long commitment and counts as two units of the six electives that a Year 10 student selects.

Further information regarding Year 10 at Billanook can be found on *MyConnect*. [Click here](#)

YEAR 10 LEARNING PATHWAYS



In Year 10 the subjects available for students are structured in the following way:

CORE COMPULSORY SUBJECTS (FULL YEAR)
English
Mathematics (Mathematical Methods OR General Mathematics OR Foundation Mathematics)
Physical Education
Core Science
Aspire

ELECTIVES (FULL YEAR)
German
Indonesian
Year 10 Units 1 & 2 Study (by approval)

ELECTIVES (SEMESTER LENGTH)	
Commerce - Business Enterprise And Economy	My Health, Our Health, the World's Health
Digital Technologies	Philosophy
Environmental Science	Politics and Law
Food Studies	Product Design
Forensic Science	Study Skills Program (By Invitation Only)
Geography	Systems Engineering
History - World War II	Textiles
History - Rights And Freedom	Theatre Studies
Literature	Visual Arts
Media	Visual Communication Design
Music	

VET STUDIES

Year 10 students may also access VET studies which are full year courses that take place on Wednesday afternoons in lieu of the Billanook Sports Program. Students can select from one of the following options if they are interested:

VET Music (Onsite)
Other VET Studies (External courses held off site)



The Year 10 course is made up of Core and Elective Studies. There are six semester long elective blocks, and ten compulsory semester long Core blocks. Below is a table which represents the Year 10 course program.

SEM	ENGLISH	CORE SUBJECTS				ELECTIVE SUBJECTS (INCLUDING LANGUAGES AND ACCELERATED STUDIES)		
Semester 1	English • Classics • Contemporary (Select one)	Mathematics • General • Methods • Foundation (Select one)	Physical Education	Core Science	Aspire	Elective	Elective	Elective
Semester 2	English • Classics • Contemporary (Select one)	Mathematics • General • Methods • Foundation (Select one)	Physical Education	Core Science	Aspire	Elective	Elective	Elective

Sample Year 10 courses

Example 1: Teddy does not want to do a Language or an accelerated Unit 1 and 2 Study. He does not know what he wants to do but is good at Mathematics and likes Science, creating things and cooking. He also selects VET Interactive Digital Media in which he will complete on a Wednesday afternoon in lieu of the Billanook Sports Program as well as the course below.

SEM	ENGLISH	CORE SUBJECTS				ELECTIVE SUBJECTS (INCLUDING LANGUAGES AND ACCELERATED STUDIES)		
Semester 1	Classics	Year 10 Mathematical Methods	Physical Education	Core Science	Aspire	Drama	Textiles	Food Studies
Semester 2	Contemporary	Year 10 Mathematical Methods	Physical Education	Core Science	Aspire	Forensic Science	Visual Arts	Media

Example 2: Sarah wants to continue with her Language and is interested in an accelerated Unit 1 and 2 Study as well as VET. She loves music and may pursue a career in Law. She selects VET Music as well as the course below. (Sarah is undertaking two Year 11 studies as a Year 10 student).

SEM	ENGLISH	CORE SUBJECTS				ELECTIVE SUBJECTS (INCLUDING LANGUAGES AND ACCELERATED STUDIES)		
Semester 1	Contemporary	Year 10 General Mathematics	Physical Education	Core Science	Aspire	Unit 1 Legal Studies	German	Commerce
Semester 2	Contemporary	Year 10 General Mathematics	Physical Education	Core Science	Aspire	Unit 2 Legal Studies	German	Music

MY YEAR 10 PATHWAY



These tables can be used to plan a Year 10 Study Program. Select your subjects from the drop down lists.

Year 10 Pathway Option 1

SEM	ENGLISH	CORE SUBJECTS				ELECTIVE SUBJECTS (INCLUDING LANGUAGES AND ACCELERATED STUDIES)		
Semester 1			Physical Education	Core Science	Aspire			
Semester 2			Physical Education	Core Science	Aspire			

Year 10 Pathway Option 2

SEM	ENGLISH	CORE SUBJECTS				ELECTIVE SUBJECTS (INCLUDING LANGUAGES AND ACCELERATED STUDIES)		
Semester 1			Physical Education	Core Science	Aspire			
Semester 2			Physical Education	Core Science	Aspire			

Year 10 Pathway Option 3

SEM	ENGLISH	CORE SUBJECTS				ELECTIVE SUBJECTS (INCLUDING LANGUAGES AND ACCELERATED STUDIES)		
Semester 1			Physical Education	Core Science	Aspire			
Semester 2			Physical Education	Core Science	Aspire			



Acceleration

Provided the timetable allows this, the Curriculum organisation enables some senior students to study a subject at a higher level than their normal year level. For example, Year 10 students may study one sequence of Units 1 and 2 and Year 11 students can undertake one sequence of Units 3 and 4, so by the end of Year 12 Billanook students may have undertaken six Unit 3 and 4 sequences, and/or a Higher Education Studies (HES) Program (the maximum permitted in the calculation of an ATAR score). In recent years many of our senior students have taken the option to accelerate in a particular study and have met with success and experienced great benefit (personal and academic) for having done so. To assist in your decision making the following indicates some perceived advantages of accelerating.

Possible Advantages of acceleration:

- Catering for individual needs and interests;
- Maintaining motivation for academic learning, extension and challenge;
- Opportunity for senior students to have a preliminary experience of the VCE processes;
- Have the option to pick up an extra VCE unit (bonus to ATAR for their fifth and/or sixth studies);
- Opportunity to qualify for a Higher Education Studies/University Enhancement Program in Year 12;
- Motivation and commitment of accelerated student encourages rest of the class;
- A greater sense of ownership and control of their own learning - effective independent learners.

If you wish to accelerate in a VCE subject this will be discussed within the course counselling process which takes place in Term 3. Decisions about student's acceleration are based on whether students have performed at a consistently high level, in all subjects and if it is in their best. NAPLAN, student effort ratings standardised testing and other results may also be considered to gauge a student's performance and potential for acceleration. While it is possible to accelerate study in the VCE there are a number of reasons why it is not in the best interest of everyone to do so. Most students do not choose to accelerate a subject in either Year 10 or Year 11 due to the increased stress of workload and the need to be absent from their accelerated class due to normal year level commitments such as the college EXIT program.

If you think you might like to accelerate in a subject, it's important to talk through the benefits and drawbacks carefully with your teachers and family. If you find your accelerated subject difficult or spend too much time on that one subject, it can take important time away from your other subjects. In fact, with Units 3 and 4 subjects, if you prepare well in Year 11 you have the potential to gain a few extra marks in every Year 12 subject, rather than just trying to score a few extra marks from just the one accelerated subject in Year 11.

Please note: Acceleration is not suitable for all students and is not automatic nor guaranteed. The final authorisation for acceleration into a Units 3 and 4 sequence is at the discretion of the Head of Senior School, the Director of Learning and the Learning Leader: Senior Studies.



Accelerating in two subjects

A small number of students may wish to apply to accelerate in two studies. For example, a Unit 1 and 2 VCE subject and a Unit 1 and 2 VET subject.

Any Year 10 or Year 11 senior school student who wishes to apply to accelerate in a VCE and VET study is to submit a formal application to the Learning Leader: Senior Studies, Ms Casey Hawley.

Key considerations to accelerate in additional VCE subjects include:

- Demonstrated appropriate level of effort towards their studies by being a regular recipient on the Principal's list;
- Demonstrated an appropriate level of maturity and sound organisational skills, which is supported by their Semester 1 teachers and respective Head of Year;
- Achieved consistent academic grades across all their Semester 1 subjects which is reflected in their Semester 1 report;
- Regular attendance and punctuality in the previous Semester.

Please refer any questions regarding additional acceleration applications to [Casey Hawley, Learning Leader: Senior Studies](#).

VCE VOCATIONAL MAJOR

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

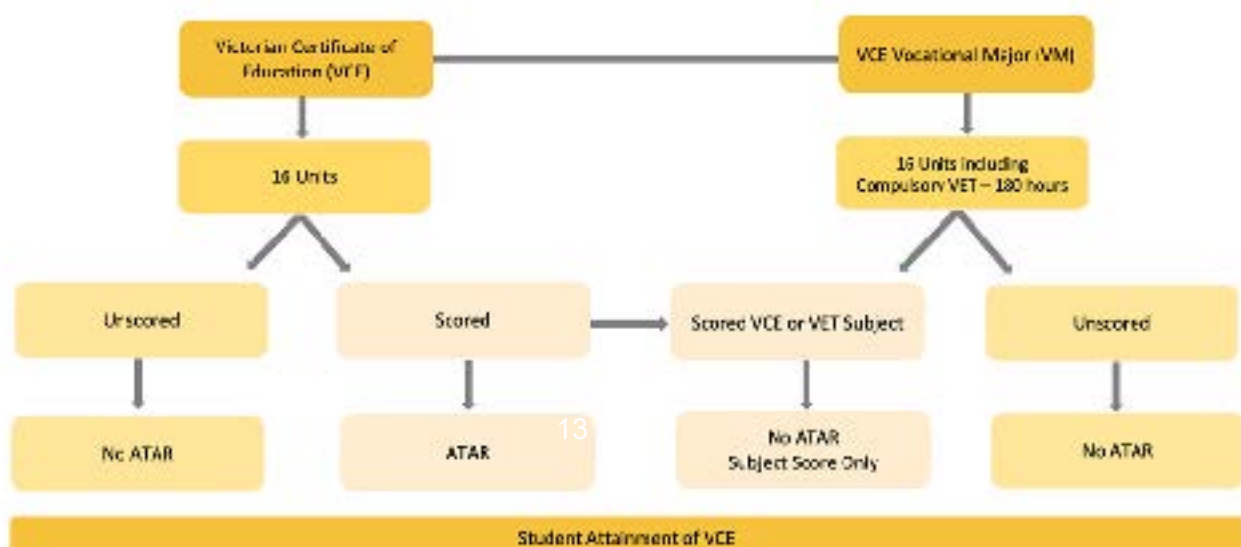
The VCE VM prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce. The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and
- empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units (across Year 11 and 12), including a minimum of:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units (most students will complete 4 units)
- 2 VCE VM Work Related Skills units (most students will complete 4 units)
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)
-

Students must also complete a minimum of three other Unit 3–4 sequences as part of their program. Below is a visual diagram which outlines the VCE and VM pathway.



Please note: Admission to the VCE VM is dependent on the successful completion of Year 10.



VET Studies and Pathways

Vocational Education and Training (VET) offers nationally recognised certificate courses that are integrated into the VCE. Billanook is part of the Yarra Valley VET cluster. The Yarra Valley VET Cluster consists of, other schools in our area and local private providers.

The advantage of this arrangement is that students can stay enrolled in their original school and have access to a large range of vocational programs. This means students can study most of their VCE in a familiar environment. All VET programs provide credit into the VCE and an ATAR contribution, either as a scored subject, or an increment.

There are a huge range of VET courses offered through the cluster (refer to info below about the various courses) in the creative arts, hospitality, fashion design, sport and recreation or information technology. Students can commence a VET program (Units 1 and 2) in Year 10 and complete their program in Year 11 (Units 3 and 4), thereby accelerating their studies in one subject.

VET is an excellent choice of study if the student enjoys a practical, hands-on learning environment, that has a focus on skills needed in the workplace. Students design, plan, and execute the practical and technical aspects of a chosen field, while developing workplace independence and time-management skills.

Benefits of VET in the VCE include:

- Students achieve up to four VCE units;
- Students achieve a VET certificate which will be credited in any further vocational courses in which students may enrol in;
- Contribution towards the student's ATAR;
- Allows a student to develop strong links with industry and local community employers and go directly into employment;
- Helping students to gain confidence and improve communication and interpersonal skills through learning in an adult environment;

VET studies available at Billanook

VET classes are held on Wednesday afternoons from Period 5 until approximately 5.00pm and therefore students will miss Wednesday afternoon sport. Billanook currently offer VET Music – Certificate III in Music on-site. All other external VET programs are run off-site whereby students are responsible for making their own way to their VET course every Wednesday afternoon.

VET Studies or Certificates outside the College Academic Program

A usual rule for students undergoing VET certificates taken outside the College academic program is that a Certificate II VET course can be accredited towards the VCE as a Unit 1 and 2, and a Certificate III VET course can be accredited as a Unit 3 and 4, although Certificate II courses must comprise a minimum of 90 hours of training, and Certificate III courses must comprise a minimum of 180 hours training. To have any certificates of this nature accredited towards the VCE or the ATAR, students must give the Student Pathways Manager, a certified copy of it (including the certificate itself and the Units of Competencies passed). The certificate can then be added to the student's VCE record at VCAA, who will forward this on to VTAC for inclusion in any ATAR calculation. A VCAA application for block credit form may also need to be completed by the school.



Please Note:

- **External VET courses are run at various locations across Melbourne. It is the student's responsibility to make their own way from Billanook to their external VET course each Wednesday afternoon;**
- **VET Institutions are in charge of communicating to VET students regarding course commencement dates which may not necessarily be in alignment with the Billanook academic year.**

The following VET course is available on-site at Billanook College:

Certificate III - Music Performance

If you are considering a career in the Music Industry, then this course will assist you. The focus is on performance, but it can lead into sound production, and music composition. Runs on Wednesday afternoon.

The following VET courses are available off-site:

Certificate III - Acting (Screen)

If your desire is to be in front of the camera in films and TV this is an acting certificate for you. It involves working in front of camera, learning scripts, preparing for auditions and meeting with agents. Students visit the set of current TV serials and meet with directors, stunt performers etc. Runs on Wednesday afternoon.

Certificate II - Agriculture

This training program aims to give students an overview of the Agriculture industry and the potential career paths within it. The training program incorporates the following key competencies: collecting, analysing and organising information, communicating ideas and information, planning and organising, working with others, using mathematical ideas and techniques, solving problems, and using technology.

Certificate III - Allied Health Assistance

This course provides training and pathways into the health industry, including ward attendant, patient care and elderly patient assistance, plus later options in nursing and other health careers/courses. Runs on Wednesday afternoon. **Students must be in Year 11 or Year 12 to select this course.**

Certificate II - Animal Care

If you are interested in working as an animal carer, or other careers related to animals, zookeeping, animal attendant. Runs on Wednesday afternoon.

Certificate II - Auslan

This course provides students with an introduction to Auslan (Australian Sign Language) and an understanding of Deaf culture.

Certificate II - Automotive Vocational Preparation

This certificate involves the developing skills in maintaining and servicing light vehicles/cars, in particular, the servicing of fuel systems, cooling systems and engines. Students are expected to use a variety of tools safely in an automotive environment. Runs on Wednesday afternoon.

Certificate III - Beauty Services

The course involves aspects of the beauty industry: waxing, cosmetics, manicuring, make-up and other areas. Career prospects include working in a beauty salon or hairdressing salon. Runs on Wednesday afternoon.

Certificate II - Building and Construction (Pre-Apprenticeship)

Students interested in entering the building industry as a carpenter, joiner, will find this as a suitable course. It involves the study and skill development of basic techniques using both hand and power tools used in the construction industry. Students are taught how to handle materials and work safely in the building industry, including achieving the White Card. Runs on Wednesday afternoon.



Certificate II - Conservation and Eco Systems Management/Certificate II - Conservation and Land Management

These VET subjects are a great choice for individuals interested in preserving and sustaining our environment. You may have a personal passion for conservation or be interested in pursuing a career with Parks Victoria.

Certificate II - Cookery

This training program aims to give students an overview of the hospitality industry and the potential career paths within it.

Certificate III - Dance

This nationally recognised qualification covers a range of dance styles (ballet, jazz, rhythm, contemporary) and will develop your audition, improvisation, partnering and performance techniques.

Certificate III - Design Fundamentals

If you are interested in design careers, graphic design, industrial design, interior design, then this course gives you preliminary training in those fields. Runs on Wednesday afternoon.

Certificate III - Early Childhood Education and Care

If you would like to work with children, then this course provides an introduction to working in Child Care, Pre-School Teaching and Primary Teaching. Runs on Wednesday afternoon. **Students must be in Year 11 or Year 12 to select this course.**

Certificate II - Electrotechnology (Electrical)

This course provides pre-apprenticeship training in electrical systems, electronics, electrical, refrigeration mechanic, mechanical engineering. If you would like to be an electrician, then this course will assist you. Runs on Wednesday afternoon. **Students must be in Year 11 or Year 12 to select this course.**

Certificate II - Engineering Studies

Engineering involves the mechanical manipulation of metals through fabrication techniques, use of hand tools, welding and machining. Students will develop their technical drawing skills and will learn how to handle materials safely. Runs on Wednesday afternoon.

Certificate III - Equine Studies

If you would like to work with horses, horse husbandry, horse training and related fields, then this course will assist you. Practical events are offered as part of the course, and it is preferred that you have your own horse. Runs on Wednesday afternoon and some selected weeks.

Certificate II - Furniture Making Pathways

This course prepares you for an apprenticeship in furniture making, cabinet making, and kitchen and bathroom. Runs on Wednesday afternoon.

Certificate II - Horticulture

This certificate is for students who wish to work as landscapers, gardeners in nurseries etc. Students learn how to prepare for planting, identify plants and weeds, maintain gardens and use equipment in a safe manner. Runs on Wednesday afternoon

Certificate II - Hospitality

This certificate is suitable for students who want to work or study in the hospitality industry. Students may choose to study either commercial cookery or front of house. At the completion of second year of the course students have partially completed Certificate III. Runs on Wednesday afternoon as a School Based Apprenticeship.

Certificate III - Laboratory Skills

If you would like to work in a science/medical science laboratory, then this entry level technical course will give you skills to understand laboratory technology and safe handling of science equipment. Runs on Wednesday afternoon. **Students must be in Year 11 or Year 12 to select this course.**



Certificate II - Plumbing

The course is a pre-apprenticeship, which provides training in using plumbing tools, technical drawings, and other aspects of working in the plumbing industry. Runs on Wednesday afternoon.

Certificate III - Visual Arts

This course is for students with a passion for photography wanting to take their skills to the next level. This Certificate III in Visual Arts will develop the students abilities to communicate visually. This qualification will give the student skills in photography and digital imaging, as well as teaching them design principles in capturing images and how to edit using professional grade software.

Certificate II - Wine Industry and Operations

Certificate II in Wine Industry Operations develops the knowledge and skills required by individuals working in production or production support in wine industry operations and is applicable across the full range of winery activities.

VET enrolment requirements

All students enrolling in a VET program will be required to complete and submit a commitment form covering their code of conduct to Debra Kane - Student Pathways Manager. ***These forms are available from the Learning Office and must be returned by no later than Friday 16 August 2024.*** Further to this, additional course requirements set out by the provider must also be adhered to. It is important that parents and students take time to read the course requirements before submitting an enrolment form. All requirements will be detailed by the course provider as part of the registration and orientation process.

Please note that these are some of the VET Courses available. If you find an alternative VET Course, please consult with the Student Pathways Manager.

VET fees and subsidy

VET certificates attract an additional expense. Internal VET students are required to pay a \$550 levy. External VET students are required to pay a levy between \$2300-\$3000 to cover the cost of fees, equipment and uniform etc. This amount varies from year to year and is dependent on the specific course the student undertakes.

Please note: Once students commence a VET course, students can withdraw by the end of February, otherwise the full VET fee is incurred and will not be refunded.

For further information and details regarding VET courses please access the Yarra Valley Vet Cluster website at www.yvcc.org.au or please contact Debra Kane - Student Pathways Manager via email debra.kane@billanook.vic.edu.au or phone 9725 5388.

Please note VET enrolment and course location enrolment is not guaranteed and whilst Billanook College endeavours to place all students, some courses are very competitive. If a student is unsuccessful in their application the Student Pathways Manager will contact the family via email for additional course counselling.



Senior School Attendance

Students should note that attendance for all scheduled classes is essential unless there are major substantiated reasons for absence from class (for example, medical or significant family hardship, such as bereavement). You are required to attend 95% of classes in each study for each semester. Failure to do so without a legitimate reason, (medical certificate or Special Leave) may result in N (Not Satisfactory) being issued for that unit. Any student who wishes to apply for Special Leave should obtain a Special Leave form and submit it to their Head of Year, who will determine whether leave will be granted.

Students are strongly advised to ensure they gain a medical certificate for any absence due to illness. Likewise, specialist medical appointments that must occur during school time should be explained with an appointment card or doctor's letter. It is the responsibility of the student to obtain these documents and forward them to the Senior School level office on their return to school.

Please Note:

If you miss a VCE assessment task due to illness and do not supply a medical certificate you will be ineligible to receive a score and grade. The student will however still have to sit the SAC to demonstrate satisfactory competency for the outcome.

Senior School Assessment

The majority of student work that is to be assessed in Senior School will be completed mainly in class at all levels of the Senior School. Please note at Year 10 level, assessment procedures are entirely internal.

- The basis for satisfactory completion of Year 10 subjects will be the through the demonstrated achievement of a range of internal coursework tasks which may take place in and out of class time;
- The basis for satisfactory completion of VCE units will be the demonstrated achievement of learning outcomes, (sometimes also referred to as unit outcomes), indicated by the use of S for Satisfactory completion and N for Not Satisfactory completion. Satisfactory completion of VCE units is determined by the School in accordance with the VCAA requirements.
- Students will be able to demonstrate their achievement of outcomes through the satisfactory completion of a range of coursework tasks within each study, completed mainly in class time (this includes, but is not limited to, student performance in assessment tasks);
- In addition to the S/N indicators, the School will also provide more comprehensive information to students and parents on each completed assessment task through various processes outlined in the reporting section below. This will include an indication of the level of performance on each task at Years 10, 11 and 12. Please note Year 10 is internal only;
- At Year 11 only the S/N result will be reported to the VCAA for inclusion in the official Statement of Results and at Year 12 the S/N results and raw internal SAC scores will be reported to the VCAA for inclusion in the official Statement of Results. For each study, students' levels of achievement will continue to be assessed using a combination of school-based assessment and external examinations;
- All Units 1 and 2 subjects will have internally set examinations in June and November each year.



Senior School Reporting

Reporting in the Senior School is continuous and progressive. Reporting on students' progress throughout Senior School will occur regularly and will include the following range of processes:

- Student Coursework Feedback: Relevant, timely feedback is given to students in both written and verbal forms for all Senior School assessment coursework. This response will occur within a reasonable timeframe after the completion of the Senior School assessment. The feedback will include where the student's strengths lie as well as highlighting where the student could improve;
- On-line Progressive Reporting for each assessment task will be provided via *MyConnect*. These entries will be updated within a reasonable time after the completion of each Senior School assessment task. Summative Semester Reports will also appear on Parent Lounge at the appropriate time;
- Student/Parent/Teacher Conferences will occur in Terms 1 and 3 and students are particularly encouraged to attend with their parents. The dates will be published at the beginning of each school year and are a great opportunity to receive feedback on one's progress within the Senior School;
- Parents with concerns about student progress should contact the student's subject teacher or their Head of Year at any time if they wish to discuss how their child is travelling throughout their Senior School journey.

Year 10 Examinations

Students in Year 10 will undergo examinations for Mathematics and English in November which are marked internally by their subject teacher. All Year 10 Students will receive a Billanook Examination timetable in their respective examination year. Students will also be briefed prior to the examination period in relation to important information such as approved materials allowed for each examination, rules and codes of conduct, as well as advice and information regarding Special Provisions. These examinations are set up to provide an opportunity for Year 10 students to have an examination experience that replicates the VCAA examinations they will be sitting in their later years of Senior School.

Year 11 VCE Examinations

All Year 10 students accelerating in a VCE Unit 1 and 2 subject will undergo internally set VCAA examinations in June and November which are marked internally by their subject teacher. All Unit 1 and 2 students will receive a Billanook Unit 1 and 2 Examination timetable in their respective examination year. Students will also be briefed prior to the examination period in relation to important information such as VCAA approved materials allowed for each examination, VCAA rules and codes of conduct, as well as advice and information regarding Special Provisions.

Senior School Special Provisions

Some Year 10 students may be eligible for special provisions to allow them to complete their Year 10 and VCE accelerated studies. Special Provisions aims to provide students in defined circumstances with the opportunity to participate in and complete their secondary level studies. The underlying principle of the VCAA Special Provision policy is to ensure that the most appropriate, fair and reasonable options are available for students to demonstrate their capabilities if their learning and assessment programs are affected by disability, illness, impairment or other circumstances. Special Provision should provide equivalent, alternative arrangements, but not confer an advantage to any student over other students.

Individual students may need special provision in their learning program to achieve the learning outcomes, and in assessment to demonstrate their learning and achievement. At the same time, students who have been granted Special Provision are not exempt from meeting the requirements for satisfactory completion of the Year 10 VCE or VCAL, or from being assessed against the outcomes for a study. Students are still required to demonstrate their achievement fairly in meeting the outcomes of the study design as well as completing School-based Assessments and VCE external assessments.



Specific eligibility requirements apply for each type of Special Provision. Schools are primarily responsible for determining eligibility and the nature of the provisions granted for classroom learning and school-based assessments.

Schools are encouraged to consult the VCAA if they are unsure about appropriate arrangements. The VCAA is responsible for determining eligibility and granting provisions for VCE external assessments, which include all VCE examinations, the Extended Investigation Critical Thinking Test and oral presentation, and the General Achievement Test (GAT).

Students may be eligible for Special Provision if, at any time, they are adversely affected in a significant way by:

- **an acute or chronic illness (physical or psychological)**
- **an impairment or disability, including learning disorders.**

These circumstances do not include matters or situations of the student's own choosing, such as involvement in social or sporting activities or school events. Prolonged absence from school or study is not in itself grounds for Special Provision. However, provisions are available to students experiencing severe hardship that may result in prolonged absence.

Students granted Special Provision must still complete all school work related to satisfactory completion of the outcomes of a VCE or VCAL unit. Students absent from school for prolonged periods must still comply with the school's authentication procedures to demonstrate that they have completed the work and that the work is their own. Students who are eligible for integration funding may not necessarily meet the eligibility criteria for Special Provision in the VCE or VCAL.

Support and Enhancement Education

Billanook College's campus features a purpose-built learning support and enhancement facility, the Dame Phyllis Frost Centre, fondly known as DPFC. The specialist staff within the DPFC support students with identified educational and enrichment needs on their learning journey and empower them to reach beyond their perceived limits.

The DPFC staff know that students thrive with strong relationships and holistic support, which is why they work collaboratively and inclusively with:

- students, their families and support services, building productive and nurturing relationships;
- our teaching staff, providing support and promoting new ways of engaging with students of different abilities, and creating successful and nurturing environments;
- the DPFC staff are proactive, driving prevention and early intervention, and work hard to be highly visible, making it easy for students, families, and staff to engage our support. Our aim is to provide the required level of support to enable learning to take place for students in our mainstream school environment.

The DPFC is a learning space that offers a variety of services, which can include:

- support to access the mainstream curriculum whereby learning support staff liaise with teachers about individual student educational and emotional needs;
- working closely with subject learning areas to differentiate learning content;
- support with the development of academic and learning skills;
- assisting in individual and cohort based student assessment;
- the opportunity for students to connect, a space for respite;
- a facility which partners with parents in their child's education.



At Billanook the aim of the Pathways Program is to provide students with the knowledge, skills and attributes to make informed decisions about post-school education, training and employment options. This includes the capacity to analyse and plan career decisions and manage school to work transitions.

Support Services Available

Individual career counselling is available to all students, particularly in Years 9, 10, 11 and 12. Students can make an appointment to suit their timetable for individual counselling and parents are welcome to attend. There is a close working relationship with the Heads of Year and teachers and many referrals are made to the Student Pathways Manager. Subject and course counselling is provided to students as needed to ensure that students select the most appropriate program to meet their individual needs. To make an appointment to see the Student Pathways Manager, Debra Kane - [click here](#).

Year 12 students are provided with a great deal of support in making choices for post-secondary options, with tertiary applications (University, Independent Tertiary Colleges (ITC) and TAFE) made through the VTAC (Victorian Tertiary Admissions Centre) process as well as employment/apprenticeship transition. Students are encouraged to make full use of the expertise to explore all options and discuss any career and pathway options.

There is a continuously updated one-stop pathways website created for Billanook College, which provides a huge range of information, links to all Universities in Australia and all TAFEs in Victoria, the weekly Careers Newsletter, Careers Target Posters, information on over 450 jobs, and much more. To visit the Billanook Careers website, [click here](#).

It is highly recommended that all students check the Victorian Tertiary Entry Requirements (subjects required at secondary school to gain entry into a tertiary course) for courses that they may be considering post Year 12. Access to this information is available via the [Careers section of MyConnect](#) (make sure you look for the student's current year level) or through the [VTAC website](#), and many links to vital information related to both career and subject choice. Parents should become familiar with these sites, as they describe the career development process for students from Years 9 to 12.

Support is provided to all students who are making post-school choices. There are now a very diverse range of options and pathways available to school leavers including traineeships, apprenticeships, cadetships, employment and many other options. Job search training, and advice on job applications, interviews and resumes, is provided as needed and the school has networks to support this process.

Students, during Aspire time, are briefed on various pathway options and ideas. Current, timely and relevant information is also provided to students via email to ensure events and courses are highlighted.



Billanook challenges all its students to become lifelong learners so each student feels empowered to shape their own preferred future no matter what pathway they choose to take.

Tertiary Selection

VTAC (Victorian Tertiary Admissions Centre) is the organisation which administers a joint selection system for undergraduate courses on behalf of the Victorian universities, TAFE colleges and some private colleges. VTAC does not select tertiary students; this is conducted by the tertiary institutions themselves. VTAC produces and distributes application materials including the annual Tertiary Entrance Requirements (VicTER) booklet which prescribes tertiary selection requirements two years in advance of the current year. This booklet summarises all institutional entrance requirements.

Australian Tertiary Admission Rank (ATAR)

The ATAR (previously known as ENTER) is not a score out of 100 – it is a rank. The ATAR is developed only for the purposes of tertiary selection. It is not a reflection of performance in individual studies, but of overall performance in all studies compared with all other VCE students in a specific year. Approximately 50% of tertiary courses use the ATAR as the sole method of selection; the remaining courses use one or more criteria including interviews, folio, and additional forms.

The ATAR is calculated using:

- The scaled score in a Unit 3 and 4 sequence of English/Literature (An English study must be included in the primary four);
- The next best three scaled Unit 3 and 4 VCE/VET Study sequences; and
- 10% of 5th (and 6th) subject.

Please note:

- **No more than two Mathematics studies (that is, drawn from either previous or current VCE Mathematics) and no more than two Languages can be included in the primary four. (Other Mathematics and/or Languages can be used as a 10% increment).**
- **VET programs will contribute a Unit 1 to 4 sequence in their own right for completion of the VCE. Up to two of the three sequences other than English can be approved VCE VET Unit 3 and 4 sequence. The following program conducted by Billanook will have a Study Score available to students undertaking the relevant Unit 3 and 4 sequence in Certificate III in Music**
- **Unit 3 and 4 VCE VET sequences which do not have study scores available may be used for fifth and/or sixth study increments for the ATAR. VET programs where a study score is available but students choose not to undertake the necessary steps to get a study score will not contribute towards the ATAR.**
- **Other subject combinations may have restrictions on their use in ATAR construction, but Billanook College does not offer subjects, other than those mentioned above, which may conflict. Students undertaking additional subjects outside of Billanook need to take care that these additional subjects can contribute to the ATAR. The Manager of Careers and VET has a list of these restrictions. The VTAC website also lists these restrictions on the ATAR section of their homepage.**



Total scores are then ranked across the state with the highest possible ATAR 99.95 indicating that the student achieved a tertiary score that placed them in the top 0.05% of the state. VTAC then forwards the ATAR along with application information to selection authorities at institutions. Want to delve further into how an ATAR is calculated visit the [VTAC Web Site](#).

Prerequisite Studies

These are studies which must be satisfactorily completed before students can be considered for a particular tertiary course. Usually these studies must be completed at the Unit 3 and 4 level, but sometimes they are required at the Unit 1 and 2 level. Prerequisites can be listed as specific studies or as a range of studies from which students can choose. Some courses require a particular level of achievement in a prerequisite subject.

Students are encouraged to discuss career paths with the Student Pathways Manager in order to make sure they are aware of what pre-requisites currently exist for their desired pathways. Pre-requisite information can also be accessed on the [VTAC Web Site](#) (For current Year 10 and 11 students).

Scaling

In selecting a program of studies, a student should not be solely informed by the scaling of Study Scores which the Victorian Tertiary Admissions Centre (VTAC) applies to all VCAA study scores when final results at the end of Year 12 are known. Scaling takes into account the differing levels of conceptual difficulty in the various subjects and it does have some positive effect on scores about the average or above average in some studies.

It is, however, important to understand that if a student performs at a very high level in any subject then scaling has very little effect – a very high score remains a very high score regardless of whether the subject is preparing a student for entry into Higher Education courses or is practical in nature.

Students should choose subjects they are interested in studying rather than subjects that are scaled up – students will do better in subjects they enjoy over subjects that they are not engaged in despite potentially offering a perceived strategic advantage.

How Courses/Tertiary Institutions Select Candidates

Courses use one of two models when selecting Year 12 students:

- A rank order derived from VCE results which incorporates the ATAR;
- Individual selection, which may include interviews folio's and pre-selection tests etc.

Further information regarding the ATAR can be found on [MyConnect](#).

Further information regarding individual selection can be found on [MyConnect](#).

VTAC's Special Education Access Schemes (SEAS)

This scheme is to assist students to gain entry into Tertiary Courses. This scheme is eligible for students from particular disadvantaged groups as well as students who are from remote location, may be suffering financial hardship, suffering a chronic illness or be part of a minority group.

The College identifies any students who fall into this category during the Term 3 VTAC application cycle, and assists all students with their VTAC application. More information about SEAS can be found on the [VTAC website](#)

All questions regarding tertiary study and selection, VTAC, ATAR and SEAS should be directed to Debra Kane - Student Pathways Manager on 9725 5388 or email debra.kane@billanook.vic.edu.au.



YEAR 10 COURSE SELECTION

The Course Selection Process Explained

In 2024 students will complete their subject selections on-line for 2025 subjects. The following opportunities are available for students and their parents or guardians to discuss subject offerings.



Senior School Course Selection Assembly

All Senior School Students will be briefed on the various senior school pathways and options they have for 2025. The course selection process will also be explained with key dates outlined. Students are given the remainder of the Link session to investigate their potential Year 10 options.



Senior School Course Selection opens

Each student and family will receive, via email, a personalised guide with student access code and password instructing them how to access the course selection portal and submit your preferences as well as key information regarding the additional VCE acceleration process;



Senior School Information Evening

Students and parents are invited to attend this evening in the Senior Learning Precinct at Billanook College. During this time, various College Leadership staff, Billanook Learning Leaders and teaching staff will provide information on a range of topics, including, how a VCE is obtained, how the application for Universities and TAFE's works and how to complete subject selections for VCE. It is this evening whereby students and their families are given an in-depth insight into all VCE subjects offered within the college whilst also being provided with opportunities to gain important information from various Tertiary and Vocational Institutions who will be on site at the college throughout this evening.



Additional VCE Subject Selection Application Due

All Year 10 and 11 students who would like to apply for an additional VCE acceleration in 2025 are to submit their application by no later than 3:15pm to Ms Casey Hawley, Learning Leader: Senior Studies in the Learning Office.



2025 Year 10 Student Course Counselling interviews

All students to have completed their course selection in SSO prior to their allocated interview time. Parents are welcome to attend the scheduled course counselling interview on site.



2025 VET Enrolment Forms Due

All Year 10 and Year 11 students who would like to enrol in VET are to submit their application by no later than 3.15pm to Ms Debra Kane, Student Pathways Manager.



2025 Student Subject pathways and acceleration applications outcomes are confirmed



Billanook 2025 Step up Program

All students commence their 2025 studies.

Things to consider when selecting your course:

- If a subject is important for you, then select it before any less important subjects;
- The number of classes to be run in a subject will depend upon the number of students who select that subject in their preferences. If there are not enough students to run a class, then a combined class may be offered so as to make the subject possible;
- If the School decides not to run a subject that you have selected, then it may be replaced by one of the other subjects you selected.

Further information regarding Course Selection at Billanook can be found on *MyConnect*. [click here](#)

SECTION 2

SENIOR SCHOOL STUDIES OFFERED





Who can I talk to for advice about particular subjects?

You will be given the chance to talk to your Aspire Mentor, Homegroup Teacher, Course Counsellor, Head of Year, your families and your peers before subject selection. The Learning Area Leaders of each Faculty are also a great person to further discuss the details of subjects. Their names, contact details and images are available below. You may also email them with any questions at any time. You will have until early Term 3 to submit your choices, so you have lots of time to talk to your subject teachers.

Learning Area	Learning Leader	Email
English	Maria Boucher	maria.boucher@billanook.vic.edu.au
Mathematics	Kylie Hocking	kylie.hocking@billanook.vic.edu.au
Humanities	Peter Clarkson	peter.clarkson@billanook.vic.edu.au
Science	Todd Briscoe	todd.briscoe@billanook.vic.edu.au
Health and Human Movement	Casey Hawley	casey.hawley@billanook.vic.edu.au
Languages	Fiona Carnell	fiona.carnell@billanook.vic.edu.au
Technology	Jamie Pointon	jamie.pointon@billanook.vic.edu.au
Performing Arts	Paul Cotton	paul.cotton@billanook.vic.edu.au
Visual Arts	Brett Ferry	brett.ferry@billanook.vic.edu.au
Vocational Studies (VCE VM)	Che Gittus	che.gittus@billanook.vic.edu.au



YEAR 10 STUDIES OFFERED



In 2025, the following Year 10 subjects are offered inclusive in each Learning Area.

Please Note: Subjects will only run if there is sufficient demand.

LEARNING AREA	VCE STUDY	
English	English (Core Subject)	31
	Literature	31
	English as an additional Language (EAL)	31
Mathematics	Foundation Mathematics (Core Subject)	33
	General Mathematics (Core Subject)	33
	Mathematical Methods (Core Subject)	33
Humanities	Commerce	36
	Geography	37
	History - World War II	38
	Philosophy	36
	Politics and Law	39
Science	Science (Core Subject)	41
	Environmental Science	41
	Forensic Science	41
Health and Human Movement	Physical Education (Core Subject)	43
	My Health, Our Health, Global Health	44
Languages	German	46
	Indonesian	46
Technology	Food Studies	48
	Product Design	48
	Systems Engineering	48
Performing Arts	Music	51
	Theatre Studies	50
	VET Music	52
Visual Arts	Media	54
	Textiles	55
	Visual Art	56
	Visual Communication Design	57
Support Education Faculty	Study Skills (invitation only)	59
Journey	Aspire (Core Subject)	60

VCE STUDIES OFFERED



We currently offer over 30 VCE subjects. In 2025, the following VCE subjects are offered at Units 1 to 4 inclusive in each Learning Area. Please Note: subjects will only run if there is sufficient demand.

As a Year 10 student you may choose to accelerate in a Unit 1 and 2 subject. For information about each Unit 1 and 2 VCE subject available at Billanook, please follow the links below.

LEARNING AREA	VCE STUDY	UNIT 1	UNIT 2	VCE STUDY DESIGN
English	English	•	•	English
	Literature	•	•	Literature
	English as an additional Language (EAL)	•	•	EAL
Mathematics	General Mathematics	•	•	General Mathematics
	Mathematical Methods	•	•	Mathematical Methods
	Specialist Mathematics	•	•	Specialist Mathematics
Humanities	Accounting	•	•	Accounting
	Business Management	•	•	Business Management
	Economics	•	•	Economics
	Geography	•	•	Geography
	Global Politics	•	•	Politics
	History	•	•	History
	Legal Studies	•	•	Legal Studies
	Philosophy	•	•	Philosophy
Science	Biology	•	•	Biology
	Chemistry	•	•	Chemistry
	Physics	•	•	Physics
	Psychology	•	•	Psychology
Health and Human Movement	Health and Human Development	•	•	HH Development
	Outdoor and Environmental Studies	•	•	Outdoor&Enviro
	Physical Education	•	•	Physical Education
Languages	German	•	•	German
	Indonesian	•	•	Indonesian
Technology	Food Studies	•	•	Food Studies
	Product Design and Technology	•	•	Product Design
	Systems Engineering	•	•	Systems Engineering
Performing Arts	Music	•	•	Music
	Theatre Studies	•	•	Theatre Studies
Visual Arts	Art Creative Practice (Formerly Art)	•	•	Art Creative Practice (Formerly Art)
	Art Making and Exhibiting (Formerly Studio Art)	•	•	Art Making and Exhibiting (Formerly Studio Art)
	Media	•	•	Media
	Visual Communication and Design	•	•	VCD
VET (Vocational Education and Training internal offerings)	Certificate III Music	•	•	VET Music

Information for VCE subjects can be accessed via the VCE Subject Selection Handbook on [MyConnect](#)

ENGLISH



LEARNING AREA | ENGLISH

YEAR 10



Students in Year 10 are encouraged to engage with ideas and issues about their own identity and the world around them, while developing a sound basis on which to build their VCE studies in Years 11 and 12. The Year 10 course aims to help students emerge well versed in voicing their ideas publicly, well-practised in the art of writing analytically, skilled in expressing their imaginative voice, well-read and with the maturity to deal with the study of English at VCE level.

YEAR 10: ENGLISH

In Year 10, although English remains a core subject, students are offered a choice of the texts studied. Students may select either the 'Contemporary Fiction' course or the 'Classic Fiction' course. The skills and work required in each subject are the same - only the texts are different. Students are encouraged to speak to the English staff about the texts on each course and to base their choice of course on the texts that interest them most. The Year 10 English Course is designed to encourage in students a love of literature, and an understanding and command of language - both written and oral. The Year 10 course offers two single text studies, through which students explore ideas about the human experience and society both creatively and analytically. In Semester 2, students compare two texts, exploring the ideas, issues and themes raised in each and using this comparison to develop their own view of how texts seek to shape readers' understanding of the world. In all areas of the course students' thinking and analytical skills are developed, refined and extended.

During the year, students study current affairs, considering how writers try to persuade readers to share an opinion. Students are required also to present their own point of view on a current debate in the media. The development of writing skills is given significant emphasis throughout the year. Throughout the course, speaking and listening activities, both formal and informal, are integrated into the teaching program. The course provides a strong base upon which students can build their VCE English studies.

YEAR 10: ENGLISH AS AN ADDITIONAL

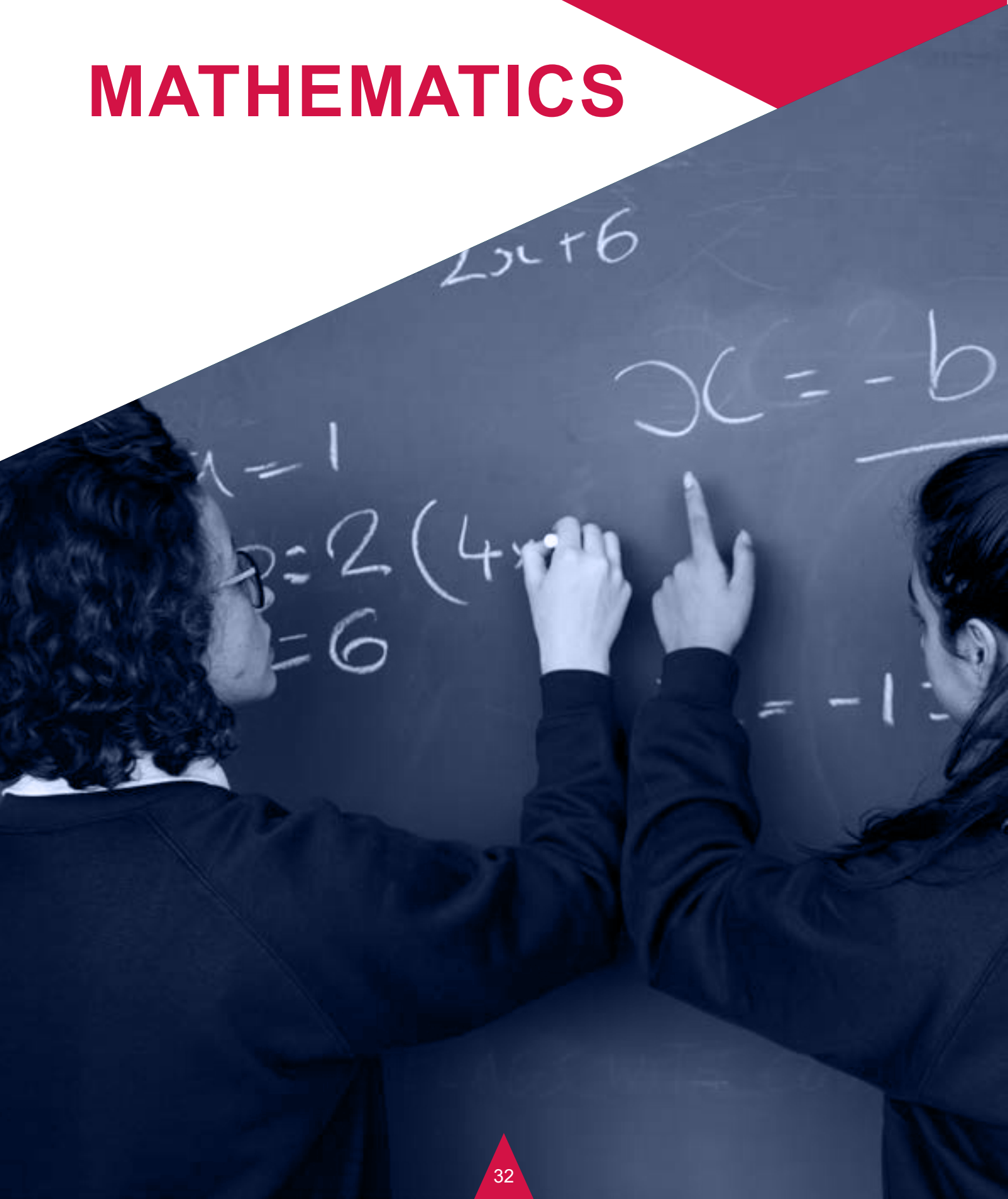
Many of our international students at Billanook College commence their high school journey at Year 10 level. Of these students, many have studied at a language centre in Australia prior to starting at Billanook College, while others have come straight from their country of origin, having been taught English as a foreign language. As a result, the students display varying levels of proficiency in English expression and with structured grammar exercises in reading and writing. Many of the students have experienced limited exposure to listening and speaking skills.

It is therefore, at times, quite a challenge for our students to access the mainstream curriculum and they require a more tailored language program which will enable them to orientate themselves and participate in an Australian school environment. Our aim is to provide a comprehensive English language program that develops and supports international students through skill development as well as preparing students for the challenge of VCE that lies ahead. The course offered at Year 10 focuses largely on written and grammatical skills, essay writing, researching and note-taking as well as engaging students in text studies. There is also an emphasis on presentation skills both oral and written.

YEAR 10: LITERATURE (SEMESTER ELECTIVE)

The study of Literature at Year 10 generally appeals to strong English students who enjoy reading and would like the opportunity to explore challenging literary concepts with like-minded peers. It offers the opportunity to cultivate skills of critical analysis, underpinned by increased philosophical understanding. Texts are chosen from a range of modern and classic poetry, drama, film, short stories and novels. The course provides opportunities for responding to text analytically, creatively, orally and in writing. The skills developed are directly transferable to many VCE courses and provide an ideal background for English, and Literature at VCE level.

MATHEMATICS



LEARNING AREA | MATHEMATICS

YEAR 10



Students in Year 10 may choose to study:

Semester 1

Foundation Mathematics (Year 10)
General Mathematics (Year 10)
Mathematical Methods (Year 10)

Semester 2

Foundation Mathematics (Year 10)
General Mathematics (Year 10)
Mathematical Methods (Year 10)

CALCULATORS: All students (except those studying Foundation Mathematics) will be required to purchase a CASIO Classpad II FX-CP400 CAS calculator.

YEAR 10: FOUNDATION MATHEMATICS

This course is designed for those students who intend to only study Foundation Mathematics in Year 11 and 12. Students studying Foundation Mathematics will not be able to study General Mathematics or Mathematical Methods in Year 11.

The course provides a curriculum that gives relevance and meaning to the learning of mathematical concepts and core concepts of the Victorian Curriculum. Problem-solving and modelling are developed progressively throughout the course. Students who have achieved an average below D over the course of Year 9 Mathematics are encouraged to select this course. Students should be aware that Foundation Mathematics is not always accepted by tertiary institutions as a prerequisite.

Students build on skills from previous years in the areas of Number and Algebra, Geometry and Measurement, Probability and Statistics.

YEAR 10: GENERAL MATHEMATICS

This course is designed for those students who intend to study General Mathematics in Year 11 and Year 12. It focuses more on Statistics, Measurement and Geometry and less on Algebra than Mathematical Methods.

Topics include: Consumer Mathematics, Linear Equations, Measurement, Straight line graphs, Data and Statistics, Number Patterns, Probability and Matrices

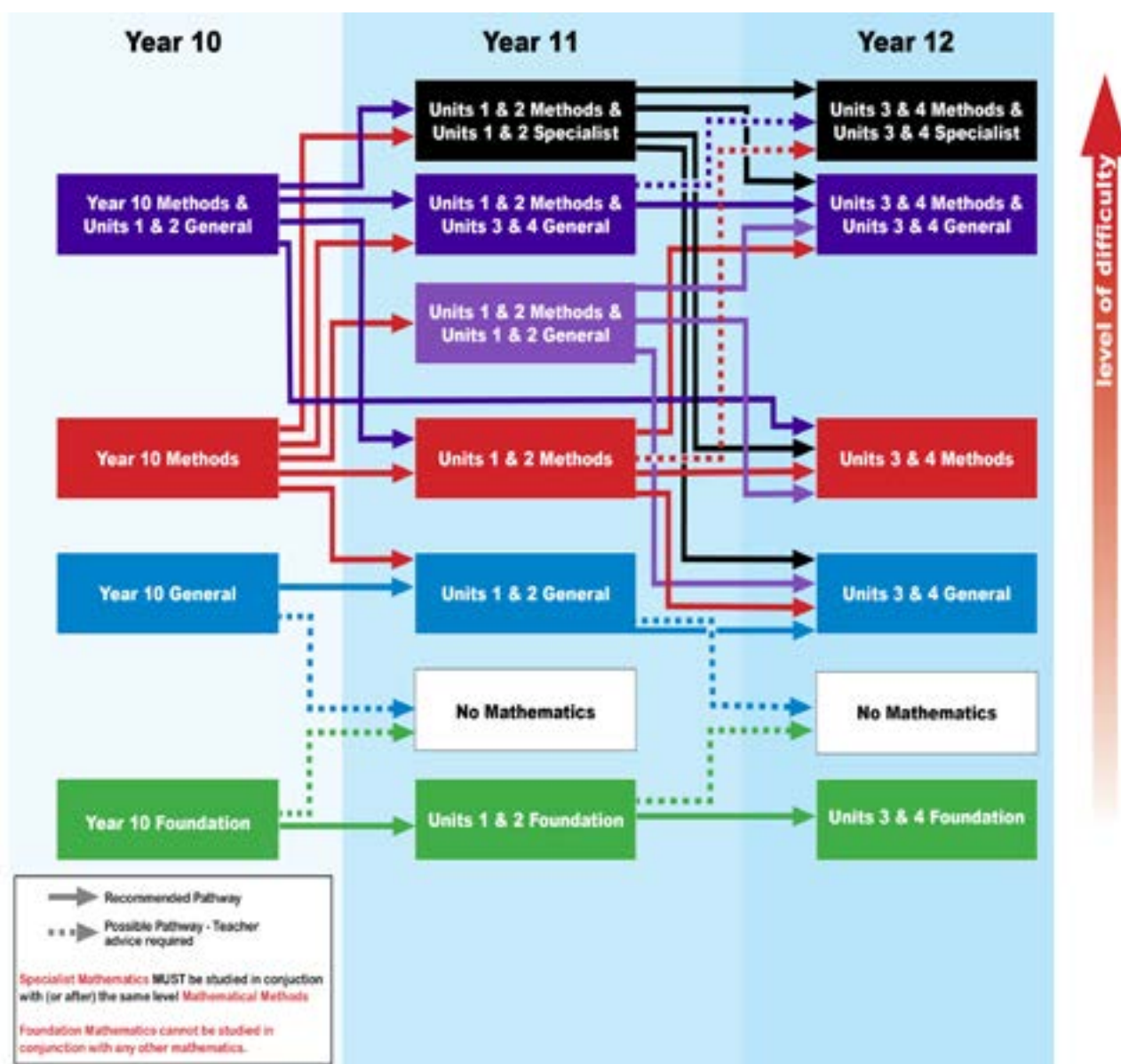
YEAR 10: MATHEMATICAL METHODS

This course is designed for those students intending to continue with a medium to high level of Mathematics in Years 11 and 12. There is a strong emphasis on algebra and algebraic techniques. Successful completion of this subject permits students to go on to study any Year 11 Mathematics.

Topics include: Real numbers, Linear Relations, Trigonometry, Bisection method, Matrices, Quadratic equations and graphs, Logarithms and Polynomials.



Pathways in Mathematics at Billanook College



HUMANITIES





YEAR 10: COMMERCE (SEMESTER ELECTIVE)

This unit commences with a general introduction to the nature of commercial activity and decision making with a focus upon how we, as individuals, make important contributions to the successful functioning of the economy.

With more young people now choosing to establish and run their own businesses as an alternative to becoming employees, the unit then explores what it means to become an entrepreneur as well as key strategies for business success. It gives students a taste of Economics, Business, Legal and Accounting which leads into further study of these subjects at VCE level. Additionally, students will look at the changing work environment and ethical issues in commerce.

Case studies are used to analyse factors that contribute to success in real estate investment, business success and business failure. The unit concludes with students focusing on appropriate financial record keeping for a small cash-based business and assessment of business performance.

YEAR 10: PHILOSOPHY (SEMESTER ELECTIVE)

Philosophy offers students the opportunity to discuss fundamental questions about life, the nature of human beings, and reality. The subject helps to develop skills in critical and reflective thinking, and trains students in giving reasons for their opinions, articulating their views, distinguishing between sound and faulty reasoning, construct and structure academic essays and reading and listening carefully. Many of the skills practiced in Philosophy are transferable to other subject areas.

The Year 10 course provides a useful introduction to some of the key concepts and areas of study in VCE Philosophy.

The Main Areas of Study:

1. Epistemology: what can we know with certainty?
2. The Philosophy of Religion: arguments for and against the existence of God.
3. The Philosophy of Mind and the possibility of Artificial Intelligence.

Students are encouraged to explore the following questions:

- What can we truly know?
- How reliable is the data provided by our senses?
- Might we be dreaming or in a simulation, like *The Matrix*?
- Can we prove that God does or does not exist?
- How do we reconcile the existence of evil with an all-good God?
- What is the nature of the mind?
- Are there non-physical minds or souls besides the physical bodies we perceive with our senses?
- Could a machine possess a mind like you and I, and be conscious?

Students read and analyse texts by philosophers, including Aristotle, Rene Descartes, David Hume, Alan Turing and John Searle.



YEAR 10: GEOGRAPHY (SEMESTER ELECTIVE)

Geography offers students the chance to explore the world we live in and understand our impact upon it. In Geography, students consider the relationships that exist between people and places and examine the concepts of change, distance, distribution, environment, interconnection, movement, place, scale and sustainability. Students also consolidate their geographic skills, make use of geospatial technologies and conduct fieldwork, where they collect and analyse data to draw conclusions.

Fieldwork is an integral part and a highlight of any Geography course. In this unit, two fieldwork excursions will be undertaken, one for each area of study.

In both areas of study, students will be using a digital mapping platform called ArcView Geographic Information System (GIS) to show variations over space and time. GIS is used widely by numerous public organisations such as councils, hazard planners, emergency managers and statisticians; and private businesses that want to gain an edge by analysing spatial information.

Geography in Year 10 will focus on two areas of study:

1. Environment Change and Management examines environmental functions that support all life, challenges to their sustainability and environmental world views. Students investigate a specific types of environment and environmental change as case studies.

Topic 1: Geospatial skills These are the Geographers “toolkit” that help us to describe and explain geographical phenomena. Maps at a variety of scales and types, including GIS and satellite imagery are used.

Topic 2: Our changing climate We examine many and varied pieces of evidence for an enhanced greenhouse effect that is changing the earth’s climate. Effects on different regions such as the Arctic and Australia are investigated, using a wide range of data sources.

Topic 3: Changing ecosystems We examine the effects and management of change on a range of ecosystems, including forests, semi-arid areas and waterways. The effects of bushfires, farming practices and introduced species are studied.

This topic includes a fieldwork day to Kinglake National Park to study the regeneration of this forest and community following the 2009 Black Saturday bushfire.

2. Geographies of Human Wellbeing examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Spatial differences in wellbeing within and between countries are explored.

Topic 1: Contrasts in human wellbeing at a global scale. This topic looks at ways human wellbeing can be measured, and how these contrast between countries. Measurements such as population growth and distribution, income, access to health and education services and life expectancy will be investigated.

Topic 2: Contrasts in wellbeing in urban environments. This topic will compare living conditions in Australian cities to overseas cities in developed and developing countries such as Stockholm, Sweden; Los Angeles, USA, Rio de Janeiro, Brazil and Mumbai, India.

Topic 3: Contrasts in human wellbeing in Australia. This topic will compare and contrast living conditions in selected urban and rural Australian locations, including an indigenous community. Measurements such as access to housing and transport, types of housing, education, employment and recreation opportunities will be investigated.

This topic includes a fieldwork to compare living conditions in the middle eastern and south-eastern suburbs of Melbourne.



YEAR 10: HISTORY (SEMESTER ELECTIVE)

History is a process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is fundamental to understanding ourselves and others. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. It promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations and communicate effectively.

At Billanook you can elect to study this semester-long subject. This subject is an excellent introduction to VCE History and will provide opportunities to develop transferable skills that will support studies of other Humanities and English based subjects.

HISTORY: World War II

World War II was fought from 1939 to 1945 in almost every part of the world. Battles were fought in Europe, Russia, the Middle East, northern Africa, Asia and the Pacific. Although the official numbers are impossible to confirm, historians estimate that around 22 million soldiers died in battle and 38 million civilians were killed. Along with this devastating loss of life, WWII changed the nature of warfare and shifted the political landscape of the world.

In this unit students will examine the causes of the Second World War. They will look at significant events, turning points and experiences including Kokoda and the dropping of the Atomic Bomb. Students will analyse the effects of World War II and its significance in shaping international relationships for the remainder of the Twentieth Century.

Students are encouraged to be close and critical readers of historical representations such as film and other primary and secondary sources in order to develop their own interpretations. They will also develop transferable skills which will provide a strong foundation for further study of Humanities subjects such as History, Philosophy and Geography in Years 11 and 12, as well as complementing studies of English.



YEAR 10: POLITICS AND LAW (SEMESTER ELECTIVE)

This unit offers students an opportunity to explore Australia's political and legal systems, and explore the nature of citizenship, diversity and identity in our society. The subject encourages students to become active and informed citizens and understand how individuals can participate in and sustain Australia's democracy.

Students will develop their skills of investigation, communication and collaboration, and critical and reflective thinking. These skills will support students in across a range of VCE subject areas, including History, Legal Studies, and Philosophy, as well as complementing their studies in English.

There will be three main areas of study in this unit:

1. How the law affects you?
 - Introduction to the Australian legal system
 - Explore how justice is upheld in Australia
 - Critically examine the effectiveness of our court system
 - Consider the impact of international laws
2. What does a good citizen in a cohesive society look like?
 - Understand key aspects of being an Australian citizen
 - Identify the essential elements of a cohesive society
 - Examine social media's impact on citizens' political choices
3. Does Australia have global responsibilities?
 - Understanding of how government is formed within Australia
 - Investigate our global responsibilities
 - Compare our system of government with another around the world

Throughout this unit, students will participate in class discussions, explore experiences of community service, join in debate-style forums akin to a Model UN, and consider a range of case studies to expand their understanding and demonstrate their knowledge.

SCIENCE



LEARNING AREA | SCIENCE

YEAR 10



Core Science runs all year and students will have four lessons of Science each cycle. **Environmental Science** is an elective unit that runs for one semester and has seven lessons of Science each cycle. Students intending to study Sciences in VCE Physics and/or Chemistry and advised to choose the Environmental Science elective.

Forensic Science is an elective unit that runs for one semester and has seven lessons of Science each cycle. Student intending to study Sciences in VCE Biology and/or Psychology are advised to choose the Forensic Science elective.

SCIENCE SELECTION OPTIONS

Students can do Core Science only

Students can select to do both Core Science and a Science elective

Students who are doing Core Science and an elective can also choose to accelerate in a VCE Science that is not associated with that elective

YEAR 10: CORE SCIENCE (COMPULSORY CORE UNIT)

Core Science is aimed at rounding out the essential scientific knowledge and skills developed through Years 7 - 9. The unit will give insights into the types of topics studied in VCE Biology, Chemistry and Physics. In addition, students are encouraged to view information with a critical eye and question where and how information is given to them.

- Students explore Physics through measuring and observing the forces involved in the motion of a car.
- The Chemistry topic introduces the types of chemical reactions and rates of reaction.
- Students look at genetics and inheritance, learning what DNA is made of and how it can account for our continuing evolution.
- Students are introduced to the topics of Psychology with a focus on the benefits of sleep.

Students are encouraged to extend their knowledge and practical expertise throughout the semester. The skills used in designing experiments, measurement, analysis, and use of apparatus are developed throughout the course.

YEAR 10: ENVIRONMENTAL SCIENCE (SEMESTER ELECTIVE)

This unit is **highly recommended** for students intending to study VCE Sciences as it develops important scientific skills and knowledge. All students study a selection of relevant topics from the key science disciplines of Chemistry and Physics.

- Students apply physics ideas to contemporary societal issues: climate change, global warming, and Australian energy needs.
- Students look at the chemistry of water and how chemicals interact with water and how they can be measured.
- Students conduct an in-depth analysis of Billanook's Brushy Creek.
- Students investigate the relevant goals in the United Nations' 2030 Agenda for Sustainable Development.

This is a hands-on, practical-based unit. In studying this unit, it will equip students with many skills for studying VCE Chemistry and Physics.

YEAR 10: FORENSIC SCIENCE (SEMESTER ELECTIVE)

This unit is **highly recommended** for students intending to study VCE Sciences as it develops important scientific skills and knowledge. All students study a selection of relevant topics from the key science disciplines of Biology and Psychology.

- Students apply biology ideas to forensics, such as DNA, blood types, plant and animal cells.
- Students apply psychology ideas to forensics, such as memory, mental health and impact of trauma.
- Students will understand the United Nations' Sustainable Development Goals and how they are relevant to Forensic Science.

This is a hands-on, practical-based unit. In studying this unit, it will equip students with many skills for studying VCE Biology or Psychology.

HEALTH & HUMAN MOVEMENT





YEAR 10: PHYSICAL EDUCATION

Subject Overview

Physical Education at Year 10 is a core course and students will be involved in four periods, per fortnight for the entire year. The aim of Physical Education at Year 10 is to provide students with opportunities to experience a variety of ways in which an individual can be involved in sport and physical activity, whilst stimulating interest in a range of recreational possibilities ranging from playing to coaching and instructional teaching and refereeing. Both core and elective units are offered to allow students to develop important skills and habits for healthy lifestyles and also to choose activities of interest and explore them in depth. Students also have the chance to gain accreditation as coaches and umpires, opening up employment opportunities at local sporting associations.

CORE UNITS (All students will participate in all core units)

International Games

Students will learn the skills and tactics of a range of international sports not often played in Australia. Possible games include NFL Flag Football, Korfbal, Pickleball and European Handball and Lacrosse.

Recreation

During this unit students will learn about different types of physical activity and the guidelines for physical activity and sedentary behavior. This unit will allow students to explore concepts of involvement and promotion of physical activity. Students are required to invent a game and teach it to the class. This provides them with an opportunity to demonstrate and develop the skills of collaboration and communication.

Fitness: Tough Nooker.

Students will participate in a training program that prepares them to complete the Tough Nooker fitness event. Whilst participating in the training program they will learn about the various fitness training methods and physiological changes that enable increased performance.

Health and Nutrition

Students explore the concept of nutrition through a range of engaging and practical activities. They will learn about the function and food sources of vital macro and micro nutrients and the role they play in staying healthy and fit.

ELECTIVE UNITS (Students will choose to participate in two of the below elective options)

AFL Umpiring: Students will have the opportunity to achieve a basic level of accreditation in AFL umpiring as well as a possible opportunity to umpire an Auskick game at half time of an AFL match either at the MCG or Marvel Stadium.

Taekwondo: Students will have the opportunity to learn basic movement patterns unique to Taekwondo. These skills include self-defence and awareness, blocking, striking and de-escalation strategies. Students will be assessed and graded by external providers.

Dance: Students will have the opportunity to both learn and perform hip hop/break dance routines taught to them by a specialist instructor and students will also explore their own choreography and choices of music and presentation.

Sport Science: Students will investigate basic bio-mechanical principles. All theory learnt will be applied in a practical setting with the view to improving performance.

LEARNING AREA | HEALTH AND HUMAN MOVEMENT

YEAR 10



YEAR 10: MY HEALTH, OUR HEALTH, THE WORLD'S HEALTH (SEMESTER ELECTIVE)

Do you have an interest in understanding what it means to be healthy? OR gaining an insight into the various factors that impact the health and wellbeing of people within our own backyard? OR how we can promote health, take social action and make a difference in this world? then this elective is for you.

In “My Health, Our Health, Global Health” students will learn how important health and wellbeing is to themselves, their communities, their nation and within global society. Students will also develop their understanding of the indicators used to measure and evaluate health status, and become familiar with the factors that contribute to variations and inequalities within Australia but also all around the world.

Students will build their understanding of health and wellbeing and health status in a global context by investigating the United Nation's Sustainable Development Goals initiative and examining the actions that individual, national and international organisations are currently taking to promote health and wellbeing.

Whilst this elective provides an ideal pathway for students who are interested in studying VCE Health and Human Development, it also provides students with an opportunity to build their capacity and apply their learning when it comes to health and wellbeing in a positive way.

Please note students will be timetabled seven periods per cycle for this elective and whilst there will be some opportunities for some practical and highly interactive based sessions, majority of the lessons will be theory based.

LANGUAGES





Learning languages broadens students' horizons about the personal, social, cultural and employment opportunities that are available in a globalising world. The inter-dependence of countries and communities requires people to negotiate experiences and meanings across languages and cultures. A bilingual capability is the norm in most parts of the world, especially in Australia's major trading partners - Europe and Asia.

In Year 10, students will extend their learning of language and the role of culture. They will develop skills in communicating about specific topics including expressing information and ideas. The learning will focus on the understanding of language and grammar in context, through authentic texts. Understanding and interpreting texts is introduced through reading and listening tasks. Cultural aspects of the language are explored through the areas of study below. Students will reflect on language use and language learning and how it is applied to other learning areas.

Complex grammatical skills are consolidated in Year 10 and include:

- Complex sentence structure – active and passive sentences
- Conjunctions and connective phrases to show contrast and consequence
- Adverbs and auxiliary verbs – temporal and adverbial phrases
- Textual comprehension – using textual and visual cues to construct and interpret meaning

Learning languages:

- extends literacy abilities and the capacity to communicate;
- contributes to the strengthening of the community's social, economic and international development capabilities
- develops intercultural capability, including understanding of and respect for diversity and difference
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

YEAR 10: GERMAN (YEAR LONG SUBJECT)

Semester 1 - Areas of Study:

- Let's Talk!
- My Dream Home

Semester 2 - Areas of Study:

- Health, Fitness, Nutrition
- Careers and Earning Money
- Media, Technology

YEAR 10: INDONESIAN (YEAR LONG SUBJECT)

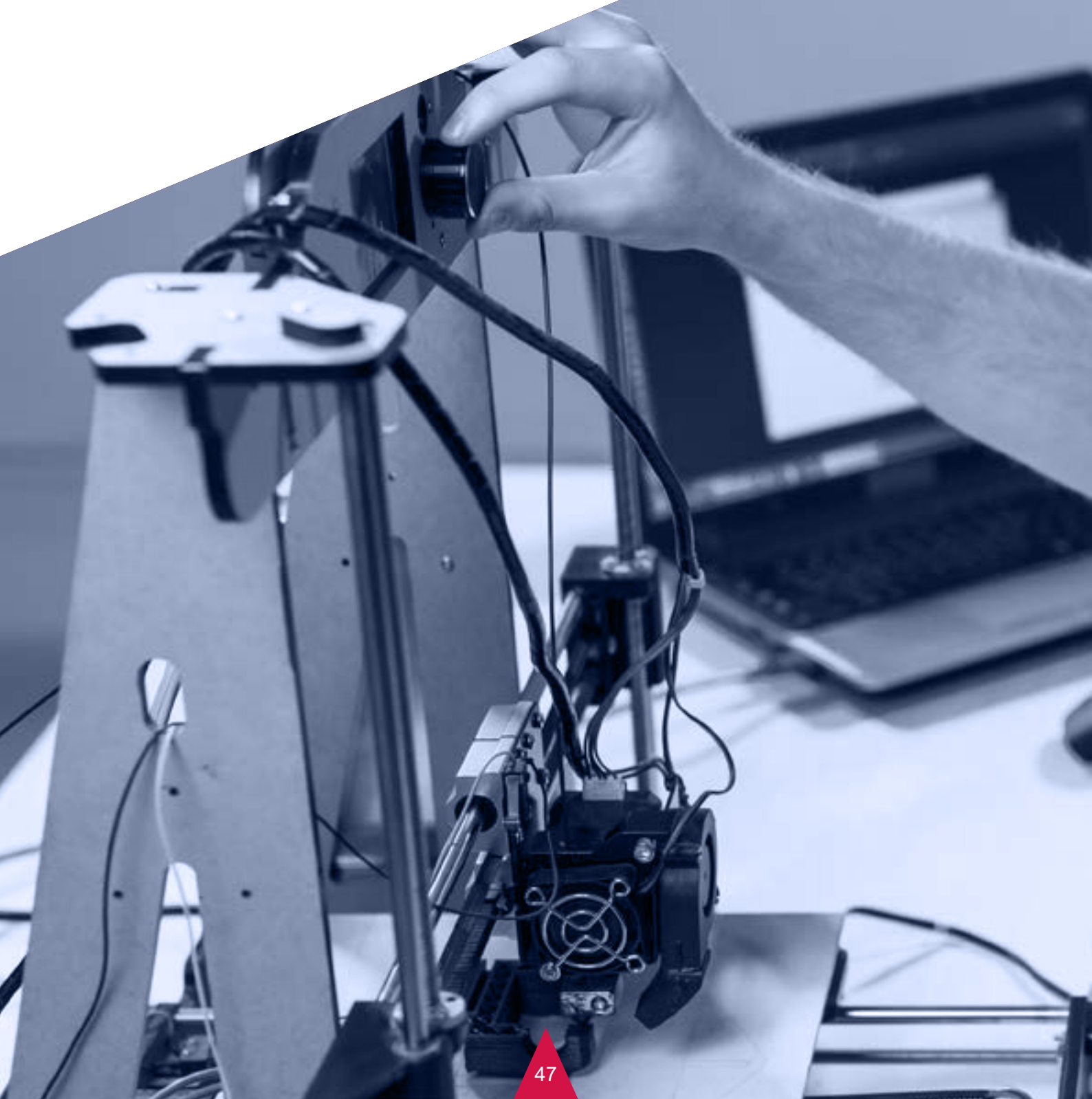
Semester 1 - Areas of Study:

- Youth Culture: Teenagers and Technology
- Film Study
- Life at Home

Semester 2 - Areas of Study:

- Health – Traditional and modern medicine in Indonesia
- Travelling to Indonesia – Geography and tourism

TECHNOLOGY





YEAR 10: FOOD STUDIES (SEMESTER ELECTIVE)

During this semester length unit, students will explore the basic and most commonly used methods of cookery as well as the functional properties of food responsible for many complex processes that dishes rely upon to be achieved. This will be achieved through a variety of investigations, experiments, practical applications, and activities. Following this, world food will be explored through festivals and celebrations. Students will learn about global culture, religious connection to food and sample and create a variety of multi-cultural food.

This unit of study will be assessed through a mini design task following some stages of the design process (investigating, generating and planning and managing), a practical assessment (kitchen procedures) and a connecting analysis.

YEAR 10: PRODUCT DESIGN (SEMESTER ELECTIVE)

Students continue to develop critical and creative thinking skill along with project management skills by following the design process to create design solutions. They have the opportunity to use increasingly sophisticated CAD (Computer Aided Design) and 3D modelling software to produce their designs. Students will critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas.

A wide range of materials, design contexts and manufacturing process are available to students in order design and produce quality solutions. In depth understanding of sustainability concepts are covered through the up-cycling of existing products where students will work to develop new and meaningful uses for otherwise obsolete products. This course prepares students for VCE Product Design and Technology and provides a sound basis for courses in Technological Design and Industrial Design at TAFE and tertiary levels.

YEAR 10: SYSTEMS ENGINEERING (SEMESTER ELECTIVE)

Students have the opportunity to apply their creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication. Students will focus on using the systems engineering process to design and create innovative mechanical and electrotechnical solutions. They will apply advanced understanding of material properties and systems processes to design and develop real world solutions to global problems. They will evaluate design ideas, processes and solutions against criteria for success with a focus upon the need for sustainability.

Students will develop project plans to manage projects individually and collaboratively taking into consideration time, cost, risk and production processes. Many opportunities will be provided for the students to gain skills and experience both traditional and cutting-edge fabrication tools and equipment. The course lays the foundations for VCE Systems Engineering and VET Engineering and provides pathways for those considering an Engineering or trade career.

PERFORMING ARTS





YEAR 10: THEATRE STUDIES (SEMESTER ELECTIVE)

In Year 10 Theatre Studies, students will develop skills in acting and explore how design elements and theatre technology can be implemented to create a variety of effects in performance. They will explore acting and design in relation to different performance styles and gain exposure to a variety of theatrical theorists. Over the course of the semester, students will develop the skills to engage in feedback and reflective dialogue.

The course will focus on the art of creative interpretation. With a focus on Modern Theatre Styles and associated conventions, students will practically explore, develop and interpret a script for performance to an audience. Students will examine the relationship between creative intention, storytelling and actor-audience relationship in range of modes. Through research and exploration activities, students create believable and sustainable characters by focusing on a deeper understanding of characterisation, theorists and the creative process. Students will attend a professional theatre performance and will begin to develop skills of performance analysis.

Students will explore:

- Theatrical Styles and Movements
- Approaches to Acting and Design
- Elements of Theatre Composition
- Production Roles
- Production Process
- Acting Skills and Theatre Technology

What knowledge and skills will I build?

- Communication and collaboration
- Creative problem-solving
- Theatrical Performance and Design skills
- Leadership
- Empathy
- Confidence
- Critical thinking

How will I be assessed in this subject?

A range of school-based assessment tasks including:

- Performance Analysis
- Theatre Styles Journal
- Theatre Design
- Theatrical Performance and Production

Advice and Pathways

This subject will suit you if you enjoy:

- Working practically and collaboratively
- Working creatively on your own and with others
- Problem solving
- Exploring psychology and the human condition through story telling
- Performing
- Theatre technology and design

This subject can lead to tertiary courses in the following areas:

The core skills developed through Theatre Studies will support your learning and experience in all aspects of post-secondary education and life.

There are direct pathways from Theatre Studies to courses in Acting, Direction, Theatre Performance, Fashion Design, Theatrical Design, Theatre Technologies, Stage Management, Event Management, Education.

This subject can lead to a career pathway in the following areas:

At its very core, Theatre Studies develops employability skills in critical thinking, empathy, confidence, technology, leadership, connection, collaboration, communication, global citizenship and creativity.

Other subjects that complement this subject include:

- Music
- Visual Arts
- Literature
- Philosophy
- Psychology
- Media
- Technology



YEAR 10: MUSIC (SEMESTER ELECTIVE)

Year 10 Music is a practical and creative subject that actively engages students in all aspects of music: performance, composition, listening, and responding. Music is an integral part of all cultures from the earliest of times, expressing and reflecting human experience. A study of music enables students to strengthen their own relationship with music and to be personally enriched as they develop greater control of their own musical expression.

Every musician aims to discover their own voice. Firstly, through their own instrument, then by exploring the music which affects and inspires them. This subject examines performance and composition as students study the elements and devices used by musicians across a range of styles. This is a subject in which students create music through composition, solo and group performance – a practical unit based on developing strong listening and technical skills.

What knowledge and skills will I build?

- Practical experiences in music performance
- Composition and recording techniques
- Critical listening and responding to sound
- Examining the theoretical underpinnings of Music

How will I be assessed in this subject?

A range of assessment tasks including:

Group Performances; Solo Performances, Aural, oral, written and practical responses; Musical composition.

Advice and pathways

This subject will suit you if you enjoy;

- Performance;
- Composition and Recording;
- Listening, analysing and responding to Music; and
- Working practically and creatively.

This subject can lead to tertiary courses in the following areas;

The core skills developed through studies in Music will support your learning and experiences in all aspects of post-secondary education and life. There are direct pathways from VCE Music to courses in Creative Industries, Performance, Composition, Sound Design, Audio Engineering, Event and Artist Management, Arts therapy, Education.

This subject can lead to a career pathway in the following areas;

At its very core, the study of Music develops employability skills in critical thinking, confidence, technology, leadership, connection, collaboration, communication and creativity. The career prospects from this subject are broad. In terms of career pathways examples (not limited to this list) include; Creative Industries Practitioner, Arts Marketing and Promotion, Performer, Composer and sound designer, Audio technician, Performing Arts Educator, Music therapist.

Other subjects that complement this subject include;

- Music
- Visual Arts
- Literature
- Philosophy
- Psychology
- Media
- Technology

VOCATIONAL EDUCATION AND TRAINING

CERTIFICATE III MUSIC



This is a course that is tailored to the student's personal musical experiences and offers an opportunity to develop individual strengths and passions. The VET Music Industry course develops performance, event management, and entertainment business skills delivered through a series of real world experiences. Music is both an industry and an art form, meeting cultural and recreation needs while also offering opportunities across many sectors: recording, publishing, retail, music business, entertainment, radio, television, film, video, advertising, software development, multimedia, teaching, and of course, performance. It provides an opportunity for depth and breadth in preparing for the diverse world that is music and entertainment - performance, technology, business and marketing.

This is a two-year course offered as a Unit 1 - 4 sequence.

UNITS 1 & 2 DESCRIPTION

Classes work through industry simulation activities including:

- performance
- marketing
- event management
- song writing
- recording

UNITS 3 & 4 DESCRIPTION

In the second year of the course, students work to develop their own personal voice in either group or solo performance contexts.

They undertake industry simulation activities in live performance, stagecraft, improvisation, and develop a program that reflects real music industry contexts.

Advice and pathways

This subject will suit you if you enjoy:

- Making music - of any style
- Performance
- Songwriting and composition
- Recording
- Working practically and creatively.
- Organising events
- The opportunity to make choices about your own learning

This subject can lead to tertiary courses in the following areas:

As a nationally recognised qualification, Certificate III in Music Industry is a direct pathway to further tertiary courses in Creative Industries, Performance, Composition, Sound Design, Audio Engineering, Event and Artist Management, Arts therapy, Education. The VCE VET Music program enhances employment prospects across the broad range of entertainment related industries

This subject can lead to a career pathway in the following areas:

At its very core, the study of Music develops employability skills in critical thinking, confidence, technology, leadership, connection, collaboration, communication and creativity. The career prospects from this subject are broad. Pathways might include; Creative Industries Practitioner, Arts Marketing and Promotion, Performer, Composer and sound designer, Audio technician, Performing Arts Educator, Music therapist, Business and Events Management.

What knowledge and skills will I build?

- Practical experiences in music and entertainment industries
- Composition and recording techniques
- Performance skills
- Promotion, marketing and business management
- At the heart of the course is the development of collaboration, communication and resilience

How will I be assessed in this subject?

This is a competency-based course that is assessed through: Performances, oral and written responses, and practical observation.

VCE subjects that complement this subject include:

- Theatre Studies
- Visual Arts
- Media
- Philosophy
- Technology
- Physics

VISUAL ARTS





Students interested in taking Visual Arts subjects at VCE are encouraged to take at least three Visual Arts electives at Year 10.

Students are able to select any Visual Arts subject in consecutive semesters as the courses are tailored to adapt to individual student directions in a studio-based approach.

YEAR 10: MEDIA (SEMESTER ELECTIVE)

Media at Year 10 leads to VCE Units 1 - 4, Media.

Our students are growing up in a time in which their understanding of the world and how to live in it is highly influenced by the media. Year 10 Media caters for both the student who is interested in following Media through to VCE and beyond and, those who may be interested in improving their skills and passion in communication as a life/vocation skill.

Media is a highly practical and creative study designed to enable students to develop practical skills, individual directions and a critical understanding of the mass media. All theoretical understanding is put into practice through the development of practical skills as students investigate media processes and techniques.

Student participate in a number of practical skills-based tasks within the framework of producing Media Products such as:

- mini-documentaries
- short genre films
- photography portfolios
- print and online publications
- animation

Media Analysis such as:

- Narrative and story-telling techniques.
- Media Issues (such as: advertising and ethics);
- Changing Media Technologies;
- Audience engagement.

This is a subject in which students create, explore and develop a passion.

Relationship to VCE Units

Students interested in Media, Visual Communication Design, Art-Creative Practice and Art- Making and Exhibiting will find this unit provides a useful background to skills, subject terminology and techniques.

This subject may lead to careers in:

Journalism, Photography, Film-making, Advertising, Scriptwriting, Animation, Computer Graphics, Graphic Design, Multi-Media, Stage and Set Design, amongst a growing industry of new areas.



YEAR 10: TEXTILES (SEMESTER ELECTIVE)

WEARABLE ART AND FASHION

In this unit, students produce garments made to their own design requirements, using both machine and hand techniques. Students learn how to take measurements, read a pattern and create fashion design ideas through to completion, applying their own creative ideas. They will have the opportunity and aesthetic experience of selecting, creating and buying their own fabric.

Fashion Design and Illustration is introduced to students, to develop their creativity and use the design process. They will explore and experiment with different styles, designs, materials and techniques. A variety of media may be explored with a view to creating Wearable Art pieces and/or their own Fashion Label with a focus on Sustainable Fashion. Understanding the use of colour and shape will be an integral part of the unit.

Students will be taught the correct use and maintenance of sewing machines, over lockers and dressmaker dummies. They will record their creative ideas, processes and products with a sketchbook, documenting samples, inspiration, techniques and procedures. Personal and social learning will occur through reflecting on and evaluating the creative process, participation in structured group interactions and the development of higher thinking skills such as reasoning, reflection and inquiry.

Social, cultural and artistic values will be explored through the history of art, fashion and clothing, with an emphasis on the 20th Century. Critical and aesthetic awareness will be developed through the investigation and examination of the works of Australian and international fashion designers. A language of art will be used to develop skills in presenting and justifying personal interpretations and opinions about textile works. An overview of careers in the textile, clothing and fashion industry will be presented to students. The contribution of textiles and fashion to society will be examined, focusing on contemporary and traditional forms and how they reinforce and challenge social, cultural and artistic values.

Relationship to VCE Units

Students interested in Media, Visual Communication Design, Art-Creative Practice and Art- Making and Exhibiting will find this unit provides a useful background to skills, subject terminology and techniques.

This subject may lead to careers in:

Fashion Design, Fine Arts, Costume Design, Visual Arts, Sculpture, Art and Design, Dressmaking, Tailoring, Millinery and Visual Merchandising amongst a growing industry of new areas.



YEAR 10: VISUAL ARTS (SEMESTER ELECTIVE)

Visual Art at Year 10 leads to VCE Units 1 – 4, Art Creative Practice (formally Art) and Art Making and Exhibiting (formally Studio Art). It is advisable to complete this unit as preparation for VCE studies.

This unit consists of a combination of skill based and creative activities that explore a range of media, techniques and art forms and the way in which various artists have used these.

The course enables students to gain skills, practical experience and confidence in handling and working with a range of 2-D and 3-D materials and techniques.

Students may work within the disciplines of:

- Painting
- Drawing
- Printmaking
- Sculpture
- Textiles
- Digital Art

The course has a studio-based approach where students are immersed in a range of creative approaches and are also provided with the option to specialize and develop their own creative art process. It will encourage students to select and mix media with which to explore self-expression.

Students will keep a visual diary, which is used for development of themes and ideas for studio works, including a record of progress, problem solving, inspiration and experimentation.

The course helps the participants to develop the investigative ability necessary to prepare them for Year 11 and 12 Art Studies. They study contemporary artists' works to develop artistic appreciation and the ability to analyse the art elements and principles within artworks.

Final grades for practical assessment tasks (studio work) will be derived from both the student's developmental work (visual diary) as well as their finished piece/s.

Relationship to VCE Units:

Students interested in Media, Visual Communication Design, Art-Creative Practice and Art- Making and Exhibiting will find this unit provides a useful background to skills, subject terminology and techniques.

This subject may lead to careers in:

Fine Arts, Art and Design, Graphic Design, Set Design, Advertising, Illustration and Visual Merchandising amongst a growing industry of new areas.



YEAR 10: VISUAL COMMUNICATION DESIGN (SEMESTER ELECTIVE)

Visual Communication Design at Year 10 leads to VCE Units 1 - 4 Visual Communication Design.

This Visual Communication Design course is broad based, combining the skills and techniques associated with three key design fields: Communication, Environmental and Industrial design. Students work through a range of practical tasks that aim to develop a broad range of design skills.

Tasks may include:

- communication design including branding/logo design;
- environmental design including interior, landscape and architectural design
- industrial design - product design and furniture design

The course is designed to integrate thinking and doing and to utilise a wide range of knowledge. Students use their imagination and creativity to express their own ideas and learn to communicate visually. The unit combines traditional methods such as manual freehand and technical drawing with contemporary methods such as computer aided design.

Students will keep a visual diary, which is used for documenting research, generating ideas and developing concepts for design tasks.

Final grades for practical assessment tasks will be derived from both the student's design process (visual diary) as well as their finished presentation/s.

Relationship to VCE Units

Students interested in Media, Visual Communication Design, Art - Creative Practice and Art - Making and Exhibiting, will find this unit provides a useful background to skills, subject terminology and techniques.

This subject may lead to careers in:

- Graphic Design
- Advertising
- Architecture
- Interior Design
- Industrial Design
- Computer Graphics (CAD)
- Landscape Design
- Multi-Media
- Stage and Set Design
- Sign Writing
- App/Web Design
- User Experience (UX) Design
- User Interface (UI) Design, amongst a growing industry of new areas.

PASTORAL & WELLBEING PROGRAM





STUDY SKILLS

SENIOR SCHOOL PASTORAL AND WELLBEING PROGRAM



YEAR 10: STUDY SKILLS

Study Skills is designed to help students develop their organisational skills and strategies to assist them to engage in their learning in the Senior School classroom.

Executive functioning skills are targeted alongside supporting students to address the subject curriculum taught within their timetabled classes. Specifically, this includes transitioning from Middle to Senior School, managing their increasing workload, fostering communication with their teachers and support staff and building their capacity to show their learning ability through completion of assessment tasks.

Individualised support is provided through development of a Personal Learning Goal, where each student develops and works towards achieving a self-selected goal with the support of their Learning Enhancement Teacher and Learning Assistants.



JOURNEY: ASPIRE

SENIOR SCHOOL PASTORAL AND WELLBEING PROGRAM

Aspire is derived from the Latin term 'spirare', meaning 'breathe'. It is essential for life. If you are not aspiring for something, anything, then what are you doing with your life?

The Purpose:

Supporting our Senior School students to jump forward in their lives, to set goals and strive for them, to be the best that they can be.

The Aspire Program aims to promote our School's Core Objectives. It is a place where we can explicitly and continuously display our commitment to:

- a sense of community
- life-long learning
- equity and social justice
- acceptance, care and compassion
- the environment
- global awareness
- challenge

The Research:

The program is based on the research and works of:

Carol S Dweck: Fixed versus Growth Mindsets, Martin E P Seligman: Positive psychology, Jon Kabat-Zinn: Mindfulness, mindfulness-based stress reduction and Daniel H Pink: Motivation

Year 10 Aspire: Life Is A Journey Look After Yourself

Year 10 marks a significant transition into Senior School and, for some, into VCE. The Aspire program aims to help the students understand and manage these changes.

Mentor Sessions

Mentor sessions are designed to allow small groups of students to investigate, discuss and develop their understanding in the key areas of study habits, exam preparation, relationships, positive/negative risk taking, pathways (future planning and career development which is linked to VCE subject selection).

Community and Life Skills

This program includes volunteering with the prep class and camp preparation, Work Experience, Job Camp, Tours and Industry Experience as part of the EXIT Program.

GLOSSARY

THE A-Z OF VCE



There are a lot of technical terms and concepts that are apparent within the VCE. Below are key terms related to the VCE to help upskill and develop your understanding of the VCE, whilst also assisting to understand some terms in this handbook.

A

ATAR (AUSTRALIAN TERTIARY ADMISSIONS RANK)

The ATAR is calculated by the Victorian Tertiary Admissions Centre (VTAC) on the basis of study scores and is presented as a ranking between 0.00 and 99.95 in intervals of 0.05. Your ATAR is developed from an aggregate of up to 6 VCE scaled study scores. The ATAR is calculated from an aggregate produced by adding together your highest scaled study score in one of the English studies, the highest scaled study scores for three additional studies and 10% of the scaled study scores for the 5th and 6th studies. The ATAR is an estimate of the percentage of the population that you out performed. So, if you receive an ATAR of 60, it means you performed better than 60% of the students that year.

D

DES (DERIVED EXAMINATION SCORE)

Students who are ill or affected by other personal circumstances at the time of a VCE external assessment and whose result is unlikely to be a fair or accurate indication of their learning or achievement in the study may apply for a DES. If their application is approved, a DES will be calculated by the VCAA. The purpose of a DES is to ensure that a student's final result for an external assessment reflects as accurately as possible the level of achievement that would be expected based on the learning and achievement the student has demonstrated in the study over the year. Students would need to supply evidence to be eligible for DES.

E

ENGLISH GROUP

In order to obtain your VCE you must complete 3 Units from the English group with two of which must be a Unit 3 and 4 sequence. The English group includes subjects such as English, English as an Additional Language (EAL), Literature and English Language etc.

EXTERNAL ASSESSMENT (EXAMINATIONS)

External assessments are set and marked by the VCAA. They are the same for all students taking the same VCE study. Usually this will be an exam whether written, oral, performance or in an electronic format. External assessments are marked by assessors who are experts in their area of study. All VCE studies are marked to the same standard and there are multiple checks to make sure that marking is fair.

G

GAT (GENERAL ACHIEVEMENT TEST)

All students studying at least one Unit 3 and 4 VCE study (or scored VCE VET study) must sit the General Achievement Test (GAT). The GAT measures your general knowledge and skills in written communication, mathematics, science, technology, humanities, the arts and social sciences. Although the results do not count directly towards your VCE results, they play an important role in checking that school-based and external assessments have been fairly and accurately assessed. The GAT may also be used to determine Derived Examination Scores (DES) for students who are ill or affected by other personal circumstances at the time of a VCE external assessment and whose result is unlikely to be a fair or accurate indication of their learning or achievement. From 2022 students will be sitting a newly reformed GAT where they will have their literacy and numeracy skills measured against new standards. The new standards will indicate whether students have demonstrated the literacy and numeracy skills typically expected of someone completing their secondary schooling giving another indication of their readiness to move onto further education, training or employment.



INTERNAL ASSESSMENT

Internal assessment are set by your teacher and include School-assessed Coursework (SAC) that is completed at school, and School-assessed Tasks (SAT) that are completed at school and home. These are marked at your school. The VCAA checks the marks to make sure that all schools in Victoria are marking to the same standard. You can read about the rules for marking/assessment on the VCAA website, or you can ask your teachers.

J

J SCORE

If a student is no longer attending a VCE unit but they have not officially withdrawn by signing a Student Exit form, the symbol J will be included on VASS. The J result can only be used if the student is no longer attending class OR has not submitted work for assessment.

K

KEY KNOWLEDGE

The knowledge that student's need to develop within each VCE unit. Each VCE study (subject) has a Study Design which outlines the Key Knowledge that student's need to develop in order to gain a satisfactory outcome for the VCE study.

KEY SKILL

What the student has to demonstrate within each VCE unit. Each VCE study (subject) has a Study Design which outlines the Key Skills that student's need to demonstrate in order to gain a satisfactory outcome for the VCE study.

M

MODERATION

Statistical moderation is a process applied by the Victorian Curriculum and Assessment Authority (VCAA) to the scores awarded by teachers for school-based assessments. This process aligns schools' assessments to the same standard, while maintaining the students' rank order given by the school. The VCAA uses statistical moderation to ensure that school-based assessments given by different schools are comparable throughout Victoria. This supports school-based assessment results to be part of the Australian Tertiary Admission Rank (ATAR) calculation.

N

NA (NOT ASSESSED)

NA (Not Assessed) indicates that the School-assessed Coursework (SAC), School-assessed Task (SAT) or Examination was not undertaken or submitted.

N (NOT SATISFACTORY)

The student will receive an N (not satisfactory) for the unit when one or more of the following occurs: the work does not demonstrate achievement of the outcomes; OR the student has failed to meet a school deadline for the assessment task, including if an extension of time has been granted for any reason, including Special Provision; OR the work cannot be authenticated, for example through lack of attendance; OR there has been a substantial breach of VCAA rules and the school's rules and procedures.



O

ORAL EXAMINATION

External performance examination that may take place in Unit 3 and 4 language studies. These oral examinations are set and marked by the VCAA assesses who are experts in their area of study and contribute to. All VCE oral examinations are marked to the same standard.

OUTCOMES

What students are expected to know and be able to do by the time they have finished a VCE unit.

P

PERFORMANCE EXAMINATION

External performance examination which contributes to the student's study score where students present a live performance, either as a single performer (as a solo performance or as the only assessed performer within a music group), or in a music group of between two and 10 performers.

PREREQUISITE

Prerequisites are studies you must have completed to be eligible for selection to a course. Most prerequisites for courses in Course Search are Victorian Certificate of Education (VCE) studies. If a course specifies 30 in a Unit 3 and 4 of a study as a prerequisite, this means that a minimum VCE study score in that subject is required, with at least two graded assessments higher than UG. Some courses may specify a higher VCE study score.

R

RANKING

Ranking is an indicator of your performance in comparison to the other students studying a subject at your school. If you obtained the highest total SAC marks, you'll be given a rank of 1 in that subject. If you obtained the seventh highest results in your SACs, your rank in that subject will be 7.

S

SAC (SCHOOL ASSESSED COURSEWORK)

Assessment used to assess a student's level of achievement. Tasks are selected by the school from the designated Unit 1-4 study design.

SAT (SCHOOL ASSESSED TASK)

Occurs in studies where products and models are assessed.

SATISFACTORY

Certifies that a student has achieved the outcome for a unit. If a student does not satisfactorily complete a unit, they will receive an N (not satisfactory).

SCALING

Scaling adjusts for the fact that it is more difficult to obtain a high VCE study score in some studies than others. This is not because some studies are inherently harder or easier, it is because some studies attract a more competitive cohort of students. Scaling ensures that students are neither advantaged nor disadvantaged based on the studies they choose. All VCE study scores are scaled by the Victorian Tertiary Admissions Centre (VTAC).



SEAS (SPECIAL ENTRY ACCESS SCHEME)

The umbrella program for special consideration to gain access and places at participating VTAC institutions.

SEQUENCE

A sequence is two units of one subject in one year. Unit 3 & 4 subjects can only be completed as a sequence; hence selection of your subjects is of utmost importance as you cannot change half way through the year. Unit 1 & 2 subjects may be completed as independent units.

SPECIAL PROVISIONS

Students may be eligible for special provisions if, at any time, they are adversely affected in a significant way by: an acute or chronic illness (physical and psychological), factors relating to personal circumstance, an impairment or disability, including a learning disorder.

STUDIES

The subjects available in the VCE.

STUDY DESIGN

Each VCE study (subject) has a study design which outlines the curriculum across Unit 1-4 for the specific study. The study design includes the key knowledge, key skills, assessment advice and teacher support material which plays a key role in enabling schools to deliver the VCE to senior secondary students.

STUDY SCORE

If you obtain at least two graded assessments and achieve an S for both Units 3 and 4 in a study in the same year, you will receive a study score. A study score is a number between 0 and 50 that indicates your ranking in terms of all students doing that study in that year. A score between 0 and 50, showing how a student performed in a VCE study or scored VCE VET program, relative to all other students. Calculated using the scores achieved in each of the graded assessments for the study two for VCE VET and three for VCE.

U

UG (UNGRADED)

UG (Ungraded) means that the score was too low to be assigned a grade.

UNITS

The parts of a study in the VCE. There are usually four units in a study and a unit takes one semester to complete.

UNSCORED VCE

Students are marked satisfactory (S) or non-satisfactory (N) based on their VCE school-based coursework, however select NOT to sit their end of year exams for each subject. Consequently, the student doesn't receive an ATAR score, however receives their VCE certificate at the end of the year if they have satisfactorily completed the coursework in 16 VCE units.

V

VCAA (VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY)

Organisation that manages the VCE and VCAL.

VCE (VICTORIAN CERTIFICATE OF EDUCATION)

The VCE is a two-year certificate, which is primarily designed to give students in Victoria the opportunity to apply for tertiary education or seek employment.

GLOSSARY

THE A-Z OF VCE



VCE VOCATIONAL MAJOR (VM)

A two year applied VCE learning pathway, whereby you get the skills for work and life and hands-on experience in one or more industries, finishing schooling with an employability edge. VCE VM pathway must include a VET and it is also worth noting that the VCE VM subjects do not receive a study score so they will not count towards your ATAR.

VET (VOCATIONAL EDUCATIONAL AND TRAINING)

VCE VET programs focus on providing practical skills for work. VCE VET programs are VET qualifications approved by the VCAA following consultation with schools, industry and training providers. They lead to nationally recognised qualifications and provide an opportunity for students to receive credit towards their VCE or VCAL. Some VCE VET programs offer scored assessment, most provide structured workplace learning and recognition. This is clearly stated on each program page.

VIRTUAL SCHOOL VICTORIA

Virtual School Victoria (VSV) is a provider of distance education in Victoria. It provides students with access to subjects otherwise not offered to them at their home school.

VICTORIAN SCHOOL OF LANGUAGES

Victorian School of Languages provides language programs for areas of study not available at a students home school.