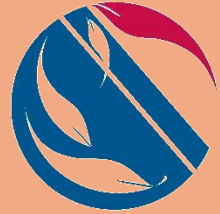


YEAR 10 SUBJECT SELECTION HANDBOOK



Greensborough
COLLEGE

STRIVE FOR EXCELLENCE



At Greensborough College we “Strive for Excellence”

We educate the whole person through focusing on:

Academic Achievement, Social and Emotional Learning and Careers and Pathways.

Principal

Ms. Pauline Barker

Assistant Principals

Ms. Rose Thomson - Teaching and Learning

Mr. Louis Turner - Inclusion, Engagement and Wellbeing

Middle Engagement and Well-being Leader

Mr. Callum Harber

Pathways Practitioner

Ms. Jane Alexander

High-Ability Programs Coordinators

Mr. Lachlan Kafer and Ms. Rose Thomson

Greensborough College

Website: <https://www.greensc.vic.edu.au/>

Phone: (03) 9433 2666

Email: greensborough.sc@education.vic.gov.au

Postal Address: Nell Street, Greensborough VIC 3088

Administration Address: Nepean St, Greensborough VIC 3088

How to use this guide:

The Contents page features a linked menu which allows you to click on the subject name and jump to its full description.

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Principal's Message

As you enter Year 10 you are entering a new stage in your education. You now have more control over the subjects you study through the electives you choose. This is an opportunity to start actively shaping your future and taking a step up towards adulthood.

In Year 10 you will consider how you want your future to look. You will examine possible careers and be given the chance to develop new skills and interests. As a school, we will support you in mapping out possible pathways to your future. You will undertake a week of Work Experience that will give you an insight into full time employment.

When considering your future, remember that the more you make out of your time at school, the greater the range of choices. You have the chance to participate in a wide range of additional activities at school. You could join a sporting team, take up debating or participate in a musical production. You can also have an active voice in how the school operates. We value the contribution students make through the Student Leadership Program, Student Representative Council. Participating in additional programs at school gives you the chance to develop your skills in areas as leadership, decision making and creativity.

In this handbook you will find information on subjects offered, information on special programs and general information about the College.

The School Council and staff in the College take pride in the achievements of our students. I encourage you to celebrate your achievements and the achievements of your peers throughout your schooling at Greensborough College.

Pauline Barker
Principal



Year 10 Program Structure

Students must study:

- English (Year-long subject)
- Mathematics (Year-long subject)
- Connect (Year-long subject)
- 1 Semester of History
- 1 Semester of Health & Physical Education and in the alternate semester, either Outdoor Education or Sports Studies. **PLEASE NOTE:** ADP students must select the year-long elective '**Athlete Development Program**'. ADP students can also select additional Health & PE electives if they wish.
- 1 Semester of Science.

Students can choose from the following ELECTIVE subjects: (Semester-long)

YEAR 10 ELECTIVE HEALTH AND PHYSICAL EDUCATION (must choose from 1)

- Outdoor Ed
- Everyday Movement

Year 10 ELECTIVE SCIENCE (must choose at least 1)

- Analyse This: An introduction to Psychology
- Atomic Chemistry & Physics
- Environmental Science
- Everyday Science
- Life Sciences: Biology & Chemistry of Life

YEAR 10 ELECTIVE ARTS

- Art Making and Exhibiting – Painting and Drawing
- Art Making and Exhibiting – Sculpture
- Drama
- Fashion Design
- Media
- Music
- Visual Communication Design

YEAR 10 ELECTIVE HUMANITIES

- Business and Economics
- Rights or Wrongs

YEAR 10 ELECTIVE INTERDISCIPLINARY

- Literature – Dystopia & Shakespeare
- Literature – Crime & Mysteries
- Literature
- Philosophy
- Real World Coding

YEAR 10 ELECTIVE TECHNOLOGY

- Automotive / Systems Engineering
- Woodwork Materials Technology
- Café Culture
- Patisserie

Students can choose from the following PROGRAMS: (Year-long)

- Italian
- Athlete Development Program (ADP)
- Music Development Program (MDP)

Year 10 Possible Pathways

Please refer to the following Year 10 Programs students may choose to follow.

Pathway One – Mainstream Year 10 Program

SEMESTER ONE	ENGLISH	MATHEMATICS	PHYSICAL EDUCATION and HEALTH	HISTORY	ELECTIVE	ELECTIVE
SEMESTER TWO	ENGLISH	MATHEMATICS	PE ELECTIVE (Outdoor Ed or Sports Studies)	ELECTIVE	ELECTIVE	ELECTIVE

Pathway Two – Year 10 Athlete Development Program (ADP)

SEMESTER ONE	ENGLISH	MATHEMATICS	ADP	HISTORY	ELECTIVE	ELECTIVE
SEMESTER TWO	ENGLISH	MATHEMATICS	ADP	ELECTIVE	ELECTIVE	ELECTIVE

(Students in the Athlete Development Program (ADP) must select the year-long Athlete Development Program (ADP) elective and can select additional Health & PE electives)

Pathway Three – Year 10 Italian

SEMESTER ONE	ENGLISH	MATHEMATICS	PHYSICAL EDUCATION and HEALTH	ITALIAN	HISTORY	ELECTIVE
SEMESTER TWO	ENGLISH	MATHEMATICS	PE ELECTIVE (Outdoor Ed or Sports Studies)	ITALIAN	ELECTIVE	ELECTIVE

Pathway Four – Year 10 Music Development Program (MDP)

SEMESTER ONE	ENGLISH	MATHEMATICS	PHYSICAL EDUCATION and HEALTH	MDP	HISTORY	ELECTIVE
SEMESTER TWO	ENGLISH	MATHEMATICS	PE ELECTIVE (Outdoor Ed or Sports Studies)	MDP	ELECTIVE	ELECTIVE

Pathway Five – Year 10 Program with a Unit 1&2 VCE or VET Subject

SEMESTER ONE	ENGLISH	MATHEMATICS	PHYSICAL EDUCATION and HEALTH	Unit 1 VCE or VET	HISTORY	ELECTIVE
SEMESTER TWO	ENGLISH	MATHEMATICS	PE ELECTIVE (Outdoor Ed or Sports Studies)	Unit 2 VCE or VET	ELECTIVE	ELECTIVE

Pathway Six – Year 10 Program with combination of any 2 Year-long programs

SEMESTER ONE	ENGLISH	MATHEMATICS	PHYSICAL EDUCATION and HEALTH	Unit 1 VCE/VET ADP MDP Italian	ADP MDP Italian	HISTORY
SEMESTER TWO	ENGLISH	MATHEMATICS	PE ELECTIVE (Outdoor Ed or Sports Studies)	Unit 2 VCE/VET ADP MDP Italian	ADP MDP Italian	ELECTIVE

Why study a VCE Unit 1 & 2 or VET Subject in Year 10?

Students will be invited to submit an application to undertake a VCE or VET subject in Year 10 (*subject to student suitability which will be assessed through analysis of student data*).

There are several reasons why a Year 10 student may decide to study a VCE or VET subject in Year 10. You will be a suitable candidate if:

1. You can maintain the pace, workload and standard required in a Year 11 subject. For some, this is a taste of the rigour of VCE, for others, this option may cause unnecessary stress when added to the demands of the Year 10 course.
2. You have demonstrated strengths in the subject area of your proposed VCE or VET study.
3. You are self-motivated with sound organisational skills.

Completing a Year 11 VCE/VET subject in Year 10 allows you to study a Year 12 subject in Year 11. Your ATAR will be calculated using 6 rather than 5 subjects, providing you with an extra 10%. The Australian Tertiary Admission Rank (ATAR) is the system used to compare and rank all VCE students in Australia against each other. The ATAR enables universities to compare applicants for entry to their courses.

Accelerating a subject does not necessarily mean you should or are able to reduce your year 12 subject load. Therefore, an accelerated subject is considered as an extra subject, in addition to the 5 subjects studied.

Approval to study a VCE or VET subject is dependent on subject availability.

Sample Year 10 Programs based on Career Pathways

For an Engineering, Science or Medicine Pathway

Example 1:

Semester One		Semester Two	
English			
Mathematics			
Health & Physical Education			
History	Science Elective		
Humanities Elective	Science Elective		
Technology Elective	Technology Elective		

Example 2:

Semester One		Semester Two	
English			
Mathematics			
Health & Physical Education			
VCE Biology or Psychology			
History	Science Elective		
Technology Elective	Science Elective		

For an Information and Technology Pathway

Example 1:

Semester One		Semester Two	
English			
Mathematics			
Health & PE	Health & PE Elective		
History	Technology Elective		
Science Elective	Science Elective		
Art Elective	Technology Elective		

Example 2:

Semester One		Semester Two	
English			
Mathematics			
Health & PE	Health & PE Elective		
History	Technology Elective		
Science Elective	Technology Elective		
Art Elective	Technology Elective		

For a Health Sciences and Nursing Pathway

Example 1:

Semester One		Semester Two	
English			
Mathematics			
Athlete Development Program			
History	Technology Elective		
Science Elective	Health & PE Elective		
Science Elective	Science Elective		

Example 2:

Semester One		Semester Two	
English			
Mathematics			
Health & PE	Health & PE Elective		
VCE Health and Human Development			
History	Technology Elective		
Science Elective	Science Elective		

For an Agriculture and Animal Science Pathway

Example 1:

Semester One		Semester Two	
English			
Mathematics			
Health & PE	Health & PE Elective		
History	Humanities Elective		
Science Elective	Science Elective		
Art Elective	Technology Elective		

Example 2:

Semester One		Semester Two	
English			
Mathematics			
Athlete Development Program			
History	Health & PE Elective		
Science Elective	Science Elective		
Art Elective	Technology Elective		

For a Law, Humanities, Social Science Pathway

Example 1:

Semester One		Semester Two	
English			
Mathematics			
Health & PE	Health & PE Elective		
Italian			
History	Humanities Elective		
Science Elective	Technology Elective		

Example 2:

Semester One		Semester Two	
English			
Mathematics			
Health & PE	Health & PE Elective		
VCE History			
Humanities Elective	Humanities Elective		
Science Elective	Art Elective		

For Business, Economics, Marketing and Management Pathway

Example 1:

Semester One		Semester Two	
English			
Mathematics			
Health & PE	Health & PE Elective		
Italian			
History	Humanities Elective		
Science Elective	Technology Elective		

Example 2:

Semester One		Semester Two	
English			
Mathematics			
Health & PE	Health & PE Elective		
History	Humanities Elective		
Science Elective	Technology Elective		
Art Elective	Technology Elective		

For a Hospitality, Tourism and Event Management Pathway

Example 1:

Semester One		Semester Two	
English			
Mathematics			
Health & PE	Health & PE Elective		
Music Development Program			
History	Humanities Elective		
Science Elective	Art Elective		

Example 2:

Semester One		Semester Two	
English			
Mathematics			
Health & PE	Health & PE Elective		
Italian			
History	Humanities Elective		
Science Elective	Technology Elective		

For an Education and Teaching Pathway

Example 1:

Semester One		Semester Two	
English			
Mathematics			
Health & PE	Health & PE Elective		
History	Humanities Elective		
Science Elective	Science Elective		
Art Elective	Technology Elective		

Example 2:

Semester One		Semester Two	
English			
Mathematics			
Health & PE	Health & PE Elective		
History	Humanities Elective		
Science Elective	Science Elective		
Art Elective	Outdoor Ed Elective		

For an Architecture, Building and Design Pathway

Example 1:

Semester One		Semester Two	
English			
Mathematics			
Health & PE		Health & PE Elective	
History		Technology Elective	
Science Elective		Technology Elective	
Art Elective		Art Elective	

Example 2:

Semester One		Semester Two	
English			
Mathematics			
Health & PE		Health & PE Elective	
History		Technology Elective	
Science Elective		Art Elective	
Humanities Elective		Art Elective	

For an Arts, Communication and Media Pathway

Example 1:

Semester One		Semester Two	
English			
Mathematics			
Health & PE		Health & PE Elective	
Music Development Program			
History		Art Elective	
Science Elective		Art Elective	

Example 2:

Semester One		Semester Two	
English			
Mathematics			
Health & PE		Health & PE Elective	
VCE Media			
History		Art Elective	
Science Elective		Art Elective	

For a Social Work and Welfare Pathway

Example 1:

Semester One		Semester Two	
English			
Mathematics			
Health & PE		Health & PE Elective	
History		Humanities Elective	
Science Elective		Science Elective	
Art Elective		Technology Elective	

Example 2:

Semester One		Semester Two	
English			
Mathematics			
Health & PE		Health & PE Elective	
History		Humanities Elective	
Science Elective		Technology Elective	
Art Elective		Outdoor Ed Elective	

For a Human Movement and Sport Science Pathway

Example 1:

Semester One		Semester Two	
English			
Mathematics			
Athlete Development Program			
History		Health & PE Elective	
Science Elective		Science Elective	
Humanities Elective		Technology Elective	

Example 2:

Semester One		Semester Two	
English			
Mathematics			
Health & PE		Health & PE Elective	
Health & PE Elective		Humanities Elective	
History		Technology Elective	
Science Elective		Science Elective	

High Ability Programs

Greensborough College offers a range of high-ability programs for students across all year levels.

High-Achiever Classes (Maths Years 7 – 10 & English Years 7 – 9)

At Greensborough College, identified high achieving students are placed in either high-ability Maths or English classes which are designed to meet, and extend, their specific learning needs.

Students coming into the school at Year 7 are selected based on their Year 6 academic results. In subsequent years these students are given the opportunity to remain in a high-achievers class, dependent upon their academic performance and teacher judgement throughout the year. Additional students can also be nominated to move into high-achievers classes based on the same criteria.

Victorian Challenge and Enrichment Series (All year levels/curriculum areas)

The Victorian Challenge and Enrichment Series (VCES) provides funded extension activities for high-ability and interested students in Victorian government schools from Prep to Year 12. Within the series, education expert partners are delivering a suite of face-to-face and virtual incursions and excursions, such as workshops, tutorials, conferences, lectures and competitions, across all areas of the curriculum that are free of charge.

All subject teachers have access to the information on these programs and will select relevant activities at various stages throughout the school year.

Centre For Higher Education Studies (CHES) (Year 10 -12)

The Centre for Higher Education Studies (CHES) is a new centre of excellence designed to further improve educational outcomes for high-achieving and high-ability students across Victoria.

CHES provides accelerated programs for senior students from government secondary schools.

Greensborough College will support applications for identified high-achieving students and assist them in submitting an application to CHES for selection to participate in their chosen academic program.

Nominated teachers will also provide ongoing support and assistance for students selected for participation.

Website: <https://ches.vic.edu.au>

Year 10 Electives:

CHES offers specialised electives for high-achieving Year 10 students. Each of these electives are one semester in length and are accessed via flexible study options. Students can study one elective each semester.

Students at Greensborough College can undertake a Year 10 CHES Elective in place of a school-based elective. They will be provided with a support teacher and dedicated study sessions to facilitate their involvement in the program.

Electives offered are:

- *Research Matters* - Foundations of VCE Extended Investigation
- *Critical Thinking for Creative Minds* - Foundations of VCE Extended Investigation
- *Introduction to Algorithmics* - Foundations of VCE Algorithmics
- *LingoLab: Unveiling the Wonders of Real-world Language* - Foundations of VCE English Language

VCE studies (Year 11 & 12):

Through an innovative 'hy-flex' approach to teaching and learning (online and on-site at CHES), students can undertake a VCE study through CHES, while enrolled at Greensborough College, as a part of their overall VCE program.

The subjects offered are:

- *VCE Algorithmics* (Units 3 & 4)
- *VCE Extended Investigation* (Units 3 & 4)
- *VCE English Language* (Units 1 – 4)
- *VCE Specialist Maths* (Units 1 – 4)

All students who apply and are selected to undertake a VCE Subject through CHES will have a dedicated support teacher at Greensborough College to facilitate their participation and progress through the program.

Key Dates for Application to Enrol in CHES - VCE 2026 Programs:

Friday 22 August 2025 11.59pm	Applications open for 2026 VCE programs
Friday 5 September 2025	Outcomes of application will be emailed to the student and their school
Monday 6 October 2025	VCE Enrolment forms due
Monday 8 December 2025 -	VCE Orientation Program
Term 1, 2026	VCE classes commence

Higher Education Studies (HES – Year 12):

HES are first-year university subjects designed to extend high-achieving students that are taken as part of a student's VCE program.

Through CHES, an extensive range Higher Education Studies are offered by most Victorian metropolitan and regional universities. Through the stated 'hy-flex' approach to teaching and learning, students can remain enrolled at Greensborough College and undertake one HES through CHES, as part of their VCE program. Students will also have opportunities to visit and explore university campuses.

Depending on a student's results, completion of the HES can contribute 3 to 5 points to the ATAR aggregate.

Key Dates for Application to Enrol in CHES - HES 2026 Programs:

Friday 22 August 2025 , 11.59pm	Applications open for 2026 HES programs
Friday 28 November 2025	Round 1 applications- offers announced
Friday 19 December 2025	Last day for students to submit their semester 2 reports to CHES
Mid-January 2026	CHES will communicate updated outcomes (accepted or declined) to all students (and their schools) for round 1 and round 2 offers.
Friday 13 February 2026	HES orientation program

For further information about CHES contact:

- Stewart Milner (Principal) stewart.milner@education.vic.gov.au
- Fabiano Nigro (Assistant Principal) fabiano.nigro@ches.vic.edu.au

For all enquiries regarding any of the High-Ability Programs offered through Greensborough College, contact Jennie Hollamby or Andrew Ericksen.

Choosing subjects

Some Tips:

- Choose subjects that you are good at and enjoy.
- Read through subject descriptions here and on The Victorian Curriculum and Assessment Authority (VCAA) [website](#)
- Check the VTAC Prerequisites [website](#) and the VCE prerequisite explorer for all prerequisites that are relevant to any courses which interest you
- Visit University and TAFE websites and Open Days
- Speak with teachers of the subjects that interest you to find out more.
- Meet with the Pathways Practitioner for more specialised advice and guidance.

All subjects listed in this handbook are offered. While we endeavour to provide for the subject selections of every student, there are timetabling and staffing limitations which will affect our ability to do so.

Where a student's preferred subject cannot run, the College will offer further course counselling and support.



Year 10 ENGLISH

Are you interested in...

A career in journalism, writing for stage or screen or teaching? English is a great start!

The study of English is compulsory for all students at Year 10. In English, emphasis is placed on the integration of reading, writing, speaking, listening, and critical thinking skills.

Subject strands and topics covered:

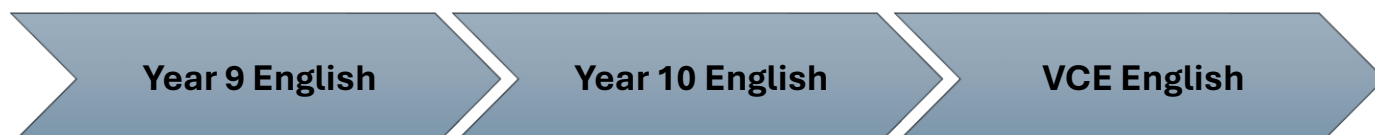
By the end of Year 10, students will have undertaken reading and viewing, speaking and listening and writing tasks that mirror those prescribed at VCE Level.

Over the course of the year students:

- continue reading and viewing a wide variety of texts to improve their ability to respond appropriately
- create a range of texts to articulate complex ideas
- make presentations and contribute actively to class and group discussions building on others' ideas, solving problems, justifying opinions, and developing and expanding on arguments.



Pathways to VCE:



Year 10 MATHEMATICS

In Year 10 Mathematics, we aim to develop the numeracy skills that all students need in their personal and working lives. At Greensborough College, Year 10 students will be recommended by their teacher to undertake Core Mathematics, Advanced Mathematics or VCE Foundation Mathematics.

Year 10 Core Mathematics

Are you interested in...

Science, medical fields, engineering, finance, the trades?

What to expect...

Students will study topics including: *Number, Algebra, Statistics, Probability, Measurement and Space*. Students will learn to use CAS calculators in preparation for VCE.

Number	Algebra	Statistics
<ul style="list-style-type: none"> Consolidating learning from the earlier years recognise the effect of using approximations of real numbers in repeated calculations and compare the results when using exact representations 	<ul style="list-style-type: none"> Simplify algebraic expressions Solve Equations Simultaneous Equations Using technology to solve functions 	<ul style="list-style-type: none"> Analysis of data and presenting an argument Boxplots Scattergrams Presenting results
Probability	Measurement	Space
<ul style="list-style-type: none"> Describing the results of two or three step experiments Understanding the language of conditional probability 	<ul style="list-style-type: none"> Volume and Surface Area of composite objects Logarithmic scales Trigonometry and Pythagoras' theorem to solve problems Modelling 	<ul style="list-style-type: none"> apply deductive reasoning to formulate proofs involving shapes in the plane use theorems to solve spatial problems networks

Year 10 Advanced Mathematics Class

The Advanced Mathematics class/classes will consolidate Year 10 work and will work beyond. There will be an emphasis on algebra. Their coursework will include more enrichment in problem solving and challenging assessment tasks. Advanced students will also need a CAS calculator.

It is recommended completing Advanced Mathematics at Year 10 for anyone wanting to study Mathematical Methods and Specialist Mathematics at Year 11 and beyond.

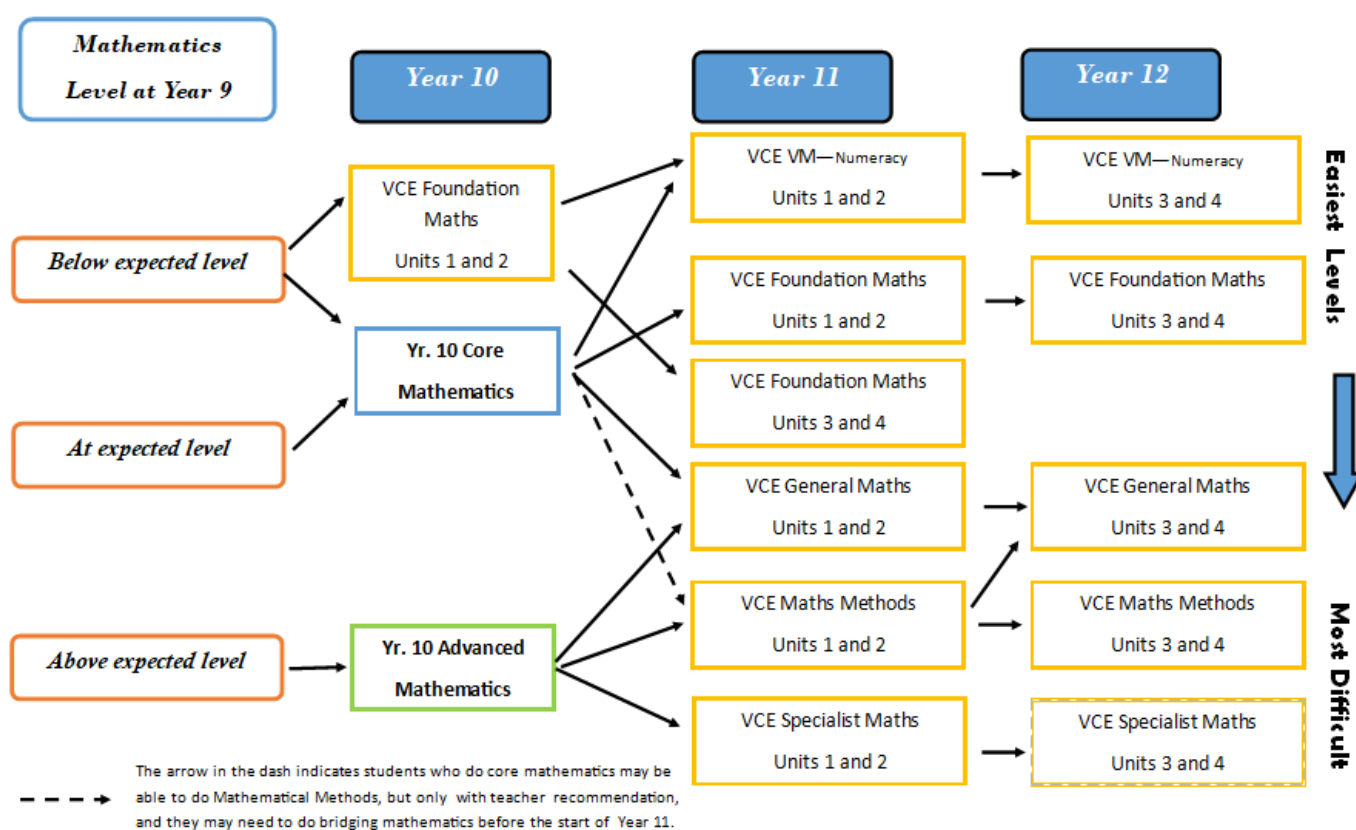
VCE Foundation Mathematics

VCE Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge and skills to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to everyday society.

VCE Foundation Mathematics is recommended for students who are interested in undertaking the VCE Vocational Major Pathway in Year 11. Please see the VCE Subjects in this handbook for more information on VCE Foundation Mathematics.

Mathematics Pathways to VCE:

Possible Mathematics Pathways at Greensborough College



Year 10 CONNECT

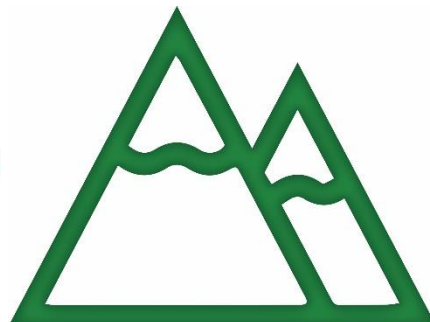
This subject is relevant to all students as they navigate their personal lives and nurture career aspirations.

What to expect...

Connect aims to develop students who are responsible for their own learning and are committed to excellence in all things and equip our young people with skills and strategies to foster positive attitudes and respectful relationships leading to safer and more inclusive communities.

Connect is designed to give students the opportunity to:

- develop resilience, gratitude, empathy, conflict-resolution and problem-solving skills.
- consider personal relationships and the elements of healthy relationships including consent
- consider career pathways and prepare for work experience.
- learn about drugs (including vaping) and alcohol.
- build practical financial literacy skills
- build effective study skills.



Year 10 HISTORY

Are you interested in...

How the impacts of the first World War led to change in society and the second World War? How key individuals and events resulted in the Holocaust? How civil rights movements in Australia have emerged to help improve the lives of our First Nations peoples, and how the civil rights movements of the USA have influenced and informed these movements?

Do you want to study history in the future, or become a museum curator, journalist, activist, politician, or historian?

What to expect...

Students will study:

- Key events and movements during the interwar years, including the Roaring Twenties and the Great Depression.
- Different events, including the terms of the Treaty of Versailles, and how they contributed to the Rise of Hitler and the causes of World War II.
- The Holocaust, the use of ghettos, and the stories of survivors.
- Civil rights issues in Australia, with a focus on segregation, assimilation, civil rights, and the Stolen Generations.
- The impact and significance of civil rights movements, actions, and protests in Australia.

Students will:

- Analyse propaganda and political cartoons.
- Use a variety of different primary sources to help understand key historical events, such as the Holocaust.
- Explore the impact and significance of key events.
- Conduct research into different individuals and events.
- Formulate arguments using historical evidence and interpretations.



Pathways to VCE:



Year 10 HEALTH & PHYSICAL EDUCATION

Are you interested in...

If you have aspirations to become a high-performing athlete, personal trainer, physical therapist, physical education or health educator, sports coach, sports management, sports marketing, sports journalist, nurse, or medical professional. Health & Physical Education and the Athletic Development Program (ADP) at Greensborough College can offer many relevant opportunities.

What to expect...

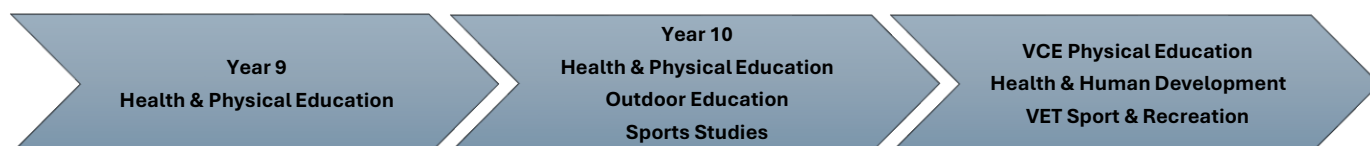
This compulsory Health & Physical Education subject is completed throughout one semester by all Year 10 students (except ADP students). Within this subject, students will develop their physical skills, strategic thinking, teamwork and fair play. Within the Health component of the subject, students are introduced to the body systems, they learn about relationships, how to make safe decisions for their sexual health, and they discover more about mental illness and strategies to help themselves and others.

Topics covered:

- Cornhole & Croquet
- Baseball 5s
- Tchoukball & European Handball
- Pickleball
- Body Systems (Skeletal, Muscular, Cardiovascular & Respiratory Systems)
- Relationships & Sexual Health
- Mental Health & Wellbeing



Pathways to VCE:



Year 10 ELECTIVE OUTDOOR ED

Are you interested in...

Stepping outside your comfort zone to try something new? Challenging yourself?
Getting outside and being active? Discovering more about yourself?

What to expect...

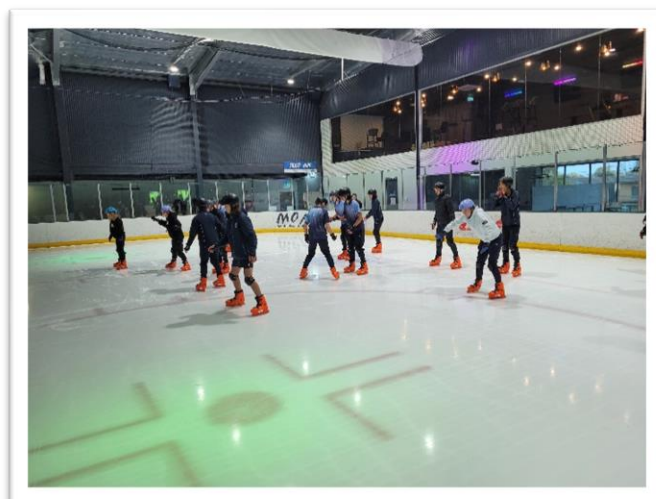
Outdoor Education is a one-semester elective subject. Students should expect to discover more about themselves as they participate in some incredible adventure activities.

Students will learn to:

- Be more self-aware and socially aware including:
 - Setting goals
 - Understanding and managing emotional responses
 - Stepping outside their comfort zones
 - Personality profiling
- Plan for a bushwalk and overnight camp
- Work in teams

Excursions & Camp:

- Seal & Dolphin Snorkel in Port Phillip Bay
- Surfing
- Ice Skating (4x1hr sessions)
- Treetops Adventure (High Ropes Challenge)
- 1000 Steps Kokoda Memorial Hike
- Training walks (for the 3-day hike)
- Wilson's Prom 3-Day Hike



Pathways to VCE:



Subject Levy: \$430 for all excursions and the 3-day Wilson's Prom Camp

Year 10 ELECTIVE SPORTS STUDIES

Are you interested in...

All things sport...sports coaching, sports psychology, sports statistics and analysis, sports biomechanics and sports inclusion.

What to expect...

This subject is not just for the sports fans. Even though all the topics are related to sport, the skills developed within the subject are skills that are used outside the world of sport.

Topics covered:

- Sports Coaching
- Sports Psychology
- Sports Marketing
- Design a Game/Sport
- AFL 9's
- SEPEP Netball
- All-Abilities Sports



Pathways to VCE:



Year 10 ELECTIVE SCIENCE

Important information about selecting Science Electives

- Students must select a minimum of 1 Science Elective
- Students may be eligible to undertake **Unit 1&2 Biology** or **Unit 1&2 Psychology** which will count as 2 electives
- Students who are accepted into **Unit 1&2 Biology** or **Unit 1&2 Psychology** and who wish to study VCE Physics or VCE Chemistry in the future **must** also select the Atomic Chemistry and Physics elective
- Everyday Science is recommended for students who do not wish to pursue a VCE Science in the future

Analyse This: An introduction to Psychology

Are you interested in...

Psychology? This course will introduce you to the basics.

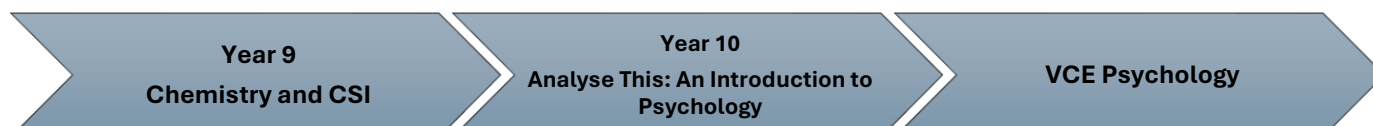
What to expect...

Students will explore

- Types of Psychologists and their roles in helping the community
- The structure of the brain and nervous system - how these work together to control our thoughts, feelings and behaviours
- Imbalances in the brain, such as gambling addiction, ADHD, some mental health issues including homeostasis and negative feedback mechanisms
- Forensic Psychology – including psychopathy, stalkers and criminal profiling
- Key Science Skills in Psychology



Pathways to VCE:



Atomic Chemistry & Physics

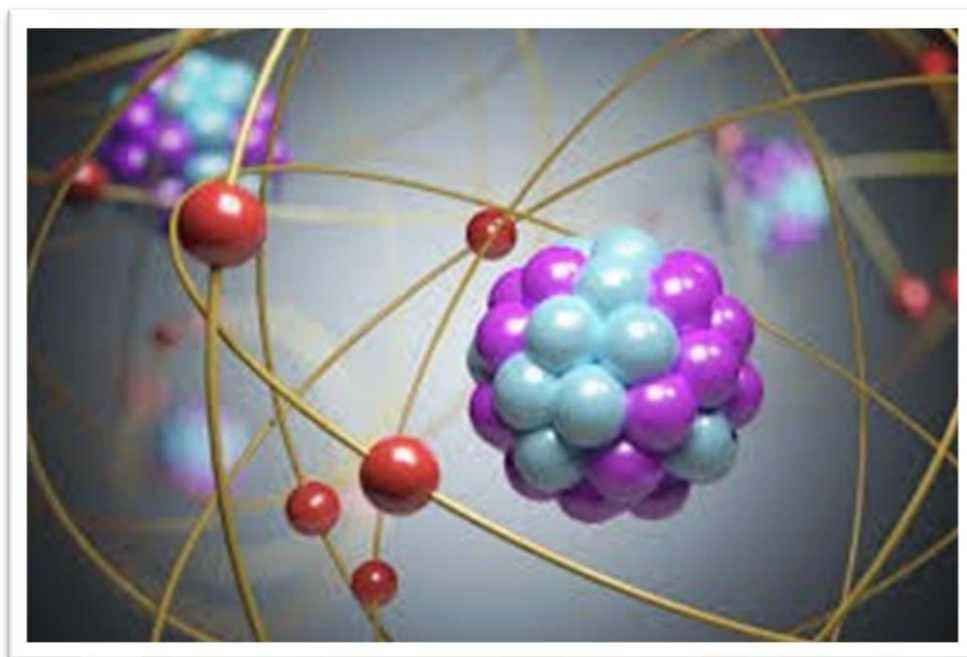
Are you interested in...

Having a more in-depth understanding of the principles of Chemistry and Physics?

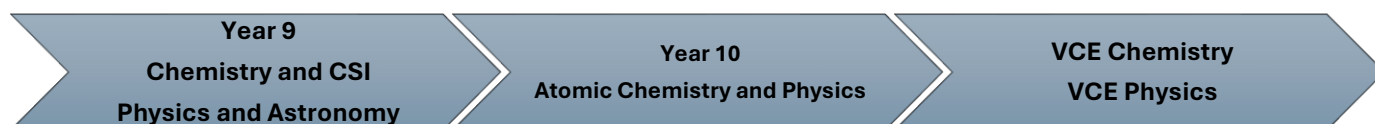
What to expect...

Students will explore

- Describing and graphing motion
- Forces and Newton's laws of motion
- Nuclear physics and fusion & fission
- Energy transformations and exchanges using laws of physics
- The structure of atoms
- The properties of elements
- The organisation of the Periodic Table
- Ions and molecular formulas
- Balancing equations
- Types of chemical reactions
- Ionic and covalent bonding
- Factors affecting reaction rates
- Fossil fuels and green energy



Pathways to VCE:



Environmental Science

Are you interested in...

Global issues? This course focuses on many issues that are currently affecting our lives.

What to expect...

Students will explore

- Interrelationships and interactions between solid earth (lithosphere), water (hydrosphere), air (atmosphere) and living organisms (biosphere) and how these have and are changing over time
- Key nutrient cycles
- Greenhouse effect
- Changing climate
- Global warming
- Conservation of biodiversity
- Human impact on global systems
- Recycling



Pathways to VCE:



Everyday Science

This course is designed for students who are not continuing with Science in VCE. The topics covered will explain the everyday science that occurs all around us.

What to expect...

Students will explore

- Science Investigations- designing an investigation and running experiments
- Kitchen chemistry – chemical and physical changes in cooking, enzyme activity, yeasts in bread making, bacteria in yoghurt, antacids
- Climate change and the impact of humans on our planet
- Motion- distance, speed, time and Newton's Laws
- Ethics- issues in Science and the ethics behind them
- Energy – batteries, electric cars, solar energy



Life Sciences: Biology & Chemistry of Life

Are you interested in...

Understanding the important processes that living organisms undergo in order to survive?

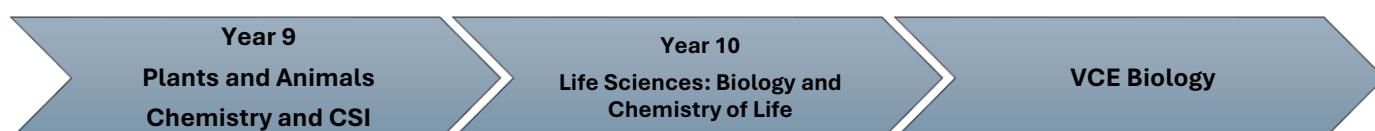
What to expect...

Students will explore

- The relationship between DNA, genes and chromosomes
- Cell division by the process of mitosis
- How genetic information is passed to gametes by meiosis
- A comparison of sexual and asexual reproduction
- Patterns of inheritance - Punnett Squares and Pedigree Charts
- How mutations are related to changes in DNA
- Natural selection and Darwin's Theory of Evolution
- Enzymes as catalysts that affect the rates of reactions
- The reactions of life – photosynthesis and cellular respiration



Pathways to VCE:



Year 10 ELECTIVE ARTS

Art Making and Exhibiting- Painting and Drawing

Are you interested in...

Becoming a fine artist, curator, art historian, conservationist, art teacher, illustrator, photographer, animator, art therapist, designer, museum and gallery administration worker, visual merchandiser, digital printer, screen printer, sign writer, potter, stonemason, sculptor or interior designer?

What to expect...

Students will:

- Explore the history of drawing
- Learn to use a range of drawing mediums such as ink, charcoal, graphite and watercolour
- Explore the history of painting
- Explore street art
- Learn to use a range of painting mediums such as acrylic paint, spray paint and poscas paint pens
- Learn to make stencils



Pathways to VCE:



Art Making & Exhibiting- Sculpture

Are you interested in becoming a...

Fine artist, curator, art historian, conservationist, art teacher, art therapist, designer, museum and gallery administration worker, visual merchandiser, digital printer, screen printer, potter, stonemason, sculptor, jeweller, engraver, costume or prop designer?

What to expect...

Students will:

- Explore the history of ceramics and sculpture
- Explore Melbourne sculptures
- Develop hand building skills with clay
- Develop sculpture stills through wire, modroc, mosaic and found object sculptures



Pathways to VCE:



Drama

Are you interested in...

Do you want to become an actor on stage, film, television, a director, producer, stage hand, choreographer, playwright, comedian, sketch writer, tv presenter, film writer, costume designer, lighting designer, makeup artist, props designer, set designer, theatre technician or a sound designer?

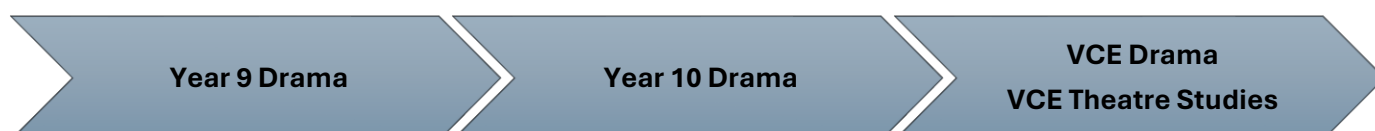
What to expect...

Students will...

- Analyse comedy scenes from Australian Television
- Learn to analyse scripts
- Rehearse and perform group performances
- Learn about Slapstick comedy
- Learn about Lasso comedy
- Develop understanding of dramatic action and devise an original group performance using the elements of slapstick comedy, tension, conflict and dramatic action



Pathways to VCE:



Fashion Design

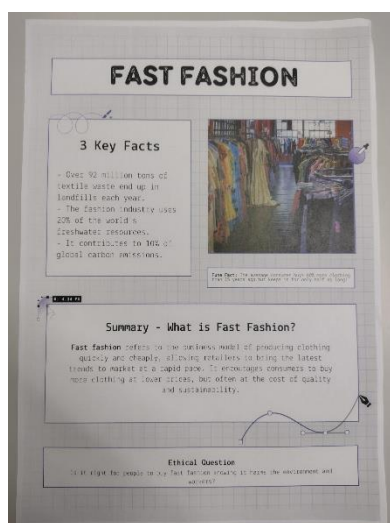
Are you interested in...

Do you want to become a fashion designer, fashion producer, apparel production, merchandising, art/creative director, textile and print designer/ artist, costume design, marketing, fashion journalism, retail buyer, jeweller, patternmaker, stylist or fashion retail worker?

What to expect...

Students will:

- Examine the fashion and the textiles industry
- Develop skills in garment illustration and digital design.
- Learn about being an ethical consumer, marketing and sustainable garment production.
- Develop hand and machine sewing skills
- Learn to design a pattern
- Repurpose existing garments
- Utilise typical design media which includes Copic markers, colour pencil and fine liners.



Pathways to VCE:



Media

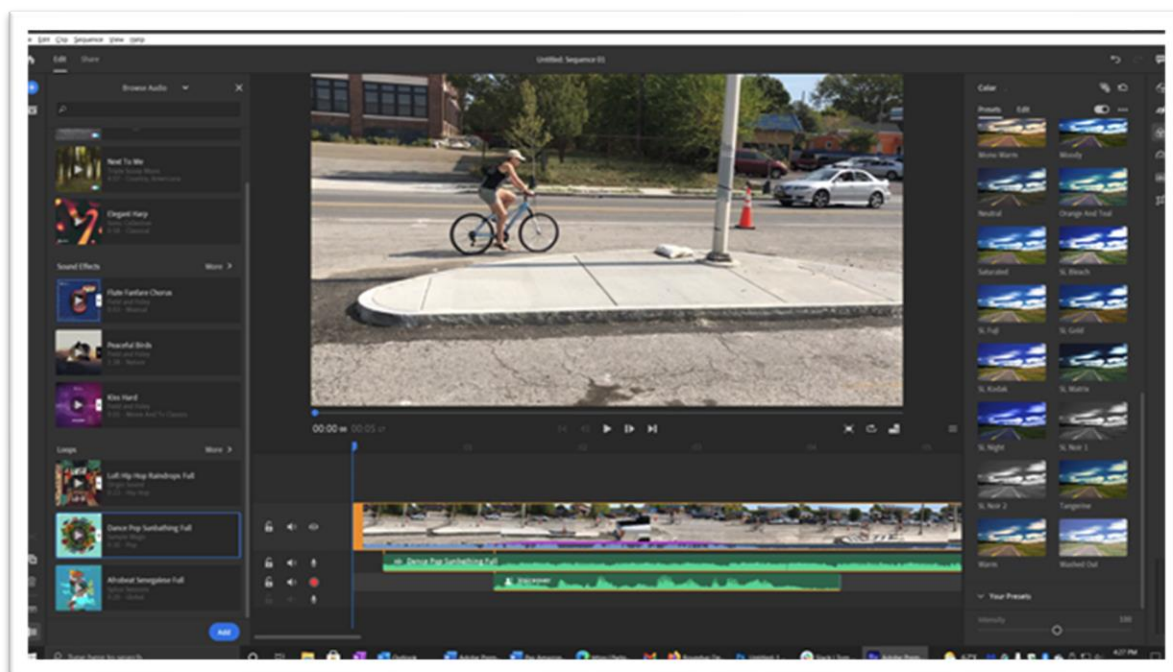
Are you interested in...

Are you interested in how media is created? Do you enjoy discussing and analysing various media forms (films, TV shows and podcasts)?

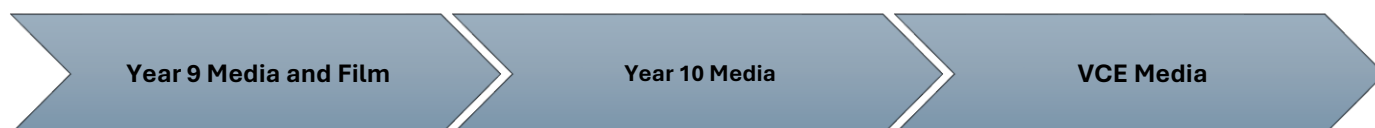
What to expect...

Students will:

- Learn to use the cameras
- Build manual and digital photography and filming skills
- Study journalism and social media
- In small groups students plan, create and edit their own short film
- Learn to use special effects make up and a range of cameras, microphones and lighting to craft a masterpiece!



Pathways to VCE:



Visual Communication Design

Are you interested in...

Becoming an interior designer, industrial designer, product designer, illustrator, architect, digital designer, landscape designer, graphic designer, web designer, UX/UI designer or a app developer?

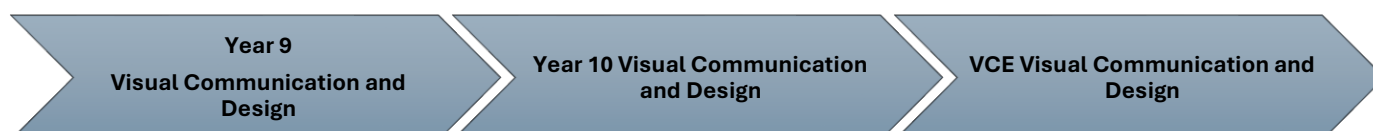
What to expect...

Students will:

- Develop skills in observation, visualisation and technical drawings.
- Practice free-hand design development in your visual diary.
- Messages design using Adobe creative cloud software including Photoshop, Illustrator, InDesign and XD to create a range of digital designs such as logo's business cards and brochures.
- Explore objects design focusing on product design through third angle orthogonal drawing.
- Explore environments design creating floor plans and elevations drawings.



Pathways to VCE:



Music

Are you interested in...

Do you want to become a professional musician, composer, sound engineer, performer, musical director, ensemble performer, music journalist, game music composer, film music composer, session musician, music technician, instrumental music teacher or classroom music teacher?

What to expect...

Students will

- Perform a solo piece on their chosen instrument
- Develop music analysis skills through weekly analysis sessions
- Learn about the elements of music
- Compose music using a DAW (digital audio workstation)
- Develop music technology skills through digital software
- Develop and apply practice techniques during rehearsals and documentation of practice in a practice diary
- Perform duet and group performances with peers
- Take part in music workshops



Pathways to VCE:



Year 10 ELECTIVE HUMANITIES

Business and Economics

Are you interested in...

How businesses create new ideas, how to handle your finances, and how to invest in the stock-market? Do you want to become an accountant, economist, financial planner, business analyst, investment banker, entrepreneur, or even create your own business?

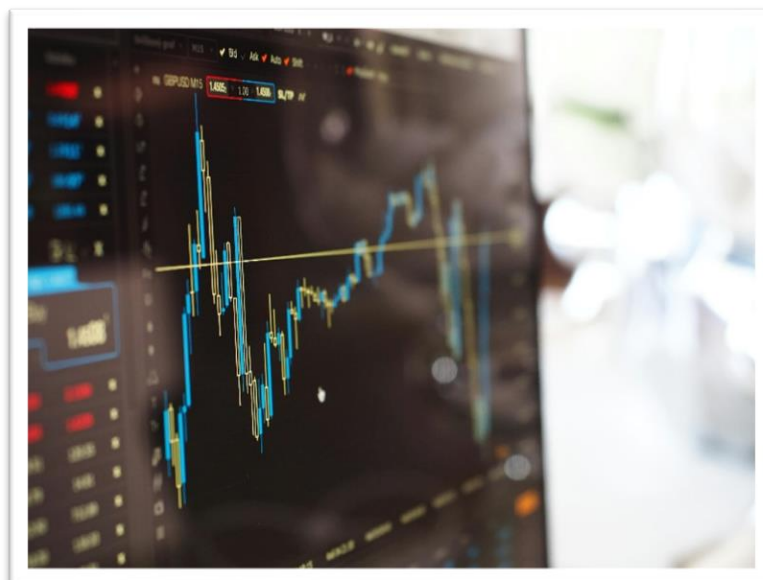
What to expect...

Students will study:

- their roles as consumers in society
- major economic ideas in a constantly changing global marketplace
- the concepts of supply and demand
- the key stakeholders that affect the world economy
- business innovation and the creation of new ideas and products

Students will:

- improve personal finance skills
- consider a range of practical considerations when making financial decisions, such as buying a car
- learn how to interact with the stock-market through the ASX



Pathways to VCE:



Rights or Wrongs

Are you interested in...

How government and our legal system work, how law is created, your civil and legal rights, how young people can change the law, and how real-world crime shapes public perceptions and changes in the law?

Do you want to become a lawyer, politician, activist, legal assistant, social worker, or just generally want to know more about the legal system and your rights?

What to expect...

Students will study:

- How our government and politics work
- How new laws are created.
- Our rights and how they are protected.
- Issues within our legal system, including bail, police powers, criminal investigations and sentencing.

Students will:

- Analyse and research a number of real-world crimes such as culpable driving causing death.
- Engage in regular discussion around our legal system, society, politics, and ethics.
- Participate in role plays and/or mock trials.



Pathways to VCE:



Year 10 ELECTIVE INTERDISCIPLINARY

Literature- Dystopias & Shakespeare

Are you interested in...

Writing, journalism, communications, marketing, politics and philosophy?

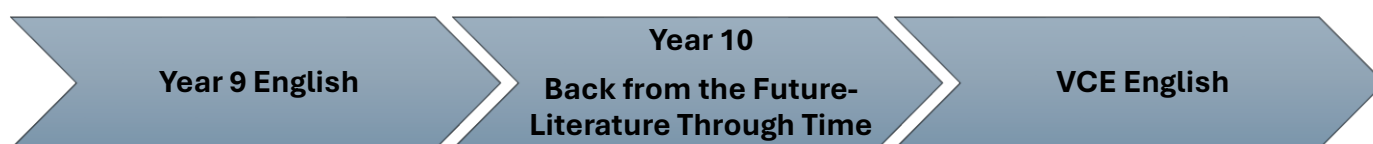
What to expect:

Dystopian stories have become increasingly popular with modern audiences (*The Handmaid's Tale*, *The Divergent Series*) and this subject provides a space for students to examine this evolving genre more closely. Students will analyse both movie and print texts, exploring dystopian societies and the genre further.

Tracking back through the canon of Western literature, students will be exposed to texts that remain popular and have endured through time. Students will be introduced to Shakespearean texts and have the opportunity to engage with Shakespeare's continuing legacy. Students will analyse a Shakespearean play closely and perform an examination of the culture of the era.



Pathways to VCE:



Literature- Crimes and Mysteries

Are you interested in...

Writing, journalism, communications, marketing?

What to expect:

Students will explore the classic adventures of Sherlock Holmes and consider the intricate structure of these timeless mystery tales.

Thereafter, students will apply their newly acquired knowledge in writing a mystery text of their own, complete with twists and turns.

Later, students will be exposed to modern crime texts including long-form podcast mysteries.

Students will also consider how suspense is built and maintained through reading and analysing a modern crime novel of their choosing.



Pathways to VCE:



Year 10 Philosophy

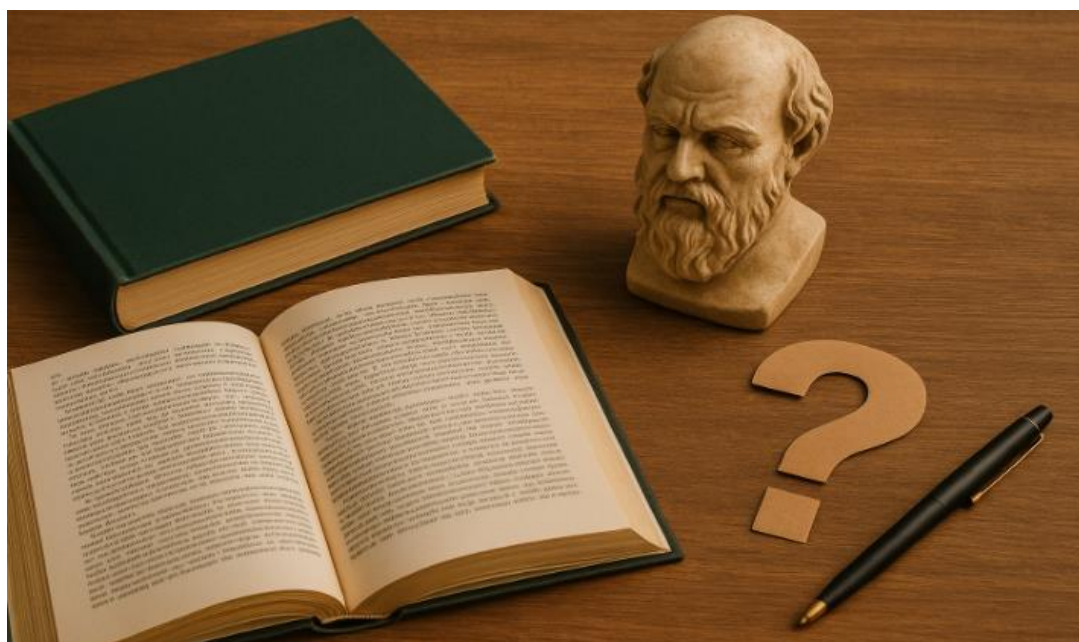
Are you interested in...

... asking big questions about truth, knowledge, morality, and what it means to live a good life?

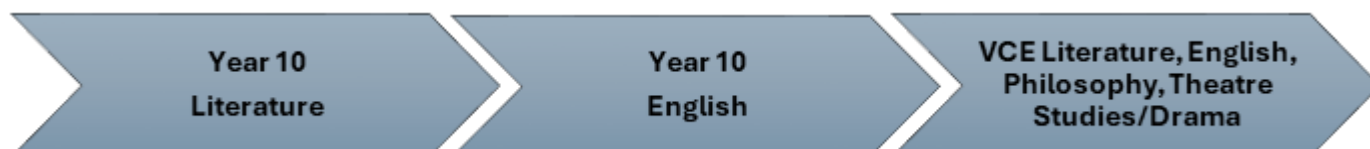
What to expect...

This semester-based elective involves students:

- exploring classic and modern philosophical questions about reality, ethics, and the mind
- discussing ideas from influential thinkers
- building skills in reasoning, questioning, and forming logical arguments
- participating in structured classroom debates and collaborative inquiry
- preparing for the types of thinking and writing involved in VCE Philosophy



Pathways to VCE:



Year 10 Literature

Are you interested in...

...exploring classic and contemporary texts in depth, discussing powerful ideas, and preparing for the analytical challenges of VCE Literature?

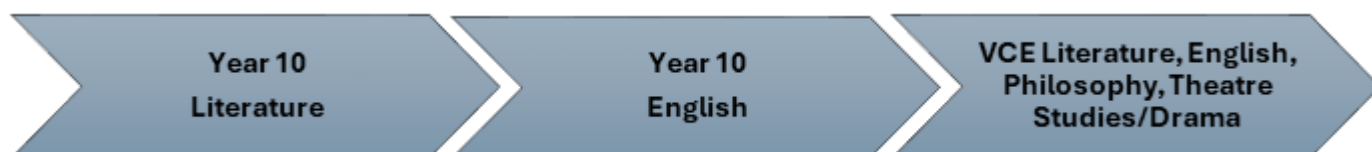
What to expect...

This semester-based elective involves students:

- reading and responding to a range of classic and contemporary texts, including novels, plays, and poetry
- analysing how authors use language, structure, and literary devices to explore big ideas
- discussing different interpretations of texts and supporting your views with evidence
- experimenting with creative and analytical responses to deepen your understanding of voice, style, and context
- building the reading, thinking, and writing skills needed for success in VCE Literature



Pathways to VCE:



Real World Coding

Are you interested in...

Inventing new technologies, computing, coding and software development?

Do you want to become a Software Developer, Game Designer, IT Project Manager, AI Researcher, Computer Engineer, Business Analyst, Data Scientist, Software Architect, Mobile Developer or work in Cybersecurity?

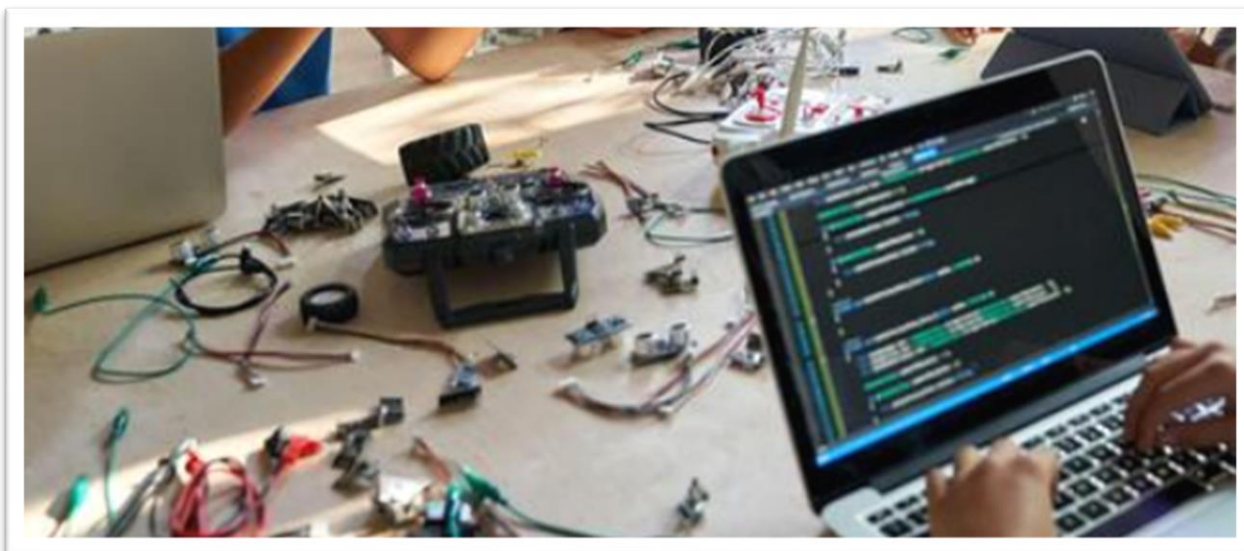
What to expect...

Students will study:

- A variety of topics including Python, Raspberry Pi coding and Robotics.
- Syntax and structure of these coding languages.

Students will:

- Complete a series of project tasks to solve real world problems.
- Design and present a range of products using digital technology skills and practices.
- Analyse their work in a professional, methodical and diagnostic manner, to ensure high quality end products.
- Be encouraged to manage their learning, undertake tasks independently and cooperatively within time frames, using appropriate resources and demonstrating initiative and motivation.



Pathways to VCE:



Year 10 ELECTIVE TECHNOLOGY

Automotive / Systems Engineering

Are you interested in...

Car mechanic, Auto technician, Automotive, civil, electrical engineer, Manufacture of automotives, electronic/electrical technician, cars, motorbikes, go-karts, fixing your own car.

What to expect...

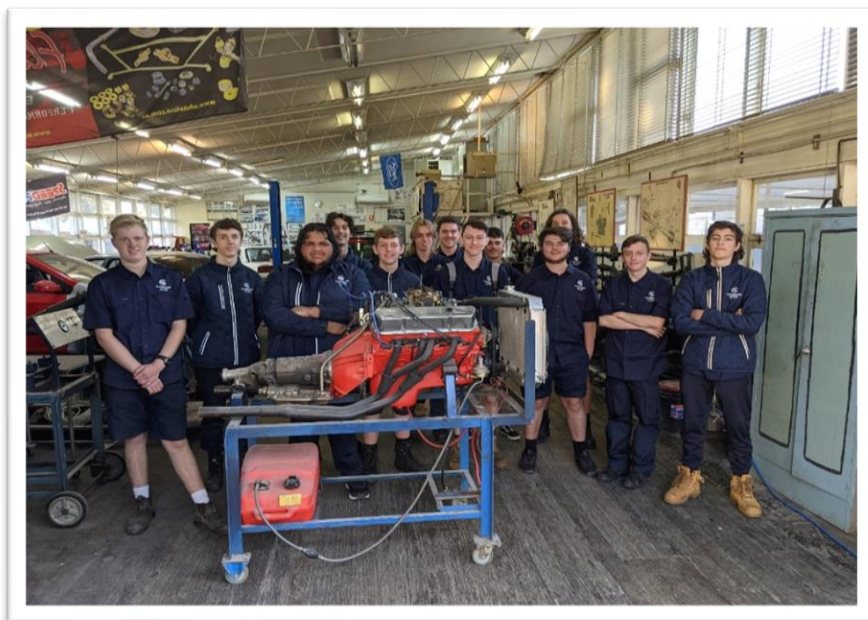
This semester-based elective is designed to give students opportunities to build a basic knowledge and understanding of the terminology, tools, equipment and principles of operations associated with mechanical devices like four stroke engines.

Students will participate in:

- Rebuilding a motor in groups and advising on replacement parts.
- An exciting go-karting experience excursion to test the performance of, and rebuild, similar engines.

Other topics covered will include:

- Construction of a vehicle
- Basic car maintenance
- Evolution of the motor vehicle



Pathways to VCE:



Woodwork Materials Technology

Are you interested in...

Cabinetmaking, Carpentry, Construction/ Project Managing, Wood Machinist, Handyman, Building, Furniture Finishing, Installing Floors, Fencing,

What to expect...

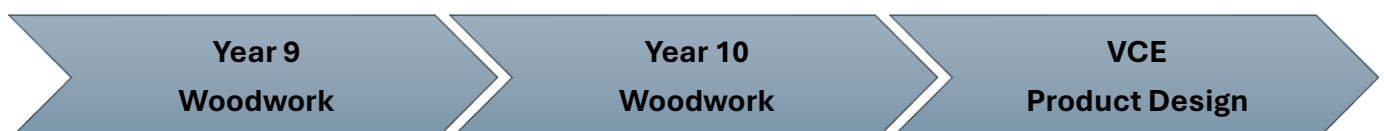
This study will focus on expanding student capacity to construct items using a variety of methods using wood in solid and sheet form.

Activities undertaken in this subject will develop student understanding of:

- the design process
- drawing, costing and producing items of their own choice
- construction techniques and materials
- the use of hand and basic power tools.



Pathways to VCE:



Café Culture

Are you interested in...

Working in restaurants/ café industry, catering, nutrition, health care, food production and manufacture, marketing, agriculture, recipe development and laboratory testing, teaching, food service and food critic.

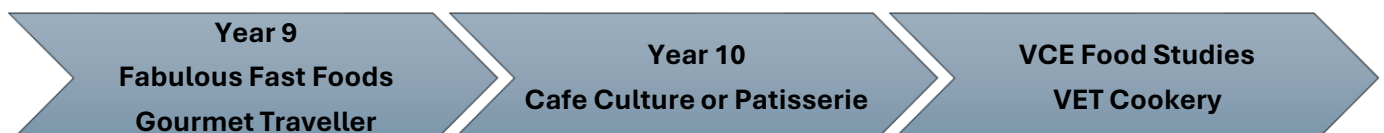
What to expect...

In this semester-based subjects, students will learn about:

- basic methods of cookery and functional properties of specific ingredients.
- new technology that has changed the way we work in the kitchen.
- principles of food safety and hygiene.
- basic principles of running a small catering operation.
- catering for food allergies and intolerances.
- examining sustainable practices for cafés and restaurants.
- how to create their own culinary delights using the Design Process.



Pathways to VCE:



Patisserie

Are you interested in...

careers in the fields of: restaurants/ café industry, catering, pastry chef, food science, nutrition, health care, food production and manufacture, marketing, agriculture, recipe development and laboratory testing, teaching, food service and food critic.

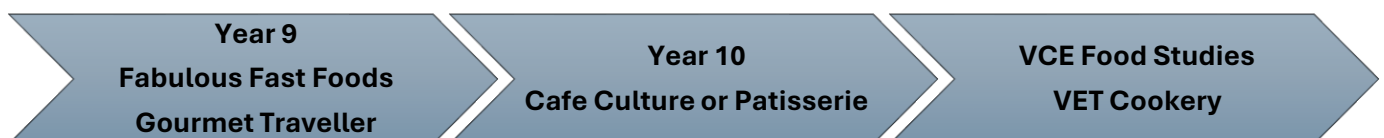
What to expect...

In this semester-based subject students will:

- weekly participation in practical classes designed to develop food preparation skills.
- produce high quality pastries, breads, doughnuts and cakes, whilst developing their food preparation skills.
- create their own culinary delights using the Design Process.
- learn cake decorating techniques and how to work successfully with chocolate.
- examine sustainable practices relevant to the food industry.
- Compare the sensory properties of homemade to commercially bought products.



Pathways to VCE:



Year 10 ELECTIVES from the Centre for Higher Education Studies (CHES)

High Ability Programs

Greensborough College offers a range of high-ability programs for students across all year levels.

High-Achiever Classes (Maths Years 7 – 10 & English Years 7 – 9)

At Greensborough College, identified high achieving students are placed in either high-ability Maths or English classes which are designed to meet, and extend, their specific learning needs.

Students coming into the school at Year 7 are selected based on their Year 6 academic results. In subsequent years these students are given the opportunity to remain in a high-achievers class, dependent upon their academic performance and teacher judgement throughout the year. Additional students can also be nominated to move into high-achievers classes based on the same criteria.

Victorian Challenge and Enrichment Series (All year levels/curriculum areas)

The Victorian Challenge and Enrichment Series (VCES) provides funded extension activities for high-ability and interested students in Victorian government schools from Prep to Year 12. Within the series, education expert partners are delivering a suite of face-to-face and virtual incursions and excursions, such as workshops, tutorials, conferences, lectures and competitions, across all areas of the curriculum that are free of charge.

All subject teachers have access to the information on these programs and will select relevant activities at various stages throughout the school year.

Centre For Higher Education Studies (CHES) (Year 10 -12)

The Centre for Higher Education Studies (CHES) is a new centre of excellence designed to further improve educational outcomes for high-achieving and high-ability students across Victoria.

CHES provides accelerated programs for senior students from government secondary schools.

Greensborough College will support applications for identified high-achieving students and assist them in submitting an application to CHES for selection to participate in their chosen academic program.

Nominated teachers will also provide ongoing support and assistance for students selected for participation.

Website: <https://ches.vic.edu.au>

Year 10 Electives:

CHES offers specialised electives for high-achieving Year 10 students. Each of these electives are one semester in length and are accessed via flexible study options. Students can study one elective each semester.

Students at Greensborough College can undertake a Year 10 CHES Elective in place of a school-based elective. They will be provided with a support teacher and dedicated study sessions to facilitate their involvement in the program.

Electives offered are:

- *Research Matters* - Foundations of VCE Extended Investigation
- *Critical Thinking for Creative Minds* - Foundations of VCE Extended Investigation

- *Introduction to Algorithmics* - Foundations of VCE Algorithmics
- *LingoLab: Unveiling the Wonders of Real-world Language* - Foundations of VCE English Language

For further information about CHES contact:

- Stewart Milner (Principal) stewart.milner@education.vic.gov.au
- Fabiano Nigro (Assistant Principal) fabiano.nigro@ches.vic.edu.au

For all enquiries regarding any of the High-Ability Programs offered through Greensborough College, contact Jennie Hollamby or Andrew Ericksen.

Choosing subjects

Some Tips:

- Choose subjects that you are good at and enjoy.
- Read through subject descriptions here and on The Victorian Curriculum and Assessment Authority (VCAA) [website](#)
- Check the VTAC Prerequisites [website](#) and the VCE prerequisite explorer for all prerequisites that are relevant to any courses which interest you
- Visit University and TAFE websites and Open Days
- Speak with teachers of the subjects that interest you to find out more.
- Meet with the Pathways Practitioner for more specialised advice and guidance.

All subjects listed in this handbook are offered. While we endeavour to provide for the subject selections of every student, there are timetabling and staffing limitations which will affect our ability to do so.

Where a student's preferred subject cannot run, the College will offer further course counselling and support.

Website: <https://ches.vic.edu.au>



Year 10 ITALIAN

Are you interested in...

Travel and Culture? Learning a language unlocks a world of understanding and appreciation. Learning a language, even in its early stages offers many benefits that go beyond basic communication. It fosters intercultural capabilities, allowing you to understand and navigate different cultural contexts. The advantages extend beyond travel. Research suggests language learning strengthens higher-order thinking skills like problem-solving, critical analysis, and even multitasking. So, while you're learning Italian, you're also sharpening your cognitive abilities – a practical benefit for any area of life.

What to expect...

Italian in year 10, we build:

- Choice in topics of research.
- Building on your grammatical understanding to create texts that go beyond the sentence level.
- Building on your vocabulary in Italian.
- Building on your cultural understanding in general and relating it to Italian culture.
- Learning through films
- Excursion to Melbourne University as part of the Dante Alighieri Poetry Competition
- Excursion to Museo Italiano and the Immigration Museum

Topics include:

- Italy through cinema. Study Italian films to build your understanding on Italian culture and how the Italian language is used in various contexts.
- Italiani in Australia – Let's look at the migrant experience.
- Festival, Celebrations and Traditions – Explore some of the lesser known traditions and festivals in Italy of your choice.
- My world (Il mio mondo) – Learn to talk and write about what interests you!



Pathways to VCE:



Year 10 ATHLETE DEVELOPMENT PROGRAM (ADP)

- This is a year-long elective should be selected by students wanting to be a part of the Athlete Development Program (ADP).
- Students who select this subject, do not need to complete the core Year 10 Health & Physical Education subject.
- Students who select this subject can select Outdoor Education or Sports Studies as an elective if they wish.

Are you interested in...

Being a better athlete?

Becoming stronger, faster, more explosive and powerful?

Taking your sport to elite/state/national level?

Minimising your risk of injury?

What to expect...

The ADP provides student athletes with the opportunity to upgrade their athletic performance whilst at school. Their involvement will help them to achieve their personal best in their sporting pursuits, in all facets of their schooling and in life beyond their time at Greensborough College. Within this subject, students will participate in two strength and conditioning sessions per week. Students will also participate in one practical Physical Education class per week and one theoretical Health & PE class per week.

Health & PE Theory:

- Body Systems (Skeletal System, Muscular System, Cardiovascular System, Respiratory System)
- Exercise Science (Fitness Components, Training Principles, Training Methods)
- Relationships & Sexual Health

ADP & PE Practical:

- 2 x 60mins of strength and conditioning per week
- A variety of PE practical sessions including:
 - Tchoukball & Touch NFL
 - Baseball 5's
 - Cornhole & Croquet
 - Pickleball

Pathways to VCE:



Subject Levy: \$660 (will vary depending on student numbers)

OPTIONAL Sports Coaching

Qualifying students can also choose to undergo technical sports coaching in AFL, Basketball or Tennis. There are 2 categories of sports coaching:

- **Development Coaching** - Athletes in these squads receive 2 hours of technical coaching per week. This coaching is aimed at those students who aspire to take their sport to the next level.
- **Extended/Elite Coaching** - Athletes in these squads receive 3-6 hours of elite technical coaching per week. This coaching is aimed at student athletes who are already performing at a very high standard and aiming to compete at state and national levels. Student 'try-outs' for squads will be held.

The sports coaching sessions are all completed at Greensborough College with some sessions starting before school hours and during period 1 of timetabled classes. Other sessions run during scheduled class time or during lunch time. Please contact the ADP Coordinator for more information relating to the sports coaching timetables.

ADP Levies:

Athlete Development Program (All ADP students)	\$660*
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OPTIONAL Sports Coaching

AFL Development Coaching (2hrs/wk)	\$600*
AFL Extended Coaching (3hrs/wk)	\$900*
Basketball Development Coaching (2hrs/wk)	\$800*
Basketball Extended Coaching (3hrs/wk)	\$1,200*
Tennis Development Coaching (2hrs/wk)	\$1,000*
Tennis Elite Coaching (6hrs/wk)	\$3,000*

***These are our 2024 prices. These will be adjusted for 2025 based on student numbers.**



VCE ART MAKING AND EXHIBITING

Courses and Careers open to those who study Art Making and Exhibiting include:

Fine artist, curator, art historian, conservationist, art teacher, illustrator, photographer, animator, art therapist, designer, museum and gallery administration worker, visual merchandiser, digital printer, printmaker, sign writer, potter, stonemason, sculptor, stylist and decorator.

Subject Summary:

VCE Art Making and Exhibiting helps students recognize their artistic potential, fosters self-expression and creativity, and builds confidence and individual identity. It emphasizes the development of a strong skill set and critical thinking skills, encouraging both independent and collaborative work. Engaging with artworks in various spaces exposes students to different artistic perspectives and practices, fostering an understanding of diversity in the arts. Additionally, students learn about the curation, display, and conservation of artworks, enhancing their appreciation of the arts industry.

Unit 1: Explore, expand and investigate

- explore materials, techniques and processes in a range of art forms.
- expand their knowledge and understanding of the characteristics, properties and application of materials used in art making.
- explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks.
- explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time.

Unit 2: Understand, develop and resolve

- research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks.
- respond to a set theme and progressively develop their own ideas.
- learn how to develop their ideas using materials, techniques and processes, and art elements and art principles.
- consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks.

Unit 3: Collect, extend and connect

- actively engaged in art making using materials, techniques and processes.
- explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways.
- investigate how artists use visual language to represent ideas and meaning in artworks.
- present a critique of their artworks to their peer group.
- visit an exhibition in either a gallery, museum, other exhibition space or site-specific space.

Unit 4: Consolidate, present and conserve

- make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in -specific art forms.
- document in Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style.
- reflect on their finished artworks and evaluate materials, techniques and processes used.
- organise the presentation of their finished artworks.
- present a critique of their artworks and receive and reflect on feedback.

VCE BIOLOGY

Courses and Careers open to those who study Biology include:

Medicine, nursing, botany, zoology, bioinformatics, microbiology, nutrition, physiotherapy, radiology, biotechnology, ecology, genetics, environmental and marine science.

Subject Summary:

Biology is the science of living organisms and we are constantly learning more about life-forms through this dynamic study. Students will learn about the world around them through practical discovery and will develop the observational and laboratory skills necessary for a career in science or medicine.

Unit 1: How do organisms regulate their functions?

- discover the structure and function of cells and the cell membrane
- explore the cell cycle
- investigate plant and animal systems, with a focus on vascular tissue in plants and the digestive, excretory and endocrine systems in humans
- understand homeostasis and the processes involved with maintaining a stable internal environment
- design an investigation relating to the functions of an organism and report on their findings

Unit 2: How does inheritance impact on diversity?

- focus on how DNA enables the transmission of biological information to new generations
- compare sexual and asexual reproductive strategies
- understand different adaptations that organisms use to help them survive
- look at relationships within ecosystems
- explore a contemporary bioethical issue relating to an aspect of reproduction, inheritance or ecosystems

Unit 3: How do cells maintain life?

- examine gene expression and the creation and exportation of proteins from genetic material
- investigate enzymes and factors that affect their function
- explore techniques that allow DNA to be manipulated including the use of CRISPR-Cas9 technology and recombinant plasmids
- understand the processes of photosynthesis and cellular respiration

Unit 4: How does life change and respond to challenges?

- examine pathogens and learn about the immune system in humans and defence mechanisms in plants
- understand how immunity in both individuals and populations is acquired and how the spread of pathogens can be controlled
- explore evidence of how species are related
- investigate how species have evolved over time, with a focus on human evolution
- conduct and report on an independent investigation

VCE BUSINESS MANAGEMENT

Courses and Careers open to those who study VCE Business Management include:

Finance, Recruitment, Accountancy, Public Relations, Project Management, Human Resources, Marketing, Tourism, Retail, Business Consultancy, Director of Operations.

Subject Summary:

VCE Business Management encourages students to consider many aspects of entrepreneurship from shaping an initial business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure the continued success of a business. Students develop an understanding of the complexity of the challenges facing decision-makers in managing businesses and their resources. This is an essential study for any aspiring business owner.

A range of management theories are considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies in response to contemporary challenges in establishing and operating a business.

Unit 1: Planning a business

- understand what motivates an entrepreneur
- explore factors affecting business ideas.
- examine the internal and external environment within which businesses operate.

Unit 2: Establishing a business

- learn about legal requirements, finance and record keeping in business.
- Investigate the importance of marketing to a business
- Understand the importance of staffing a business

Unit 3: Managing a business

- explore key processes and issues associated with managing businesses effectively and efficiently.
- analyse case studies about the management of individuals in the workplace.
- explore corporate social responsibility, including environmental sustainability.
- differentiate between types of businesses and their respective objectives.
- investigate the concept of corporate culture.
- evaluate management styles and skills.

Unit 4: Transforming a business

- consider change management and the importance of leadership in change management.
- analyse case studies and contemporary examples of business change.
- learn how key performance indicators are used by businesses.
- propose, justify, and evaluate management strategies to improve performance.

VCE FOOD STUDIES

Courses and careers open to those who study food studies include:

Catering, hospitality, nutrition, food production and manufacture, marketing and laboratory testing.

Subject Summary:

VCE Food Studies is a subject that encompasses the study of food from many perspectives. This study is so diverse that it examines food from its ancient history to modern agriculture and manufacturing processes. Students will study how the body digests food and uses it for good nutrition and health. Food Studies has a practical component, which reinforces the content taught.

Unit 1: Food Origins

- examine food from a historical and cultural perspective, by investigating how sourcing food has changed since hunting and gathering days to today's urban living and global trade.
- explore how food patterns have changed through the influence of food production, processing, manufacturing and migration.
- reflect on the concept of an Australian cuisine and how it came about.
- Australian indigenous ingredients and the ingredients brought to Australia by some migrants will be the focus of practical classes.

Unit 2: Food Makers

- investigate food systems in contemporary Australia, focusing on both domestic and small-scale settings and commercial production industries.
- investigate how food industries provide safe, high-quality food that meets the needs of consumers and its significance to the Australian economy.
- consider a range of evaluation measures to compare food made in the home to commercial products and design new food products to suit particular needs and circumstances,
- consider their own potential in the role of small-scale food producers.

Unit 3: Food in Daily Life

- investigate role of food by exploring science of how food nourishes us and sometimes harms our bodies.
- examine the influences on food choices and explore the eating patterns over time and the behaviours that develop in social environments.
- examine the ways in which nutritional information can be filtered and manipulated.
- prepare food for various dietary needs and facilitate the establishment of sustainable meal patterns.

Unit 4: Food Issues, Challenges and Futures

- examine the role of Australia's food systems as part of the global food systems and the challenges of adequately feeding a rising world population.
- develop food knowledge and skills to empower consumers to assess contemporary fads, trends and diets.
- focus on issues and the challenges of food security, food sovereignty, food safety and food wastage.
- participate in practical activities to explore healthy eating and evaluating how food selection can optimize human and planetary health.

VCE HEALTH AND HUMAN DEVELOPMENT

Courses and careers open to those who study Health and Human Development include:

Social work and human services, nursing and midwifery, child and family advocacy, health and medical services, education, health promotion, allied health practices, justice and corrections services, special needs services, mental health services, hospice and bereavement services, health promotion and policy development.

Subject Summary:

VCE Health and Human Development provides students with a broad understanding of health and wellbeing that reaches beyond the individual. They learn how important health and wellbeing is to themselves and to families, communities, nations and global society.

Unit 1: Understanding health and wellbeing

- Concepts of health
- Youth health and wellbeing
- Health and nutrition

Unit 2: Managing health and development

- Developmental transitions
- Youth health literacy

Unit 3: Australia's health in a globalised world

- Understanding health and wellbeing
- Promoting health in Australia

Unit 4: Health and human development in a global context

- Global health and human development
- Health and the sustainable development goals

VCE HISTORY

Courses and Careers open to those who study VCE History include:

Archaeologist, Arts, museum curator, policy writing, politics, cultural historian, international development of humanitarian work, researcher or research assistant, teacher, librarian, journalism, tourism.

Subject Summary:

VCE History enables students to engage in the study of a range of times, people, places, and ideas. To make meaning of the past, students will use a broad range of sources, including primary and historical interpretations, to uncover and investigate contested debates about the past.

At Greensborough College, students study Modern History in Year 11 followed by a dedicated focus on the French and Russian Revolutions in Year 12. Modern History invites students to consider continuity and change as a result of the World Wars, the Cold War, and the creation of the United Nations, as well as exploring decolonisation, self-determination, and social and political movements. In Revolutions, students will analyse and evaluate the causes, effects, and significance of the French and Russian Revolutions.

Unit 1: Change and conflict

- Discuss the significant changes in how society was organised and how people live their lives.
- The methods and consequences of inclusion and exclusion of certain groups from participating in society, such as the Nuremberg laws in Germany and the Holocaust.
- Evaluate historical significance of events and individuals using historical perspectives.

Unit 2: The changing world empire

- Explore the causes of the Cold War, including ideological differences, and the economic, political, and social characteristics of competing ideologies.
- Investigate key political and social movements.
- Examine methods used by individuals to express views and demand for change.
- Consider the short and long-term consequences of events, ideas, and movements.
- Construct arguments using historical perspectives and interpretations of the past.

Unit 3 & 4: Area of Study One - Causes of revolution

- Investigate long term causes and short-term triggers of the French Revolution of 1789 and Russian Revolutions of 1917.
- Evaluate how a range of key individuals, events and ideas contribute to revolution.
- Consider the contribution of popular movements in mobilising society and challenging existing social order, including the nobility, bourgeoisie, and urban workers.
- Explore different historical interpretations of the past.

Unit 3&4: Area of Study Two -Consequences of revolution

- Investigate the significance and consequences of the French Revolution of 1789 and Russian Revolutions of 1917.
- Use a broad range of evidence, including historical interpretations to explore and evaluate continuity and change in post-revolutionary societies.
- Study the challenges faced by post-revolutionary societies.
- Construct arguments using historical perspectives and interpretations of the past.

VCE ITALIAN

Courses and careers open to those who study Italian include:

A broad range of social, economic and vocational opportunities such as: tourism, hospitality, the arts, diplomacy, social services, journalism, commerce, fashion, education, translating and interpreting.

Subject Summary:

The study of Italian contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication.

Unit 1:

- develop skills and knowledge to establish and maintain informal, personal, spoken interaction in Italian.
- locate and use information from two texts in Italian, chosen from a written, spoken or visual format. Students develop skills and knowledge to read, listen to or view texts in Italian effectively.
- present content in Italian in written form. Students also develop a presentation that recounts, narrates, entertains, retells or interprets information, concepts and ideas.

Unit 2:

- develop skills and knowledge that enable them to read, listen to and view texts in Italian and to develop a suitable response in Italian.
- develop skills and knowledge to read, listen to or view texts in Italian and use information in new context.
- research cultural products or practices that demonstrate an aspect of the culture studied. They develop an oral presentation in Italian on an aspect of the selected subtopic of interest to them.

Unit 3:

- develop skills and knowledge to resolve a personal issue by negotiating a mutually agreeable outcome in a spoken exchange in Italian.
- extract information from three or more texts relating to the selected subtopic, and create written responses to specific questions or instructions in Italian. Students synthesise information from written, spoken and visual texts.
- create an extended original piece of personal, informative or imaginative writing in Italian to express ideas, thoughts or responses

Unit 4:

- develop knowledge and skills to share observations and consider how a cultural product or practice from an Italian-speaking community may reflect a specific cultural perspective or behaviour.
- analyse and present in writing information extracted from written, spoken and viewed texts in Italian on a selected subtopic. Students respond to the texts in an extended piece of writing in Italian.
- present information, concepts and ideas in an extended written response to persuade an audience of a point of view or evaluate existing ideas and opinions about an aspect of the selected subtopic.

VCE LEGAL STUDIES

Courses and Careers open to those who study VCE Legal Studies include:

Lawyer, International relations, politics, teaching, policy analyst, international development, international relations, human resources, legal assistant, journalism, labour relations, social worker, court clerk, law enforcement officer.

Subject Summary:

VCE Legal Studies investigates the ways in which the law and legal system serve individuals in our contemporary Australian society. Legal studies caters to students who have a keen interest in the law and social justice. Students develop an understanding of the rule of law, law-makers, legal institutions, the relationship between the people and the Australian Constitution, the protection of rights in Australia, and the Victorian justice system.

Through applying knowledge of legal concepts and principles to a range of actual and / or hypothetical scenarios, students develop an ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They develop an appreciation of the ability of people to actively seek to influence changes in the law and analyse both the extent to which our legal institutions are effective, and whether the Victorian justice system achieves the principles of justice. For the purposes of this study, the principles of justice are fairness, equality and access.

Unit 1: The presumption of innocence

- learn about key aspects of our legal system, how laws are made and the doctrine of precedent.
- investigate key concepts of criminal law, exploring specific crimes and their impact on society.
- learn how to determine guilt (criminal law)
- consider the purposes of sanctions and how people are penalised for committing crimes.

Unit 2: Wrongs and rights

- learn about aspects of civil law and how remedies are provided to alleviate harm.
- analyse real world and hypothetical examples around civil cases
- explore human rights issues in our legal system
- analyse and explore real world examples of human rights issues

Unit 3: Rights and justice

- learn about institutions in the justice system and their suitability in determining criminal cases and resolving civil disputes.
- learn how the Victorian court hierarchy and other legal institutions and bodies available to assist in cases.
- consider and analyse how the principles of justice are upheld.

Unit 4: The people, the law and reform

- Learn how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments,
- understand the reasons for law reform and how law reform occurs
- explore the 1967 and 2023 Referendums and their impact on our community

Subject Levy:

- Unit 1/2 - \$20
- Unit 3/4 - \$20

VCE MATHEMATICS

Foundation Mathematics

Courses and careers open to those who study Foundation Maths include:

TAFE courses, careers in retail, trades, business.

Subject Summary:

This subject is extremely practical and accessible to all students. Included are topics such as:

- measurement (e.g. area),
- finance and
- statistical information (e.g. graphs in media).

Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society.

Units 1 to 4:

- apply techniques, routines and processes involving integer, rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algorithms, measures, equations and graphs, with and without the use of technology.

Subject Levy:

- Unit 1/2 - \$25
- Unit 3/4 - \$25

General Mathematics

Courses and careers open to those who study General Maths include:

Commerce, Actuary (insurance), Accountancy, Investment and financial management, Sociology, Psychology, Researcher, Statistics, Education, Nursing.

Subject Summary:

General Mathematics focuses on real-life application of mathematics.

Unit 1 and 2 Areas of Study:

- Data analysis, probability and statistics
- Algebra, number and structure
- Calculus
- Data analysis, probability and statistics

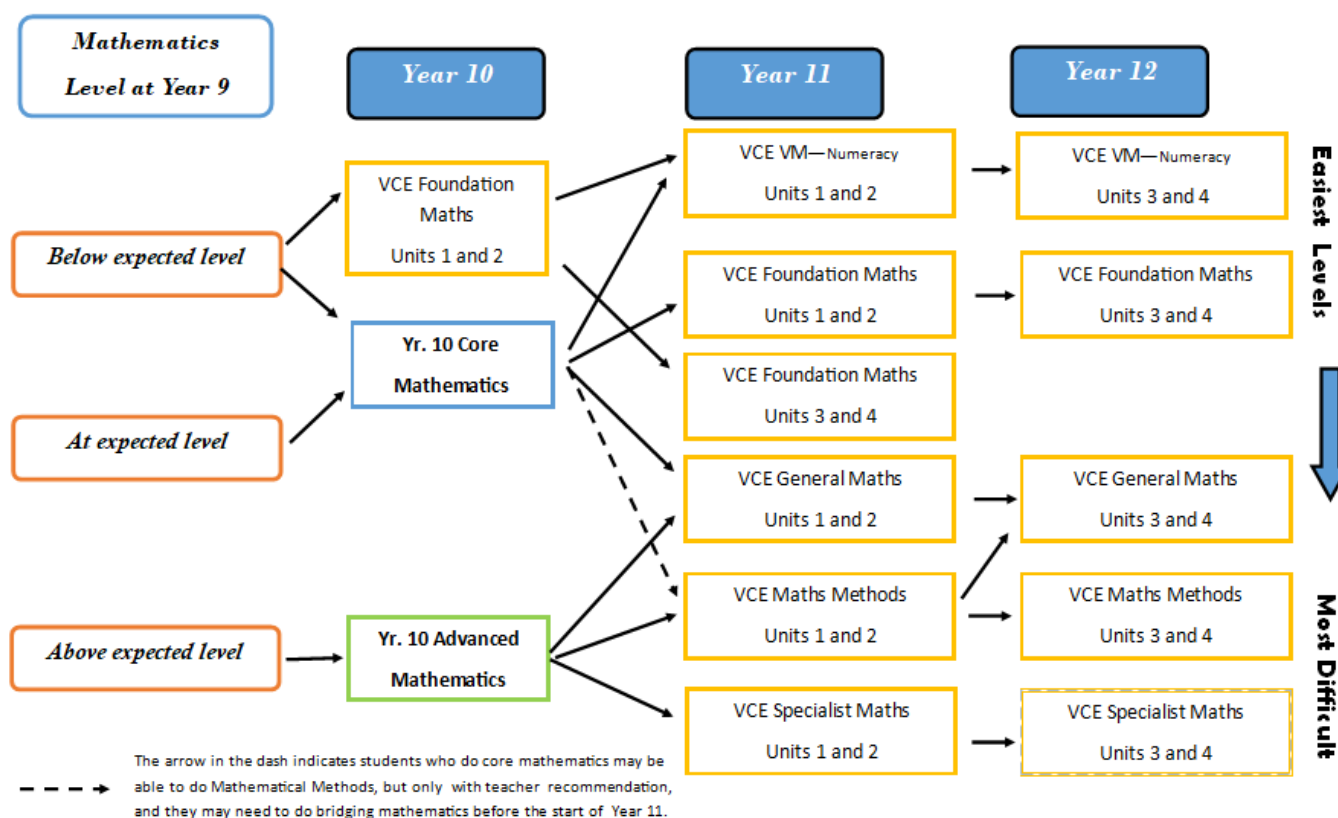
Unit 3 and 4 Areas of Study:

- Data Analysis
- Recursion and Financial Modelling
- Matrices
- Networks and Decision Mathematics

Subject Levy:

- Unit 1/2 - \$25
- Unit 3/4 - \$25

Possible Mathematics Pathways at Greensborough College



VCE MEDIA

Courses and Careers open to those who study Media include:

Actor, animator, costume designer, director, game developer, film and video editor, journalist, multimedia developer/ specialist, radio presenter, screen writer, script editor/ writer, television presenter, light/ sound technician, production assistant, photographer and digital printer.

Subject Summary:

VCE Media allows students to explore the media (Film, Television, Internet and more) in historical and contemporary contexts. Students will also develop skills in media design and production. VCE Media enables students to critically analyse media concepts, forms, and products, considering narratives, technologies, and processes. They examine media's role in society and create their own media representations. The study enhances planning, analytical, critical, and creative thinking skills, as well as communication and technical knowledge. It prepares students for further study or careers in fields like screen and media, marketing, advertising, games, communication, design, photography, and animation.

Unit 1: Media Forms, Representations & Australian Stories

- use media pre-production, production, editing techniques and processes
- analyse Australian Film & Television and the cultural histories surrounding them.
- compare the representations of different cultural groups across media products and from different periods of time, locations and contexts

Unit 2: Narratives Across Media Forms

- describe the distinctive style of media creators and producers
- discuss how media creators use or subvert genre to engage audiences
- in groups, utilise technical skills in the operation and creation of media products.

Unit 3: Media Narratives & Pre Production

- analyse the construction of narratives in film & how audiences interpret them in a video essay.
- develop ideas for a media production (Film, Music Video, Podcast etc)
- research and analyse other media pieces for inspiration
- undertake experiments to help students refine their skills with media technology.
- produce a Pre-Production package to guide the creation of their media product in Unit 4.

Unit 4: Production. Media and Control in the Media

- operate equipment and technologies to bring their Pre-Production package to realisation.
- use reflection and feedback to refine and resolve a media product
- analyse and discuss the changing relationship between the media and audiences through modern case studies.

Subject Levy:

- Unit 1/2 - \$50
- Unit 3/4 - \$50

VCE MUSIC PERFORMANCE

Courses and Careers open to those who study Music include:

Professional musician, composer, sound engineer, performer, musical director, ensemble performer, music journalist, game music composer, film music composer, session musician, music technician, instrumental music teacher or classroom music teacher.

Subject Summary:

VCE Music emphasizes active participation in all aspects of music. Students enhance their musicianship skills, critically engage with music as listeners, performers, creators, and music makers, and reflect on their musical experiences. They analyse and evaluate live and recorded performances, incorporating diverse musical practices into their learning. Students learn to communicate and express musical ideas effectively as performers and composers. This study provides a foundation for composing, arranging, interpreting, and critiquing music. It offers various pathways to accommodate diverse student backgrounds and learning contexts, both formal and informal.

Unit 1: Organisation of Music

- focus on practical music-making and performance skills
- develop their individual instrumental and musicianship skills
- create a folio of brief creative responses
- develop appropriate methods of recording and preserving their music.
- analyse the treatment of specific music elements, concepts and compositional devices
- identifying how music is organised and the components of this organisation
- aural analysis and respond to a range of excerpts in different styles and traditions

Unit 2: Effect in Music

- prepare and perform solo and group works
- convey meaning and/or emotion to an audience through practical music-making
- assemble a folio of brief responses
- develop appropriate methods of recording and preserving their music
- develop skills in analysing how effect can be created in music and how the treatment of elements of music, concepts and compositional devices contribute to this effect
- respond to a range of excerpts in different styles and traditions, building understanding of how effect is realised

Unit 3: Music Contemporary Performance

- perform regularly in a variety of contexts
- investigate the possibilities of exhibiting personal voice by reimagining at least one existing work.
- focus on the processes of analysis and practices that they undertake to develop their performances.
- Research materials may include musical scores, recordings and live performances, texts, digital sources and critical discussion with other musicians
- develop their understanding of the ways elements of music, concepts and compositional devices can be interpreted and/or manipulated in contemporary performance

Unit 4: Music Contemporary Performance

- perform regularly in a variety of contexts
- refine their understanding of how a sense of personal voice may be achieved in performance.
- continue to develop their understanding of the ways elements of music, concepts and compositional devices can be interpreted and/or manipulated in contemporary performance.

Subject Levy:

Unit 1/2 - \$100

Unit 3/4 - \$100

VCE PHYSICAL EDUCATION

Courses and careers open to those who study Physical Education include:

Physical education teacher, physiotherapist, osteopathy, chiropractor, strength and conditioning coach, exercise scientist, personal trainer, dietician, medical sciences, sports coach, elite athlete.

Subject Summary:

This subject uses practical based physical activity opportunities to enhance theoretical understanding of knowledge and skills related to body systems, physical activity and healthy lifestyles, sports coaching and skill development, exercise science and training program design.

Unit 1: The human body in motion

- How does the musculoskeletal system work to produce movement?
- What role does the cardiorespiratory system play in movement?

Unit 2: Physical activity, sport, exercise and society

- How do physical activity, sport and exercise contribute to healthy lifestyles?
- What are the contemporary issues associated with physical activity and sport?

Unit 3: Movement skills and energy for physical activity, sport and exercise

- How are movement skills improved?
- How does the body produce energy?

Unit 4: Training to improve performance

- What are the foundations of an effective training program?
- How is training implemented effectively to improve fitness?

Subject Levy:

- Unit 1/2 - \$30
- Unit 3/4 - \$30

VCE PSYCHOLOGY

Courses and Careers open to those who study Psychology include:

Social work, child care, child/clinical/educational/developmental psychology, counsellor, counselling, marketing, police officer, sales professional, teaching.

Subject Summary:

Humans are complex! In VCE Psychology students develop an understanding of the complexity of human behaviours and thoughts. Students are given the opportunity to apply psychological principles to everyday situations. Studying Psychology helps students to understand and explain the interactions between biological, behavioural, cognitive and socio-cultural factors that influence people's thoughts, emotions and behaviours.

Unit 1: How are behaviour and mental processes shaped?

- explore how factors influence aspects of person's psychological development across their lives
- investigate concepts of normality and neurotypicality
- understand the role of mental health workers, psychologists, psychiatrists and organisations in supporting psychological development, diagnosis and treatment
- explore how the brain enables humans to interact with the external world around them and analyse the interactions between different areas of the brain
- understand how the brain changes and how mental functions adapt
- study the impact of acquired brain injuries (ABIs) and Chronic Traumatic Encephalopathy (CTE)

Unit 2: How do external factors influence behaviour and mental processes

- explore the factors that shape the identity and behaviour of individuals and groups
- investigate psychological impact of stereotypes, prejudice, discrimination and stigma on individuals and groups in Australian society and investigate strategies to reduce prejudice, discrimination, stigma
- research findings when considering impacts of social groups and culture on individual behaviour
- consider positive and negative influences of media sources on mental wellbeing and group behaviour
- investigate taste and visual perception
- explore perceptual distortions of vision and taste when looking at the fallibility of perceptual systems

Unit 3: How does experience affect behaviour and mental processes?

- investigate the role of the nervous system in enabling a person to understand and respond to internal and external world
- explore the effect that neuromodulators have on brain activity
- consider the interaction of gut microbiota with stress and the nervous system
- understand the ways in which stress can affect mental wellbeing, as well as exploring strategies for coping with stress and improving mental wellbeing
- investigate some of the different ways we learn, for example Classical Conditioning
- explore how our memory works, and how the different areas of the brain are involved in our memory
- consider how we can improve our memory using mnemonics, including what we have learnt from the Aboriginal and Torres Strait Islanders techniques

Unit 4: How is mental wellbeing supported and maintained?

- investigate how sleep occurs
- consider the influences of sleep (or lack of) on psychological functioning
- understand sleep hygiene
- explore mental wellbeing
- investigate specific phobias
- conduct and report on a practical investigation

Subject Levy:

- Unit 1/2 \$25
- Unit 3/4 \$25

VCE VISUAL DESIGN COMMUNICATION

Courses and Careers open to those who study Visual Communication Design include:

Web designer, urban and regional planner, multimedia developer, interior designer, industrial designer, advertising, social media manager, animator, illustrator, graphic designer, UX/UI designer, architect, architectural draftsman, digital printer and fashion designer.

Subject Summary:

VCE Visual Communication Design prepares students for the evolving role of designers in the 21st century, emphasizing the need to address complex, ill-defined problems in sustainable and strategic ways. VCE Visual Communication Design has adapted to this shift, focusing on larger systems and services rather than just appearance and function. It highlights the importance of understanding fluid and rapidly changing contexts, with consumers often playing a role in content creation. The study aims to develop future-ready designers who are critical, reflective, and empathetic, with skills to address life's challenges. Students learn to visually communicate ideas for various audiences and develop multidisciplinary skills.

Unit 1: Finding, reframing and resolving design problems

- practices and processes used by designers to identify, reframe and resolve design problems.
- learn how design can improve life and living for people, communities and societies
- learn how good design has changed over time.
- learn the value of human-centred research methods
- apply two-dimensional drawing methods
- apply three-dimensional drawing methods

Unit 2: Design contexts and connections

- draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process.
- adopt the practices of design specialists while discovering the role of the interactive designer in the realm of user-experience (UX).
- develop spaces and interfaces that respond to both contextual factors and user needs.
- learn activities highlighting the connections between design and its context, and the emotive potential of interactive design experiences in both physical and digital spaces
- look to historical movements and cultural design traditions as sources of inspiration

Unit 3: Visual Communication in Design Practice

- explore and experience the ways in which designers work, while also analysing the work that they design
- study contemporary designers, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences
- compare contexts in which designers work
- identify the obligations and factors that influence the changing nature of professional design practice
- generate a brief defining two distinct communication needs
- present design ideas for critique, and both respond to and deliver constructive feedback

Unit 4: Delivering Design Solutions

- continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs.
- test design concepts using models, mock ups and or prototypes.
- devise a pitch to communicate and justify their design decisions
- Present two final designs.

Subject Levy:

Unit 1/2 - \$50

Unit 3/4 - \$50

VET – AUTOMOTIVE – Certificate II

Courses and careers open to those who study VET Automotive include:

Service technicians and mechanics, auto electrical, electronics, computer diagnostics, engine rebuilding, A/C technician, car body and glass repairer, logistics and business management.

Subject Summary:

This subject is part of a Vocational and Educational Training Program and includes modules from the Certificate II in Automotive Vocational Preparation AUR20720 taken in conjunction with AIET and the VACC. The Certificate in Automotive takes 2 years to complete.

Students learn about the automotive industry and apply that knowledge to modern and old automobiles, using sophisticated tools and equipment. The course is designed to mirror the workplace environment and in doing so provides pathways to TAFE, university studies and job opportunities with School Based Apprenticeships (SBATs) and full-time apprenticeships available through willing employers in all areas of the automotive industry.

VET Automotive gives students the opportunity to further their studies from Year 9 and is an invaluable subject for those wanting to pursue working on automobiles as a hobby and to those thinking of a career within any part of the auto or engineering/electrical industry. It enables students to learn about automobiles, how they operate, and how to service and repair them whilst developing their leadership and practical skills.

Year 1 - Units of Competency

AURAEA002 Follow environmental and sustainability best practice in an automotive workplace
 AURFA104 Resolve routine problems in an automotive workplace
 AURASA102 Follow safe working practices in an automotive workplace
 AURETR103 Identify automotive electrical systems and components
 AURETR115 Inspect, test and service batteries
 AURLTA101 Identify automotive mechanical systems and components
 AURTTA127 Carry out basic vehicle servicing operations
 AURTTK102 Use and maintain tools and equipment in an automotive workplace

Year 2 - Units of Competency

AURTTJ003 Remove and replace wheel and tyre assemblies
 AURFA103 Communicate effectively in an automotive workplace
 AURETK003 Operate electrical test equipment
 AURETR006 Solder electrical wiring and circuits
 AURETR048 Construct and test basic electronic circuits
 AURTTE007 Dismantle and assemble single cylinder four-stroke petrol engines
 AURTTE008 Dismantle and assemble multi-cylinder four-stroke petrol engines

Assessment:

Training packages used by Greensborough College to facilitate Certificate II in Automotive Studies have been devised by Australian Institute of Education and Training (AIET, RTO 121314) and the VACC and have specific requirements regarding demonstration of competence and appropriate assessment of competence. As a competency-based program, this means that students must demonstrate required competencies at an appropriate industry standard. Assessment is ongoing and students are graded as “competent” or “not yet competent”.

Subject Levy: To be confirmed

VCE/VET –Cookery Certificate II

Courses and Careers open to those who study VET Certificate II in Cookery SIT202421 include:

A pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes and coffee shops, aged care facilities, hospitals, prisons and schools. Also, it can provide those with this qualification a means to travel throughout Australia, or to just help support themselves during tertiary studies.

Subject Summary:

SIT20421 Certificate II in Cookery is a largely hands on course, where skills and knowledge gained will enhance students' opportunities within the hospitality industry. The VCE VET SIT20421 Certificate II in Cookery is drawn from a national training package, which is recognised throughout Australia. Students must complete 13 units of competency over two years. Students are considered competent for industry standards when they demonstrate the required skills and knowledge for each unit of work. Students can use their study of VET Cookery to contribute to their VCE ATAR score.

Year 1 - Units of Competency

SITHCC023 Use food preparation equipment.
 SITHCCC027 Prepare dishes using basic methods of cookery.
 SITHKOP009 Clean kitchen premises and equipment.
 SITXFSA005 Use hygienic practices for food safety.
 SITXINV006 Receive, store and maintain stock.
 SITHCCC025 Prepare and present sandwiches.
 SITHCCC024 Prepare and present simple dishes.
 SITXCOM007 Show social and cultural sensitivity.

Year 2 - Units of Competency

SITHCCC028 Prepare appetisers and salads.
 SITHCCC030 Prepare vegetables, fruit, eggs and farinaceous dishes.
 SITHCCC029 Prepare stocks, sauces and soups.
 SITHCCC034 Work effectively in a commercial kitchen.

Assessment:

Training packages used by Greensborough College to facilitate Certificate II in Cookery have been devised by IVET, RTO 40548.

This course concentrates on the skills and knowledge required to work in a commercial kitchen. Assessment is ongoing and may take the form of observation, written tasks, practical demonstrations, or satisfactory completion of a project. It is competency based, requiring students to demonstrate required skills to meet industry standards. Students will be graded as "competent" or "not yet competent".

Subject Levy: To be confirmed

VCE/VET-SPORT AND RECREATION – Certificate III

Courses and careers open to those who study VET Sport & Recreation include:

Sports coach, PE teacher, sports marketing, public relations, social media manager, sports journalist, sports competition manager, event management, leisure centre management, sports official, camp director, sports analyst.

Subject Summary:

VET Sport and Recreation provides the skills and knowledge that are required to work in the sport and recreation industry. It is also great pathway for students interested in other industries such as education and business. VET Sport and Rec can be completed by any student in Year 10 and above at Greensborough College, either as standalone VET for the Vocational Major (VM) or as a VCE subject. If completed as a VCE subject, you will get a study score and the result will go towards your ATAR. Students who complete the course successfully, also receive a Certificate III in Sport & Recreation.

Year 1 - Units of Competency

HLTWHS001 - Participate in workplace health and safety
 SISSPAR009 - Participate in conditioning for sport
 SISXFAC006 - Maintain activity equipment
 HLTAID011 - Provide First Aid
 HLTAID009 - Provide Cardiopulmonary Resuscitation
 SISXEMR003 - Respond to emergency situations
 SISXDIN011 - Maintain sport, fitness and recreation industry knowledge
 SISXCCS004 - Provide quality service
 SISXIND009 - Respond to interpersonal conflict
 BSBPEF301 - Organise personal work priorities
 SISSOF002 - Continuously improve officiating skills and knowledge

Year 2 - Units of Competency

BSBWHS308 - Participate in WHS hazard identification, risk assessment and risk control
 SISXPLD004 - Facilitate groups
 SISSCO001 - Conduct sport coaching sessions with foundation level participants
 SISXPLD002 - Deliver recreation programs

Assessment:

Three assessments for each unit of competency are to be completed by students to demonstrate competency.

These are usually in the form of:

1. Written SAC - Structured Questions
2. Practical Portfolio - lesson plans, checklists, case studies etc.
3. Observation - teacher marks practical work (i.e. sport coaching)

Students need to achieve a mark of 40% or higher on each of the assessments to be deemed competent. All evidence of student work is sent to our Auspicer (Savile RTO) for them to re-assess whether students have achieved competency for the unit.

Subject Levy: To be confirmed

VCE ASSESSMENT

Unit 1 and 2 Assessment

Study	Type of assessment
Art Making and Exhibiting	Practical Folio Written Analysis Tasks
Biology	Reflective Annotations of logbook Case Study Independent Investigation Fieldwork Report Lab Reports
Business Management	Reports Case Studies Essays
Chemistry	Presentation Independent Investigation Lab Reports
English	Personal Response Descriptive Responses Analytical Response Exploring Argument Oral Presentation
Food Studies	Folio Comparative Analysis Research
Health and Human Development	Case Study Data Analysis Structured Questions Written Report
History Revolutions	Historical Essay Comparative Essay Oral Presentation Source Analysis
Languages: Italian	Writing Task Oral Task
Legal Studies	Tests Case Study Presentation
Literature	Critical Oral Creative Response Analysis Essay
Mathematics: Foundation Mathematics	Application Task Investigation Task Modelling Task
Mathematics: General Mathematics	Problem-Solving Task Investigation Task Modelling Task
Mathematics:	Problem-Solving Task

Mathematical Methods Specialist Mathematics	Investigation Task Modelling Task
Media	Film Production Folio Written Analysis Tasks
Music Contemporary Performance	Group Performance Solo Performance Folio
Physical Education	Practical Laboratory Report Data Analysis Written Report Written Plan Visual Presentation
Physics	Tests Poster Research Independent Investigation Lab reports
Product Design and Technologies	Practical Folio Written Analysis Tasks
Psychology	Problem Solving task Research Tasks Independent Investigation Experiment/ Case Study Analysis Log Book activities
Visual Communication Design	Practical Folio Written Analysis Tasks
VET Sport and Recreation	Lab Report Research task Presentation
Art Making and Exhibiting	Practical Folio Written Analysis Tasks

Unit 3 and 4 Assessment

Study	Type of assessment	Contribution to study score (%)
Algorithmics	Units 3 and 4 school-assessed coursework	20
	Units 3 and 4 school-assessed task	20
	Written examination	60
Art Making and Exhibiting	Units 3 and 4 school-assessed task	60
	Units 3 and 4 school-assessed coursework	10
	Written examination	30
Biology	Unit 3 school-assessed coursework	20
	Unit 4 school-assessed coursework	30
	Written examination	50
Business Management	Unit 3 school-assessed coursework	25
	Unit 4 school-assessed coursework	25
	Written examination	50
Chemistry	Unit 3 school-assessed coursework	20
	Unit 4 school-assessed coursework	30
	Written examination	50
English	Unit 3 school-assessed coursework	25
	Unit 4 school-assessed coursework	25
	Written examination	50
Extended Investigation	Unit 3 school-assessed coursework	30
	Critical Thinking Test	10
	Externally assessed task	60
Food Studies	Unit 3 school-assessed coursework	30
	Unit 4 school-assessed coursework	30
	Written examination	40
Health and Human Development	Unit 3 school-assessed coursework	25
	Unit 4 school-assessed coursework	25
	Written examination	50
History Revolutions	Unit 3 school-assessed coursework	25
	Unit 4 school-assessed coursework	25
	Written examination	50
Languages: Italian	Unit 3 school-assessed coursework	25
	Unit 4 school-assessed coursework	25
	Examination: oral component	12.5
	Examination: written component	37.5
Legal Studies	Unit 3 school-assessed coursework	25
	Unit 4 school-assessed coursework	25
	Written examination	50
Literature	Unit 3 school-assessed coursework	25
	Unit 4 school-assessed coursework	25
	Written examination	50
Mathematics: Foundation Mathematics	Unit 3 school-assessed coursework	40
	Unit 4 school-assessed coursework	20
	Written examination	40
Mathematics: General Mathematics	Units 3 and 4 school-assessed coursework	40
	Written examination 1	30
	Written examination 2	30
Mathematics: Mathematical Methods Specialist Mathematics	Units 3 and 4 school-assessed coursework	40
	Written examination 1	20
	Written examination 2	40
Media	Units 3 and 4 school-assessed coursework	20
	Units 3 and 4 school-assessed task	40
	Written examination	40

Music Contemporary Performance	Units 3 and 4 school-assessed coursework	30
	Performance examination	50
	Aural and written examination	20
Outdoor and Environmental Studies	Unit 3 school-assessed coursework	20
	Unit 4 school-assessed coursework	30
	Written examination	50
Physical Education	Unit 3 school-assessed coursework	25
	Unit 4 school-assessed coursework	25
	Written examination	50
Physics	Unit 3 school-assessed coursework	30
	Unit 4 school-assessed coursework	20
	Written examination	50
Product Design and Technologies	Units 3 and 4 school-assessed coursework	20
	Units 3 and 4 school-assessed task	50
	Written examination	30
Psychology	Unit 3 school-assessed coursework	20
	Unit 4 school-assessed coursework	30
	Written examination	50
Visual Communication Design	Unit 3 school-assessed coursework	20
	Units 3 and 4 school-assessed task	50
	Written examination	30
VET Hospitality	Units 3 and 4 school-assessed coursework	66
	Written examination	34
VET Sport and Recreation	Units 3 and 4 school-assessed coursework	66
	Written examination	34



Greensborough

COLLEGE

Please note: All Subject Levies are dependent on School Council approval and will be published later in the year