YEAR 10 SUBJECT INFORMATION

2026

THOMAS CARR COLLEGE

They Will Shine

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THOMAS CARR COLLEGE

Introduction

At Thomas Carr College we are committed to achieving a high standard of learning outcomes for all students and establishing a learning and teaching program that incorporates both breadth and depth within a combination of compulsory core and elective subjects. Students at Year 10 are working toward achieving Victorian Curriculum Achievement Standards. Applied Learning pathways are also offered at Year 10 and within the Senior School. The Year 10 curriculum is structured to allow students to select subjects based on their strengths, interests, further study options, and possible career options and future aspirations.

Students undertake a combination of core year-long subjects and they select from various semester-based subjects including the following options at Year 10:

- Mainstream (All Year 10 subjects)
- Mainstream including an Accelerated study in a VCE subject
- Mainstream including an Accelerated study in a VET subject
- MAGIS Pathway continued with Accelerated Study

Students study a combination of compulsory core subjects and elective subjects at Year 10, these are allocated the following number of periods per cycle:

Core Full Year Subjects	Number of periods per cycle
Religious Education	6 periods
English	9 periods
Mathematics	9 periods
Health and Physical Education	6 periods
My Career Pathway	1 period
Semester Subjects	
CORE ELECTIVES: Students must choose at least ONE semester unit from Sciences and Humanities	9 periods each
ELECTIVE SEMESTER SUBJECTS: Students undertake FOUR electives for the year (free choices)	9 periods each

Compulsory (Core) Subjects

Religious Education
All Year 10 students will complete the Core Subject: Religious Education.

English
In Semester One, all Year 10 students will complete English, which prepares them for Year 11 VCE English. In Semester Two, students have the opportunity to explore what the other VCE English options involve and will select from ONE of the three listed English Options.

- English (Standard)
- English Literature: Introduction to Literature
- English Language: Our Lingo

Health and Physical Education
All students will study Health and Physical Education in Year 10.
Students will study Health and Physical Education for one semester and are required to select from ONE of the following Health and Physical Education elective options for the other semester.

- Recreational Sports
- Team Sports

Mathematics
All students study Mathematics in Year 10.
Students can select from the following Mathematics options:

- Year 10 Core Mathematics
- Year 10 General Mathematics
- Year 10 Mathematical Methods (recommended for students planning to study Mathematical Methods in Year 11)
- VCE General Mathematical Units 1 and 2

Science and Humanities
All Year 10 students will select at least ONE Semester Unit from the listed Science and Humanities options.

My Career Pathway
This study takes place throughout the year. It allows students to develop personal career goals and plan career pathways through work experience, career exploration, industry focus and other post year 12 options. This Unit also prepares students for job interviews through developing a resume, writing a cover letter and email for a job application, addressing selection criteria, and participating in a 'mock' interview.

Students will complete Morrisby Testing which will help foster conversations and thinking around possible study and career options and planning their program for study for the final two years of secondary schooling and beyond.

My Careers Pathway focuses on personal awareness through developing core employability skills including communication, teamwork, problem-solving, initiative and enterprise, planning and organising, self- awareness, learning and technology use.

Accelerated Programs

Magis Program

The College's MAGIS program was introduced in 2018 and aims to provide an enhanced learning pathway for students who wish to extend their learning through a gifted and talented pathway. New students may apply to participate in this program and entry is based on their current academic results and overall approach to learning.

At Year 10, students undertaking the MAGIS Program can apply accelerate in a VCE subject including General Mathematics. In Year 12, they may also wish to pursue additional VCE and other university pathway options that will continue to enhance and extend their learning beyond Thomas Carr.

Acceleration Guidelines

For current Year 9 students wishing to undertake a VCE Unit 1 AND 2 subject in Year 10:

- Selection by application only
- Students must meet the following selection criteria:
  - an average grade of at least 80% in the relevant subject.
  - an average grade of at least 80% in the relevant subject in English.
  - an average 70-75% across all other subjects
  - Work Habits at a high standard
  - Teacher and Pastoral and Learning Mentor recommendations

VCE Units 1 & 2 Subjects offered at Year 10

The following VCE studies are available as part of the Acceleration Program, please refer to the Year 11 and 12 Subject Handbook for detailed information on these subjects.

Applied Computing
Biology
Business Management
General Mathematics
Health and Human Development
Legal Studies
Media Studies
Psychology
Environmental Science

For Year 9 Students wishing to apply to undertake a VET Study as an Accelerated Study program, please see Mr John Bassi for application forms.

Further information about the VCE, VET and Applied Learning pathways including access to the Study Designs of all the VCE subjects offered at Thomas Carr College please visit the VCAA website.

Learning Support

Students who have been identified as needed additional support will be supported by Learning Support Officers (LSOs) in classes across a range of subjects. In addition to this, adjustments will be made by all teaching staff across all subject areas in consultation with students, families and Learning Diversity.

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Vocational Education and Training in (VET) Courses

VET can play an important role in senior secondary schooling. When you add VET to your VCE or VCE VM studies (in Year 10, 11 and 12), you gain practical skills in an industry you are interested in.
VET courses:

- Provide a nationally recognised qualification in a specific industry, or provide credit towards one contribute towards the completion of your VCE
- Allow you to study through School-Based Apprenticeships and Traineeships, which are often paid positions.

Fees

Year 10 VET students will be required to pay additional material fees. These fees range from $250 to $450. Fees for the cost of tuition are subsidized so families do not pay the full costs.
Please refer to Appendix 1 for the VET Fees Table.

Attendance

90% attendance is a requirement for all VET courses.

Punctuality

Students in Year 10 will miss scheduled classes to attend their VET course. It is the responsibility of the student to catch up on any work or assessments missed. If applicable students must return to the college to complete classes before or after their VET class.

Pathway Guidelines

It is recommended that students that wish to complete a VCE-VM pathway complete their VET course in Year 11 and 12.

Transport

Students completing a VET course in the Wyndham cluster afternoon classes will be provided with transport. Students completing morning or all day classes will be required to get their own transport to and from the venue.

Thomas Carr College Trade Training Centre will offer VET certificate courses in Carpentry. The Sound Production Course is also offered on site. The College belongs to the Wyndham VET cluster of schools offering a range of VET certificates for students in the cluster, a complete list can be found in the 2024 Wyndham VET Cluster Handbook is available to download from our College website.

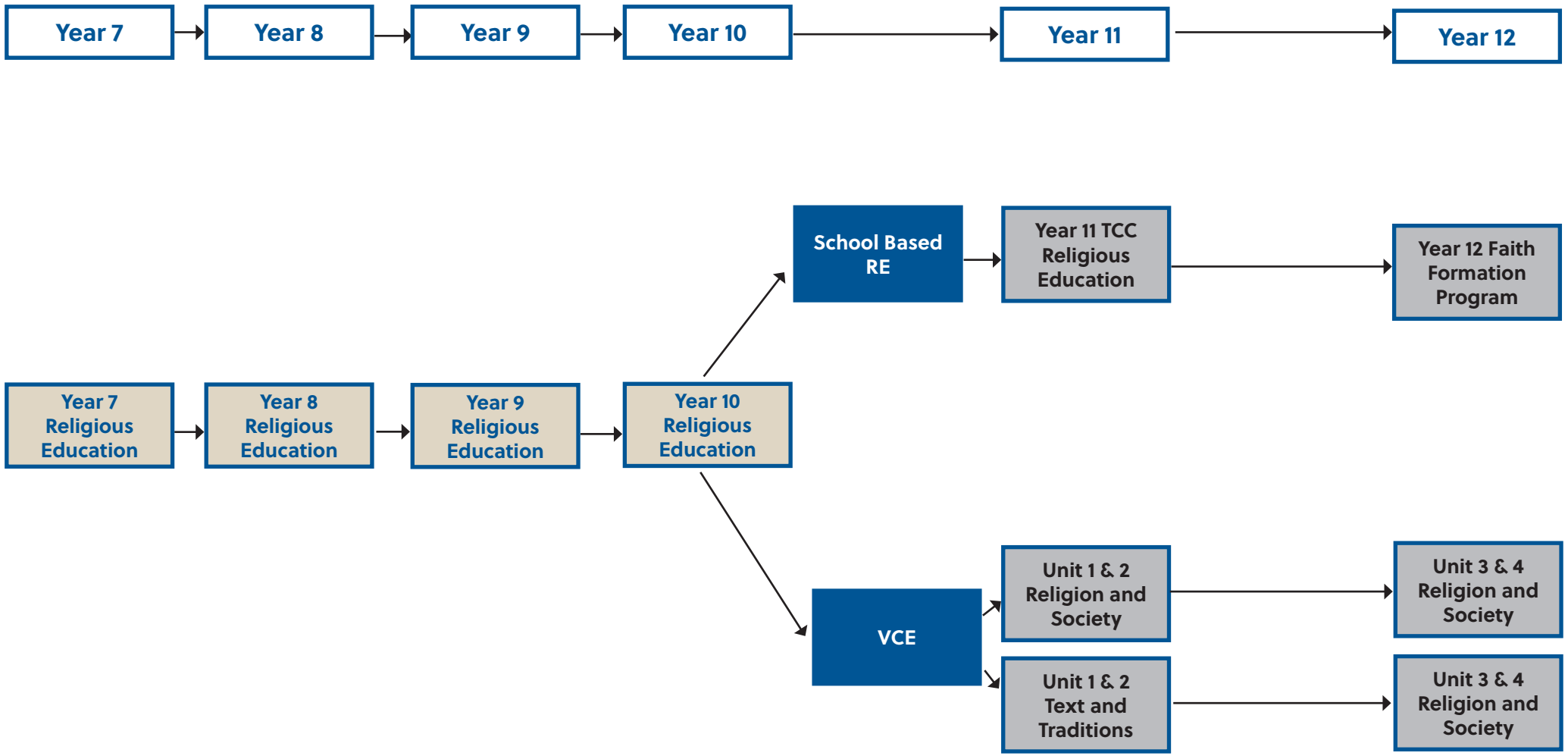
Important Contacts

To learn more about the Year 10 curriculum and learning pathways offered at Thomas Carr College, please refer to the below contacts.

Question	Contact Person
Subject-specific questions	Subject teacher or the relevant Learning Area Leader
Subject selection process or to learn more about the subjects offered at Years 10 including VCE options	Ashley Saliba (Director of Learning and Growth: Progression)
Applied Learning programs or VET subjects	John Bassi (Applied Learning Leader)

Role	Contact Person	Email
Deputy Principal: Learning and Teaching	Damian Bernardo	damian.bernardo@thomascarr.vic.edu.au
Director of Learning and Growth: Progression	Ashley Saliba	ashley.saliba@thomascarr.vic.edu.au
Director of Learning and Growth: Pedagogy	Alice Power	alice.power@thomascarr.vic.edu.au
Director of Learning and Growth: Curriculum	Gabby Dillon	gabby.dillon@thomascarr.vic.edu.au
Director of Learning and Growth: Learning Diversity	Claire Naraghi	claire.naraghi@thomascarr.vic.edu.au
Appilied Learning Leader	John Bassi	john.bassi@thomascarr.vic.edu.au
Careers Leader	Anne Laba	anne.laba@thomascarr.vic.edu.au
Learning Leader: English	Margaret Raffoul	margaret.raffoul@thomascarr.vic.edu.au
Learning Leader: EAL	Lexie Huculak	lexie.huculak@thomascarr.vic.edu.au
Learning Leader: Health & Physical Education	Brad Gilham	brad.gilham@thomascarr.vic.edu.au
Learning Leader: Humanities	Justin Reimers-Smith	justin.reimers-smith@thomascarr.vic.edu.au
Learning Leader: Languages	Nani Thomas	nani.thomas@thomascarr.vic.edu.au
Learning Leader: Mathematics	Robert Peszko	robert.peszko@thomascarr.vic.edu.au
Learning Leader: Religious Education	Alice Power	alice.power@thomascarr.vic.edu.au
Learning Leader: Science	Alicia Waring	alicia.waring@thomascarr.vic.edu.au

Religious Education Pathways



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Religious Education: Core Subject

Course Overview

Catholic schools were founded to proclaim Jesus' message of God's love for all; Archbishop Thomas Carr himself stated that there could be no true education without a religious basis. Our Catholic faith calls us to embrace the contemporary world with a Catholic lens, and a particular hope-filled view of the human person and all of creation. Thomas Carr College provides a foundation of faith where students develop knowledge and understanding, skills, capabilities, and the dispositions necessary for lifelong learning.

Students are invited to discover God's presence in their daily lives as well as be challenged and supported to understand themselves and the world in which they live through the context of the traditions and teachings of the Catholic community – its stories, its worship, its experiences, and its teachings.

Learning Focus

The Year 10 Religious Education program enables students to further their knowledge, skills and understanding of religion. Students study a range of units that enable them to develop their faith as well as bear witness to the values of the Catholic tradition.

Each unit allows students to personally and communally engage with their faith, showcase their religious knowledge and understanding and demonstrate the skills of reasoning and responding. Students recontextualise Gospel themes, such as his covenant and appreciating the relevance of the teachings of Jesus within their lives. They learn that healthy relationships with God, self, others and the environment are built on respect and moral maturity. Students investigate the relevance of an historical period to the life and mission of the Church today by demonstrating knowledge of the key aspects underpinning it. Finally, they learn to pose questions, research, as well as communicate information about these key aspects.

Learning and teaching at the Year 10 level in Religious Education is enhanced through a Reflection Day and the College's daily approach to Religious Education and Faith Development which is supported by the prayer, sacramental and liturgical life of Thomas Carr College.

Assessment

Assessment in Religious Education focuses on the ongoing and continuous growth in a student's ability to engage in deep dialogue between the Catholic tradition, the issues of the day and a student's self- understanding. Students will have several formative tasks and at least one summative task per topic.

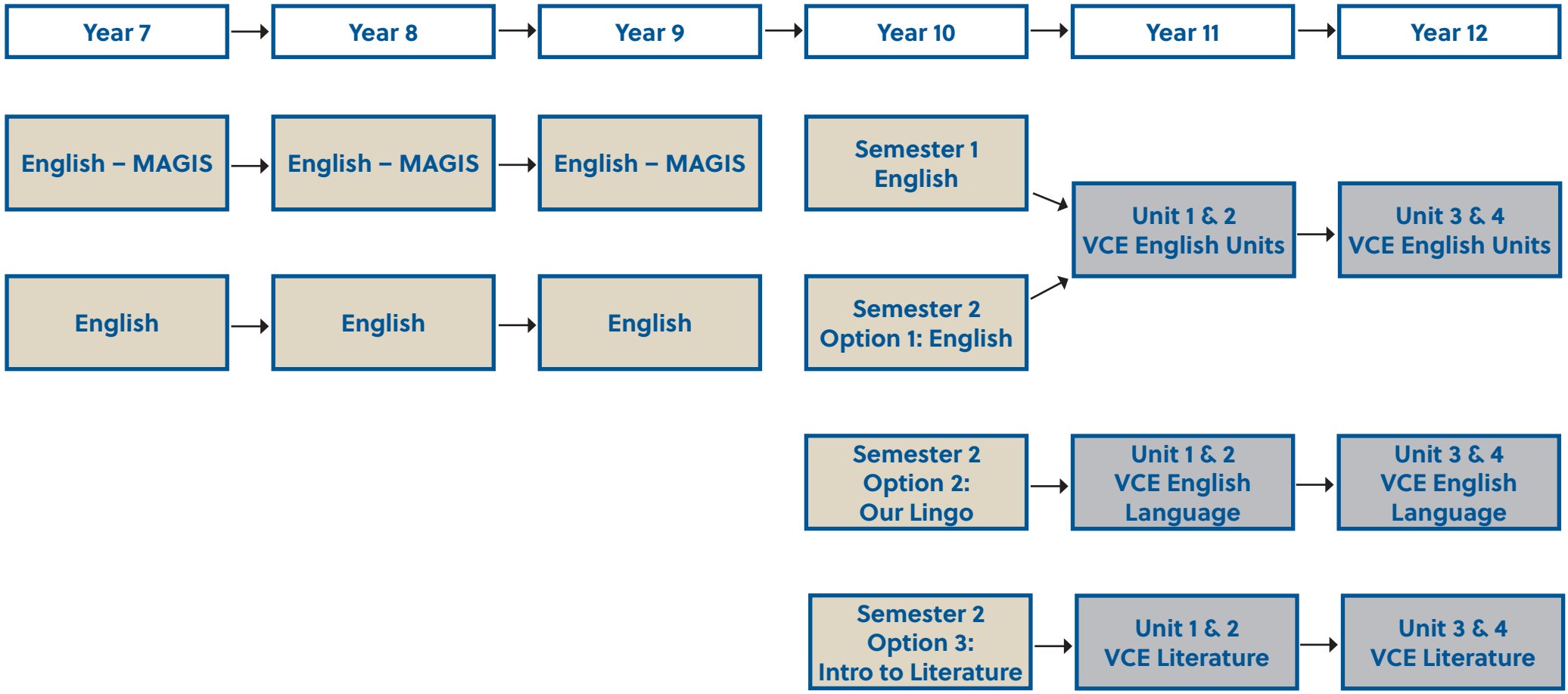
Contribution to Overall Score

School-assessed coursework for each topic will contribute 100% to the study score for that semester.

Future Pathways

On successful completion of Year 10 Religious Education, students will continue to build on their subject knowledge in Year 11 by electing to undertake one of the following: VCE Religion in Society Units 1 and 2; VCE Texts and Traditions Units 1 and 2; or Thomas Carr Religious Education.

English Pathways



KEY
Gold sequence is compulsory for Year 7 - 10
VCE students can chose no more than two VCE English options in Year 11 and 12

English: Core Subject

Course Overview

English plays a crucial role in the education and growth of young Australians, fostering self-assured communicators, critical and creative thinkers and knowledgeable citizens. Through English, individuals acquire the ability to analyse, comprehend, communicate with, and establish connections with others and their surroundings.

The study of Year 10 English, builds on the learning in the junior years and prepares them for the VCE. The study of English is essential and equips young people with the necessary knowledge and skills for education, training, and the professional sphere and prepares them for active participation in society. English significantly contributes to developing the understanding, attitudes, and capabilities of those who will shape Australia's future.

Learning Focus

In Year 10, students engage in various in-class discussions while also creating and interacting with a diverse range of texts. These texts foster enjoyment of reading and provide informative content. They encompass a wide array of media texts such as newspapers, films, digital media, fiction and non-fiction works, short stories, and multimodal texts that delve into abstract concepts, advanced reasoning, and intertextual references.

Students cultivate a critical understanding of contemporary media and distinguish the disparities between different media texts. They explore texts from various genres that feature intricate plot sequences and hybrid structures, delving into themes related to human experiences, ethical dilemmas, and global issues within both real-world and fictional contexts, while embracing multiple perspectives. Throughout Year 10, students encounter a higher proportion of unfamiliar, technical, and figurative language, expanding their linguistic proficiency.
In Semester One, all year 10 students will complete English, which prepares them for Year 11 VCE English.

In Semester Two, students have the opportunity to explore what the other VCE English options involve. Students will select one of the following:

- English
- English Literature: Introduction to Literature
- English Language: Our Lingo

Assessment

- Text Response essays
- Crafting Essays
- Oral Presentations
- Personal Responses
- Analytical Essays
- Semester Examinations

Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Literature Option: Introduction to Literature

This subject introduces students to the world of literature. Through the exploration of a wide range of literary works, including short stories, poetry, and drama, students develop essential reading and analytical skills. They delve into the nuances of narrative voice, character development, text structures, and literary devices, fostering a deep understanding of how these elements shape interpretations and responses. This course encourages active engagement and critical thinking. responses. Analytical and writing skills are developed and this course offers an enriching experience for students who have a passion for literature and discussion.

Learning Focus

- Analysing various literary works, including contemporary Australian short stories, poetry, and modern drama
- Investigating narrative voice, character development, text structures, and literary devices
- Presenting diverse interpretations and responses through oral presentation skills
- Generating creative responses and developing proficiency in annotating and crafting close analysis responses

Assessment

- Creative essays, oral presentations, text analysis, semester examination

Contribution To Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future English Pathways

Students may continue with any of the VCE English options regardless of the choice they made in Semester Two. At the VCE level, students can select English, English Language or Literature.
VCE-VM Students can choose from VCE-VM Literacy or VCE English.

English Language Option: Our Lingo

This subject will cover the 'building blocks' of the English language. Students who have an interest in learning words, their origins, and the many ways they can be used, would enjoy this subject. This subject provides a taster of what is required in VCE English Language. If you are someone who finds reading novels and plays a chore, but still have an interest in the language you speak, this subject might be appropriate. From phonetics (how we make the 'sounds' of English), to the history of English language, this subject is all about what makes up the English language. Students will develop a deeper understanding of the English language both in written and oral form and will find this knowledge transferable to every subject.

Learning Focus

- Exploring Subsystems of Language including grammar and punctuation
- Understanding phonetics and the importance of spelling
- Exploring the origins and development of the English language
- Examining the connections between English and other world languages
- Analysing the establishment of 'standard' English
- Understanding the use of English in modern society

Assessment

- Written reports, Essays, Class presentations, Semester Examination

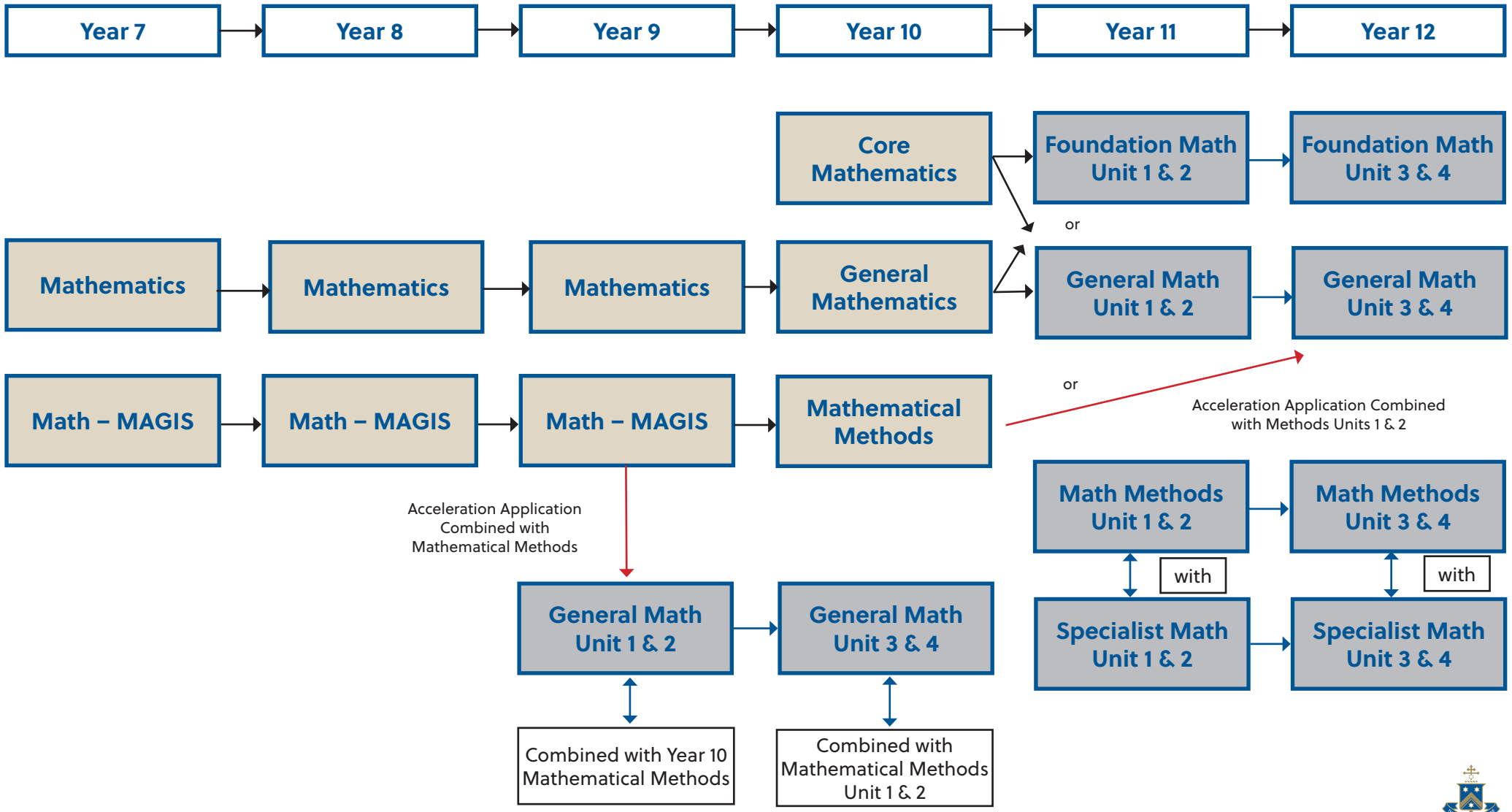
Contribution To Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future English Pathways

Students may continue with any of the VCE English options regardless of the choice they made in Semester Two. At the VCE level, students can select English, English Language or Literature.
VCE-VM Students can choose from VCE-VM Literacy or VCE English.

Mathematics Pathways



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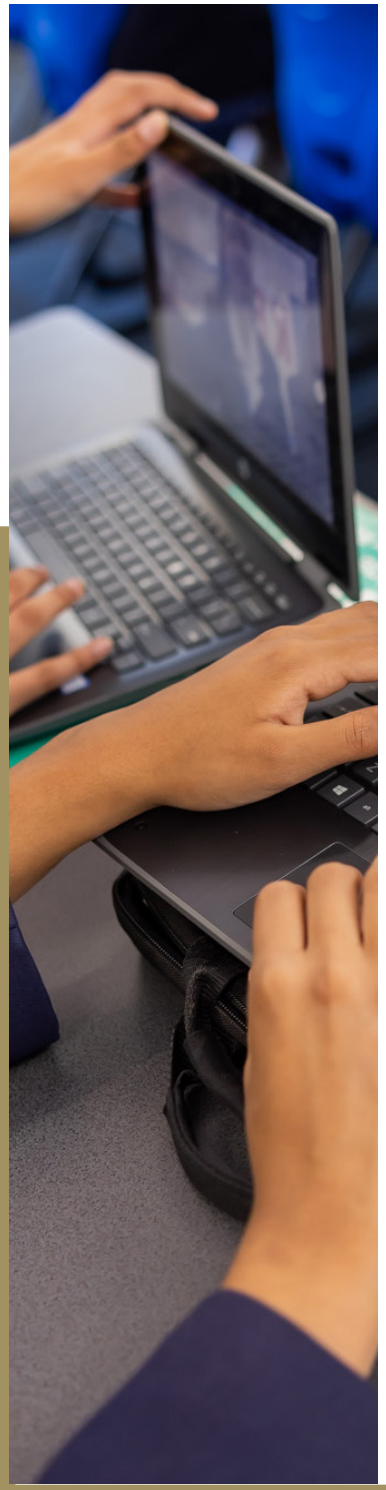


Mathematics: Core Subject

General Mathematics

Course Overview

The study of mathematics is central to the learning, development and prospects of all young Victorians. Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, measurement, space, statistics and probability. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people's understanding of the natural and human worlds, and the interaction between them. The Mathematics curriculum provides the foundation for all students to develop the numeracy capabilities that they need in their personal, work and civic lives, as well as the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Learning Focus

Mathematics is presented in 11 levels, from Foundation to Level 10.
Level 10 also includes Level 10A, which provides opportunities for students to extend their exploration of mathematical notions and further their mathematical studies.
The curriculum is organised into six interrelated strands. The strands provide a focus and a clear sequence for the development of related concepts and skills across levels.
The six strands are:

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability

An expectation of mathematical proficiency has been embedded into curriculum content across all strands to ensure that students develop mastery in mathematics through the development and application of increasingly sophisticated and refined mathematical understanding and fluency, reasoning and problem-solving skills.

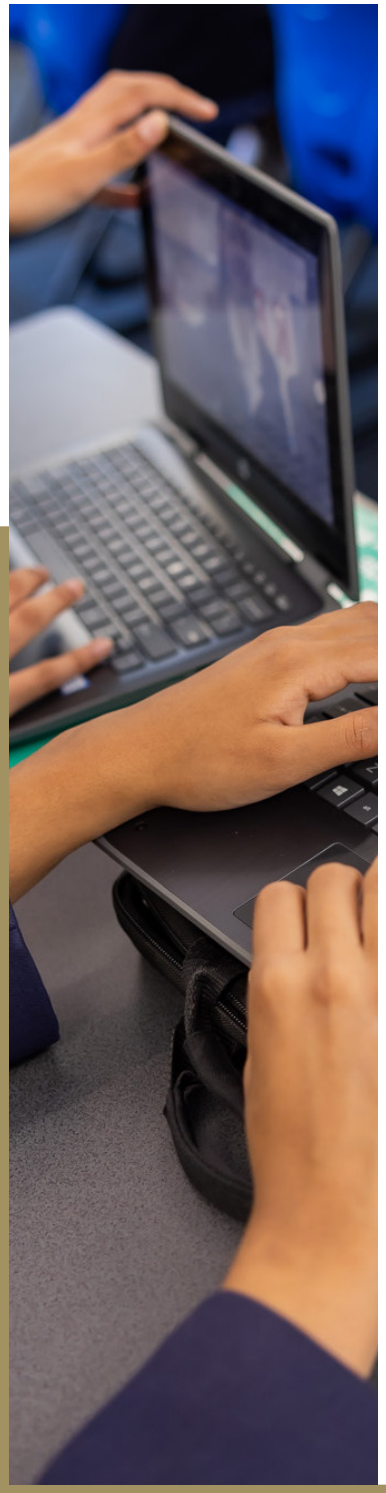
Number

By the end of Year 10, students recognise the effect of approximations of real numbers in repeated calculations.

Algebra

Students use mathematical modelling to solve problems involving growth and decay in financial and other applied situations, applying linear, quadratic and exponential functions as appropriate, and solve related equations, numerically and graphically. They make and test conjectures involving functions and relations using digital tools.

Students substitute into formulas, find unknown values, manipulate linear and quadratic algebraic expressions. They expand binomial expressions and factorise monic and simple non-monic quadratic expressions, with and without the use of digital tools. They solve problems involving linear equations and inequalities, quadratic equations and pairs of simultaneous linear equations and related graphs. Students work both algebraically and graphically, with and without the use of digital tools, to justify solutions. They represent linear, quadratic and exponential functions numerically, graphically and algebraically. They use them to model situations and solve practical problems. Students can design and implement simple algorithms using pseudocode or other general purpose programming language.



Measurement

Students solve measurement problems involving surface area and volume of composite objects. They interpret and use logarithmic scales representing small or large quantities or change in applied contexts. Students apply Pythagoras' theorem and trigonometry to solve practical problems involving right-angled triangles. They identify the impact of measurement errors on the accuracy of results. Students use mathematical modelling to solve practical problems involving direct and inverse proportion and scaling, evaluating and modifying models, and reporting assumptions, methods and findings.

Space

Students use deductive reasoning, theorems and algorithms to solve spatial problems. They interpret networks used to represent practical situations and describe connectedness.

Statistics

Students compare univariate data sets by referring to summary statistics and the shape of their displays. They plan and conduct statistical investigations involving bivariate data, including where the independent variable is time. They represent the distribution of data involving two variables, using tables and scatterplots, and comment on possible association. They analyse inferences and conclusions in the media, noting potential sources of bias. Students compare the distribution of continuous numerical data, using various displays, and discuss distributions in terms of centre, spread, shape and outliers.

Probability

Students apply conditional probability to solve problems involving compound events. They design and conduct simulations involving conditional probability, using digital tools.

Assessment

The assessments in the subject will be derived from a combination of.

- End of Topic test(s)
- Book work
- Mid topic quiz
- Semester examination

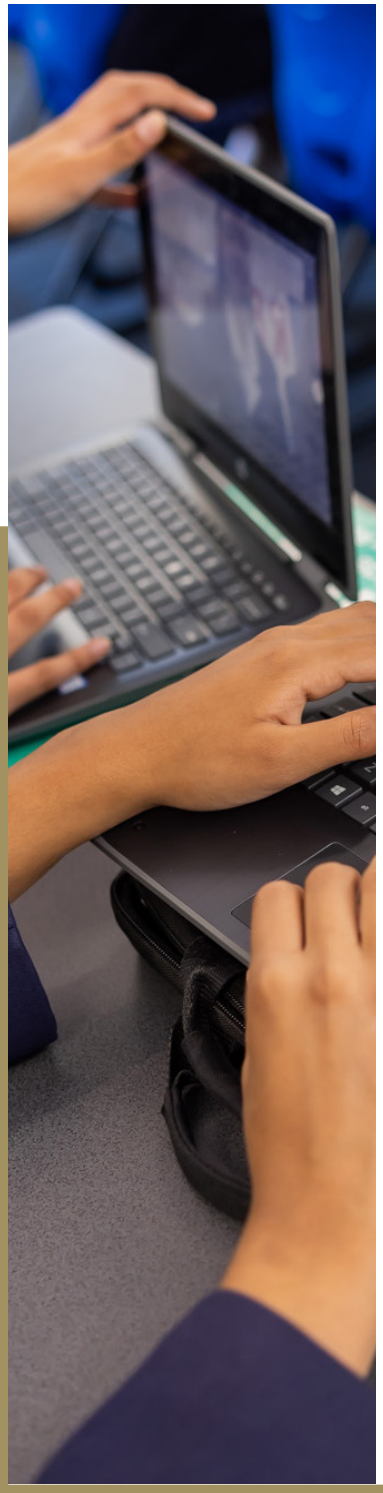
Contribution To Overall Score

All Assessments Tasks contribute to the Overall Score for each semester.

- Assessment Tasks Contributes: 60%
- Semester Examination Contributes: 40%

Future Pathways

On successful completion of Year 10 General Mathematics, students can study General Mathematics Unit 1 and 2 or Foundation Mathematics Unit 1 and 2.



Core Mathematics: By Invitation Only

Core Mathematics at Year 10 level is available to a small number of students by invitation only as this study limits the options available in Years 11 and 12. If you are interested in learning more about this option please discuss with the Learning Area Leader for Mathematics in consultation with the Learning Diversity Leader and the Careers Team.

Future Pathways

On successful completion of Year 10 Core Mathematics, students can choose to study VCE Foundation Mathematics Unit 1 and 2 or VCE General Mathematics Unit 1 and 2.

Mathematics Option: Mathematical Methods

Course Overview

Year 10 Mathematical Methods is intended for students who require additional content to enrich and extend their mathematical study. Students who select Mathematical Methods would be intending to pursue Mathematical Methods and/or Specialist Mathematics in the senior secondary years.

The curriculum provides students with a basis on which further study and research in mathematics and applications in many other fields are built.

The Mathematics curriculum aims to ensure that students:

- see connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts.
- acquire specialist knowledge and skills in mathematics that provide for further study in the discipline.
- appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy.

Learning Focus

Mathematics is presented in 11 levels, from Foundation to Level 10.

Year 10 Mathematical Methods provides opportunities for students to extend their exploration of mathematical notions and further their mathematical studies.

The curriculum is organised into six interrelated strands. The strands provide a focus and a clear sequence for the development of related concepts and skills across levels.

The six strands are:

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability

An expectation of mathematical proficiency has been embedded into curriculum content across all strands to ensure that students develop mastery in mathematics through the development and application of increasingly sophisticated and refined mathematical understanding and fluency, reasoning and problem-solving skills.

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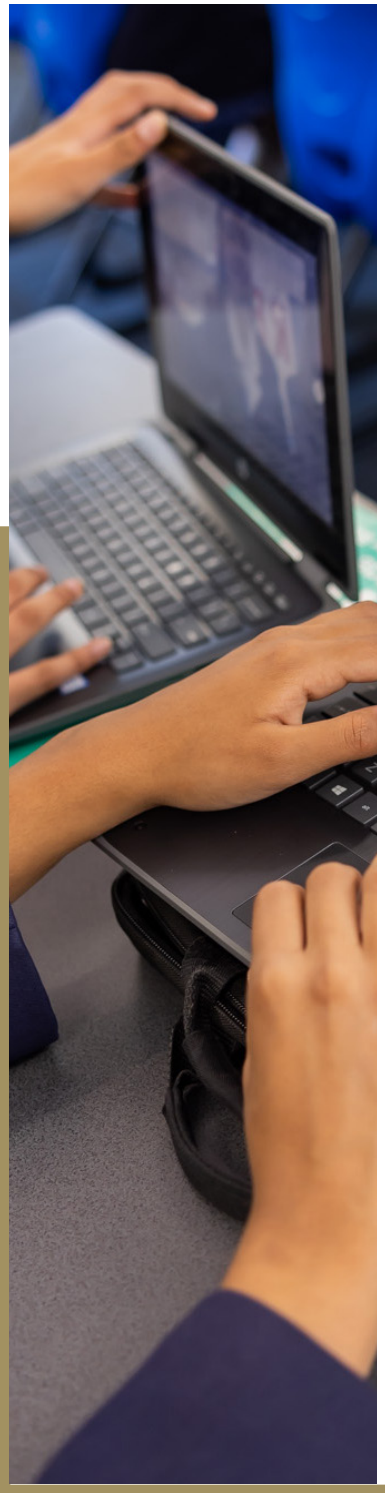


Year 10 Mathematical Methods provides optional, additional content to extend students in their mathematical studies in number, algebra, function, geometry, probability and statistics.

Students may extend their studies in the Number and Algebra strands to investigate the structure and properties of number systems, with further algebraic and graphical analysis of higher-order polynomials, and relations such as circles, hyperbolas and other inequalities. They could extend the study of trigonometry to include an introduction to simple equations and graphs of circular functions and extend the study of exponents and exponential functions to logarithm laws, including an introduction to logarithmic functions. Students could extend their study of graphing to explore the limiting value of rates of change.

Students could extend their studies in Measurement and Space to proving a broader range of geometric propositions solving trigonometric problems in non-right-angled triangles, or solving three-dimensional problems involving surface area and volume of cones, spheres and composite shapes.

Students could extend their studies in Statistics and Probability to explore the concepts of conditionality, dependence and independence in depth. They can consider how various measures of location and spread can be used to describe the distribution of a data set and investigate how robust these are with respect to variation in the data. Particular focus is given to measurement error. They could explore factorials and how these may facilitate efficient counting in multiplicative and probabilistic contexts.

Assessment

The assessments in the subject will be derived from a combination of

- End of Topic test(s)
- Book work
- Mid topic quizzes
- Examinations

There will be two end of Semester Examinations.

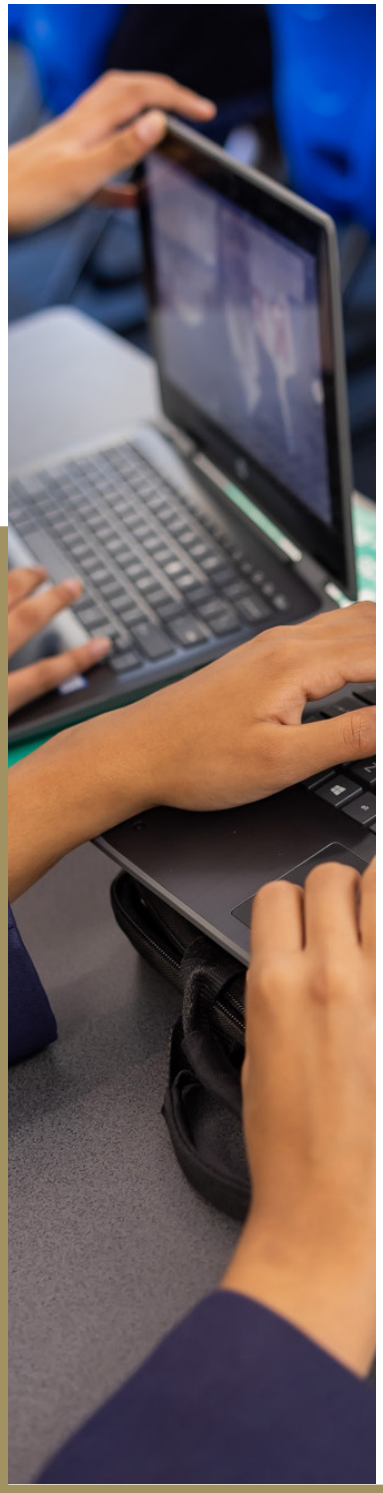
- Examination One is technology free where students are not permitted to use a calculator and prepared set of notes
- Examination Two is with technology allowed where the students can bring a calculator and a bound reference consisting of student prepared set of annotated notes

Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

On successful completion of Year 10 Mathematical Methods, students can choose to study Mathematical Methods (CAS) Units 1 and 2, in combination with Specialist Mathematics Unit 1 and 2. Some students may decide to select General Mathematics Unit 1 and 2



Accelerated Studies Option: VCE General Mathematics Units 1 and 2

Course Overview

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'. The areas of study for Unit 2 of General Mathematics are 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

Learning Focus

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams, networks and geometric constructions, algorithms, algebraic manipulation, equations and graphs, with and without the use of technology. They should have the ability with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for learning mathematics, for working mathematically, and in related assessment, is incorporated.

Assessment

Students should be able to satisfactorily demonstrate knowledge of three outcomes.
Outcome 1: Define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.
Outcome 2: Apply mathematical processes in non-routine contexts, including situations with some open- ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyze and discuss these applications of mathematics.
Outcome 3: Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques.
Students will be assessed using School Assessed Coursework in the following ways.

- Assignments, tests, solutions to sets of worked questions, summary notes, modelling tasks, problem-solving tasks, mathematical investigations

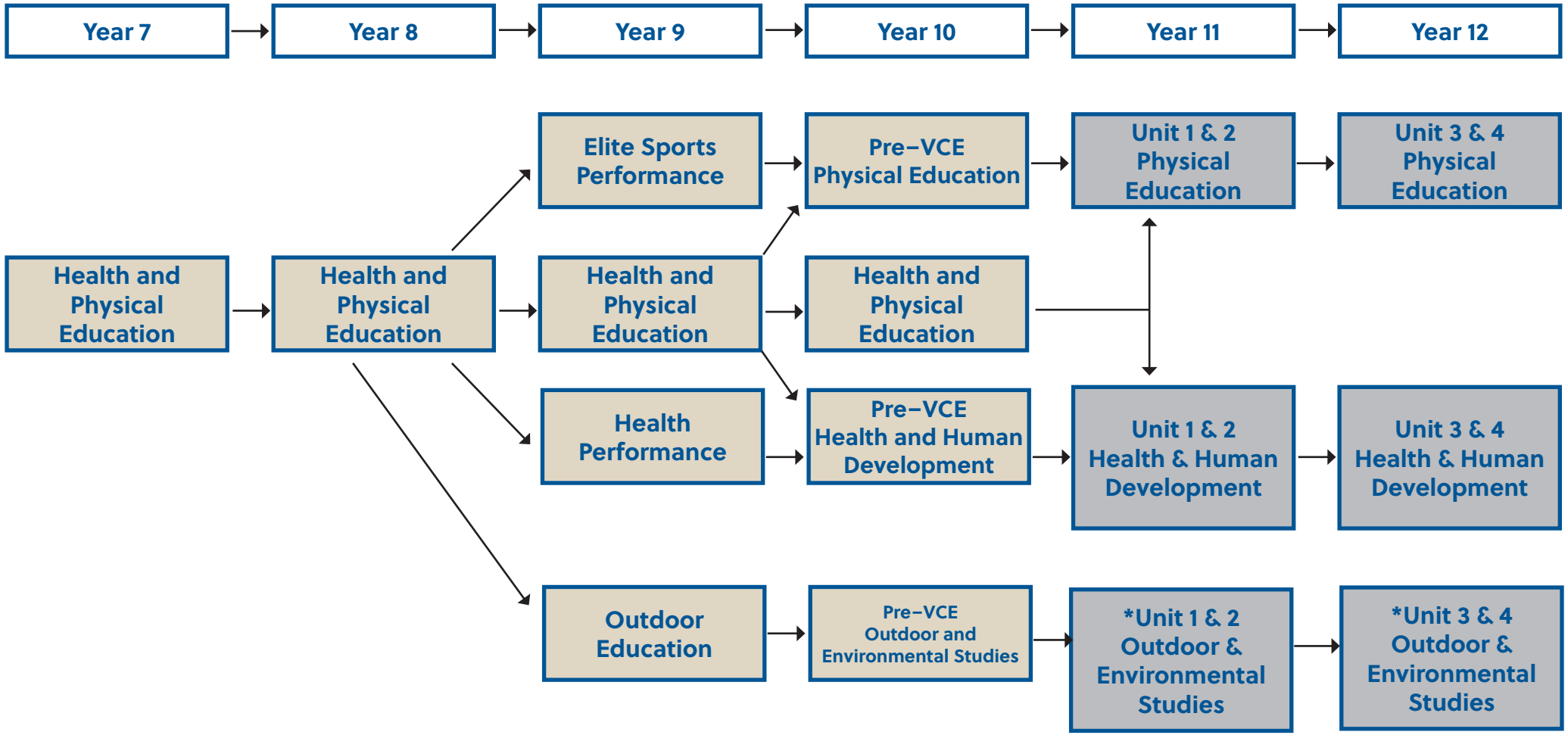
Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

The minimum recommended prior learning is Year 10 Mathematics. On successful completion of General Mathematics Units 1 and 2, students can study General Mathematics Units 3 and 4

Health and Physical Education Pathways



KEY
*Not running in 2026

Health and Physical Education: Core

Course Overview

Students address the influence and impact regular physical activity participation has on individual and community health and wellbeing and explore the range of influences on physical activity participation. Students address the safety issues they may encounter in their daily lives to make safe decisions and behave in ways that protect their own safety and that of others in situations and places such as: school, home, on roads, outdoors, near and in water, parties, online, first aid, relationships and dating, personal safety and uncomfortable situations.
Students focus on the development of movement skills and strategies through a variety of games and sports to build on learning in active play, minor games and fundamental movement skills.

Learning Focus

- Safety
- Health benefits of physical activity
- Games and sports

Assessment

Students are assessed by a variety of methods including:

- a research task on road safety
- data collection on the National Physical Activity Guidelines

Contribution to Overall Semester Score

All assessments tasks contribute to the overall score for each semester

Future Pathways

After completing Year 10 Health and Physical Education in semester one students are required to select one of the following semester two electives:

- Team Sports
- Recreational Sports

After completing Year 10 Team Sports or Year 10 Recreational Sports students are encouraged to continue their studies in Year 11 Health and Human Development, and Year 11 Physical Education.

Health and Physical Education: Elective

Team Sports

Course Overview

Team Sports students experience different roles that contribute to successful participation in physical activity. Students are responsible for creating and implementing self-assessment and peer-assessment tools to evaluate performance in a variety of roles. Students participate in competitions where players rather than an independent official are responsible for applying the rules. Students reflect on how equitable participation in group activities can impact the outcome of physical activity. Students evaluate the contribution they make as an individual to teamwork, leadership and enjoyable participation for all.

Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. Students justify the selection of physical activities included in a personalised plan linked to the fitness components of health. Students investigate target training heart-rate zones for a range of different people and how these zones relate to health, wellbeing and fitness. Students use equipment to develop fitness sessions that can be used by family or community members.

Learning Focus

- Games and sports
- Lifelong physical activities

Assessment

Students are assessed by a variety of methods including:

- participation and performance of team role for Sport Education Program
- create a team website for Sport Education Program
- design and evaluate personalised learning plans for improving fitness levels

Contribution to Overall Semester Score

All assessments tasks contribute to the overall score for each semester

Future Pathways

After completing Year 10 Team Sports students are encouraged to continue their studies in Year 11 Health and Human Development, and Year 11 Physical Education.

Health and Physical Education: Elective

Recreational Sports

Course Overview

Recreational Sports students learn to apply more specialised movement skills and complex movement strategies in different movement environments to evaluate and refine their own and others' movement performances. Students transfer skills learnt in one movement situation to a different situation. Students respond to teacher and peer feedback to enhance performance and provide constructive feedback on their own and others' performance. Students demonstrate motivation, persistence, confidence and commitment when faced with difficult or unfamiliar movement tasks.

Students analyse how participation in physical activity and sport influence an individual's identity, and in shaping cultures. Students investigate the varied perspectives held by Australians on sport and examining how this diversity is represented in the sports we play today. Students explore the importance of physical activity as a social and cultural practice through participation in a range of physical activities. Students plan and evaluate new and creative interventions that promote their own and others connection to community and natural built environments.

Learning Focus

- Lifelong physical activities
- Games and sports

Assessment

Students are assessed by a variety of methods including:

- design a game to meet the National Physical Activity Guidelines
- presenting a game to meet the National Physical Activity Guidelines
- a research task on lifelong physical activities

Contribution to Overall Semester Score

All assessments tasks contribute to the overall score for each semester.

Future Pathways

After completing Year 10 Recreational Sports students are encouraged to continue their studies in Year 11 Health and Human Development, and Year 11 Physical Education.

Health and Physical Education: Elective

Pre-VCE Physical Education

Course Overview

Pre-VCE Physical Education is designed to provide a solid foundation for further studies for students that are interested in the VCE Physical Education pathway. Students analyse movement skills and apply biomechanical and skill-acquisition principles to improve and refine movement in physical activity, sport and exercise using practical activities to demonstrate how correctly applying these principles can lead to improved performance outcomes. Students investigate the characteristics and interplay of the three energy systems to performance for performance during physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery. Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles and evaluate the acute responses and chronic adaptations to training.

Learning Focus

- Skill acquisition principles
- Body systems and the contribution to energy production
- Energy systems, acute responses and chronic adaptations
- Biomechanical principles for analysis of human movement

Assessment

Student performance on each outcome is assessed using the following:

- structured questions on skill acquisition
- structed questions on body systems
- structured questions on energy systems, acute responses and chronic adaptations
- structured question biomechanics

Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

After completing Pre-VCE Physical Education in Year 10 students are encouraged to continue their studies in Year 11 Physical Education.

Health and Physical Education: Elective

Pre-VCE Health and Human Development

Course Overview

Pre-VCE Health and Human Development is designed to provide a solid foundation for further studies for students that are interested in the VCE Health and Human Development pathway. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health outcomes and the indicators used to measure and evaluate health status. Students examine the developmental transitions from youth to adulthood, with a focus on expected changes, significant decisions, and protective factors, including behaviours. Students investigate factors that contribute to development, and health and wellbeing during the prenatal, infancy and early childhood stages of the lifespan. Students focus on health promotion and improvements in population health over time. Through researching health improvements and evaluating successful programs, they explore various public health approaches and the interdependence of different models. Students use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live.

Learning Focus

- Understanding health and wellbeing
- Developmental transitions
- Promoting health in Australia
- Global health and human development

Assessment

The student performance on each outcome is assessed using the following:

- a written report on the concepts and measurements of health and wellbeing
- a visual presentation on the stages of the lifespan
- a written report on health promotion
- a research task on the differences in health status

Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

After completing Pre-VCE Health and Human Development in Year 10 students are encouraged to continue their studies in Year 11 Health and Human Development.

Health and Physical Education: Elective

Pre-VCE Outdoor and Environmental Studies

Course Overview

Pre-VCE Outdoor and Environmental Studies is designed to provide a solid foundation for further studies for students that are interested in the VCE Outdoor and Environmental Studies pathway. Students are provided with multiple opportunities to explore natural outdoor environments safely. Students will develop an understanding of how to plan and conduct sustainable outdoor experiences in chosen outdoor environments. Students examine the importance of the sustainability of human relationships with outdoor environments and the urgent need to balance human needs and the needs of outdoor environments. Students will examine the unique nature of Australian outdoor environments and investigate a range of human relationships with outdoor environments, from various Indigenous peoples' cultural experiences, through to the influence of several major historical environmental events and issues following European colonisation. Students consider several factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment.

This subject requires students to complete an application to meet the specific requirements of the subject, such as participating in various outdoor recreational activities.
NB. An ability to swim is essential, as swimming is a compulsory part of assessment and learning in this subject.

Learning Focus

- Relationships with the outdoors
- Understanding the outdoors
- Exploring outdoor environments
- Human impacts on the environment

Assessment

The student performance on each outcome is assessed using the following:

- case study analysis
- structured questions
- participation in activities
- written report
- logbook

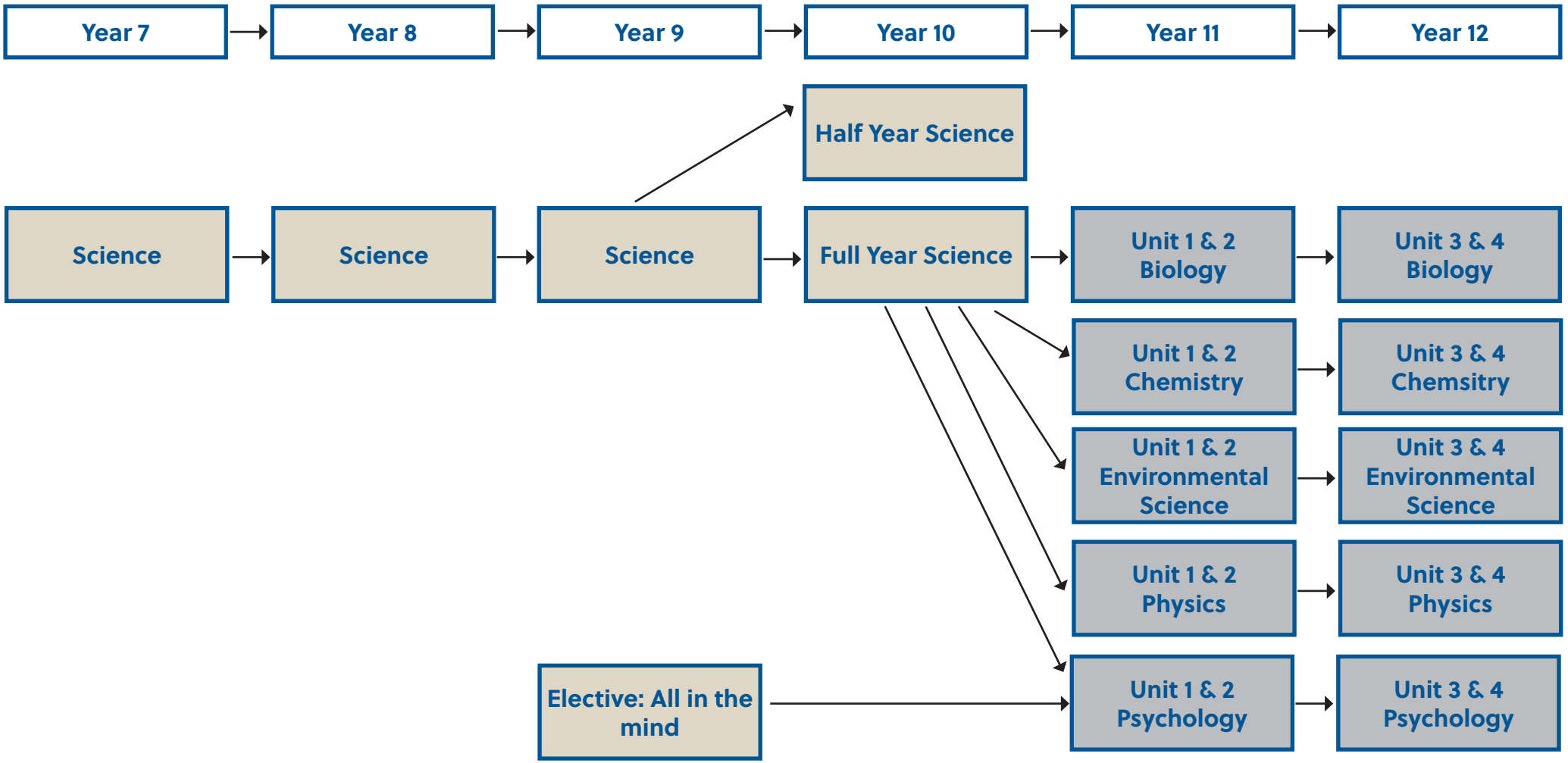
Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

There is no current pathway for VCE Outdoor and Environmental Studies in 2026. Students are encouraged to select Year 11 Health and Human Development and/or Year 11 Physical Education.

Science Pathways



THOMAS CARR COLLEGE

Science: Core Subject

Science – Half year

Course Overview

This semester unit offers students an opportunity to see where Science can be used in the general community and endeavours to engage students in critical and creative thinking activities. This study provides students with opportunities to draw connections between science streams and our society.

Learning Focus

This learning sequence will cover major concepts in science, including Biology, Psychology, Physics and Environmental Science.
In completing this subject, students will explore how science influences the community and how the community influences Science. They will also examine what it means to be a global citizen in the scientific community.

In this subject, students will investigate the following questions

- What are DNA and genes, and how do they help make you?
- How do geneticists study inheritance patterns in humans?
- How and why do we classify reactions?
- How do surface area, concentration and temperature affect reaction rates?
- How do scientists describe motion in terms of time, distance and speed?
- What is the difference between stars, planets and moons?
- What is the Big Bang theory and what evidence supports it?

Assessment

This subject will be assessed in the following way:

- Topic tests
- Open-ended practical investigations
- Examinations

Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

There are no prerequisites for the study of this subject.
This subject has been specially designed for those students who do not wish to pursue a Science sequence in VCE.

Science – Full year

Course Overview

This learning and Teaching sequence is targeted at students who have a love and passion for Science. This subject is a year-long science stream that prepares students for any of the five VCE science units (Biology, Chemistry, Physics and Psychology and Environmental Science). Students will explore key aspects of all four of the major science units gaining a foundation for further studies. This year-long Science will engage students in critical and creative thinking activities and provide them with opportunities to draw connections between the major science streams and how this impacts our society.

Learning Focus

In this subject, students will explore the following topics:

- Genetics – Students unpack how our genes can make us predisposed to certain medical conditions, including cancer
- Evolution – Students engage with the evolution of antibiotic-resistant superbugs. They explore multiple examples of how adaptation, variation and natural selection, have led to the evolution of new species
- Reaction types – Students engage with a range of different types of reactions. They observe reactions taking place and learn how they occur at the particle level. They explore rates of reaction and factors that can influence this
- The periodic table – Students engage with the periodic table and consider why it is arranged the way it is. They explore how its organisation helps with modern chemistry and learn about the bonding that occurs between atoms
- Kinematics – Students engage with kinematics and the study of motion. They develop an understanding of how forces create motions that causes changes in shape, direction and speed
- Newton's Laws of Motion – Students engage with what happens in car collisions to explore Newton's laws. They learn about the effect of inertia, forces and gravity in different scenarios, including everyday life on Earth and objects in space
- The Universe – Students engage with the formation and expansion of the Universe, including the Big Bang theory

Assessment

- Topic tests
- Open-ended practical investigations
- Engineering challenges
- Research tasks
- Examinations

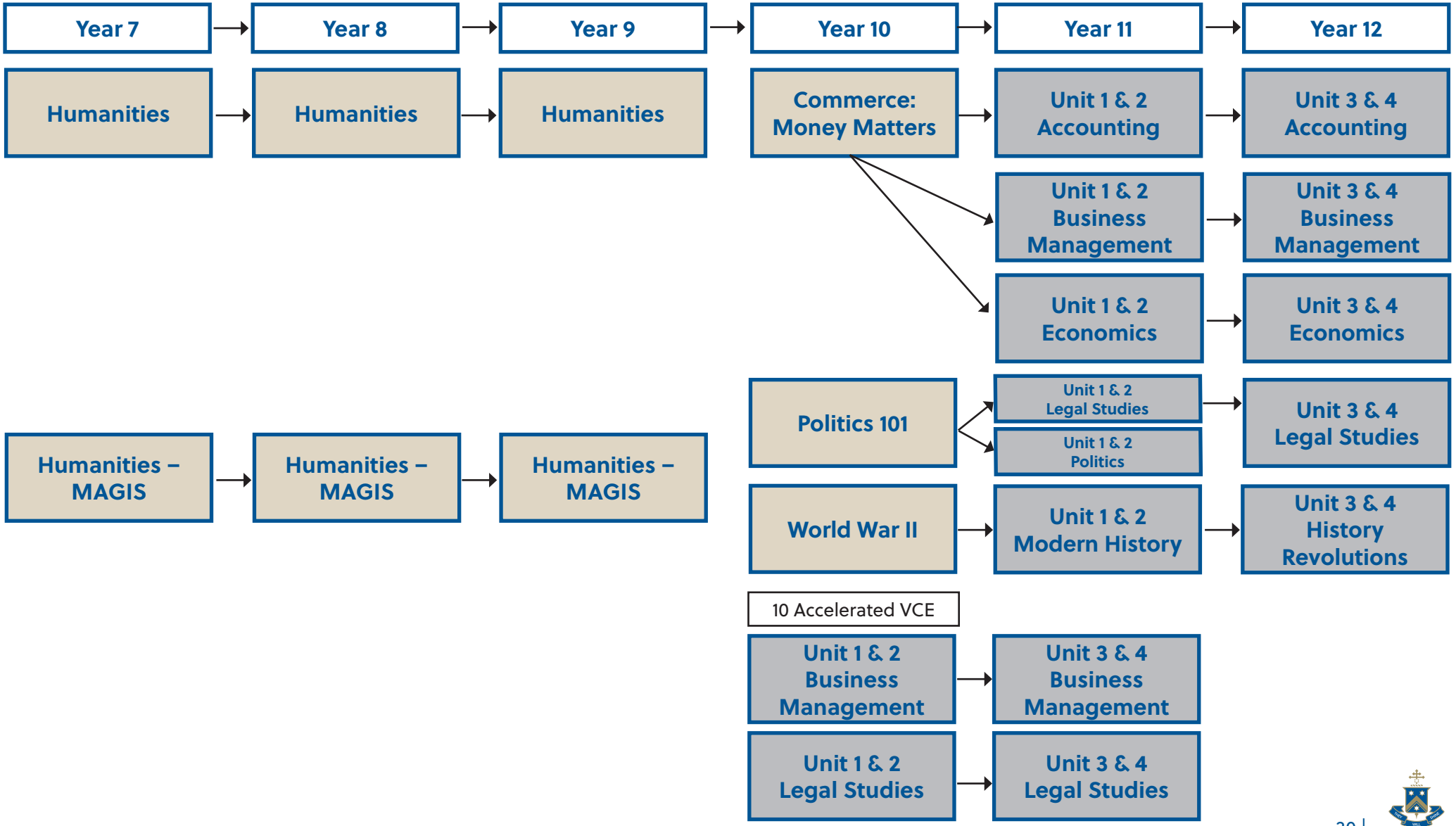
Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

There are no prerequisites for the study of this subject. Students who choose to complete this subject can transition into any of the five major VCE science subjects (Biology, Chemistry, Physics, Psychology and Environmental Science). This subject has been specially designed for those students who wish to pursue a Science sequence in VCE.

Humanities Pathways



Humanities: Elective

History: World War II

Course Overview

In this History elective, students delve into how the end of the First World War brought about the beginning of the Nazi Party and encouraged Hitler to spread his power throughout the world. Students study the effects of World War II and the changes it brought to life on the Australian Homefront. Students explore the significance of the international relationships Australia built with Britain, USA and Asia. Student also look at an overview of the key events of World War II and the impact the Holocaust had on the world during the 20th Century and today.

Learning Focus

- The making of the Modern World
- Key events and ideologies of WWII
- Hitler's rise to power and the evolution of the Holocaust
- War in the Pacific and the impact it had on Australia

Assessment

Students will complete the following:

- Historical Essay on the impact of WWII on the Australian Home front
- Source Analysis on the Australian Battle Experience
- Research Task on the Atomic Bomb
- Examination

Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

Unit 1 and 2 Modern History
Unit 1 and 2 Ancient History

Humanities: Elective

Commerce: Politics 101

Course Overview

In Politics 101, students engage with key political, social and economic issues. Students are introduced to the key ideas relating to the exercise of political power and its influence. In this subject, students begin thinking critically about their democratic rights and become informed citizens, voters and participants in local, national and international communities. Students analyse how the media and social media influences political choices and global events.

Learning Focus

- Australian government's role and responsibilities
- Foreign Aid and the United Nations
- Media influence, including social media
- The influence of international legal obligations on Australian law
- Impact on Aboriginal and Torres Strait Islander peoples

Assessment

Students will complete the following:

- Analytical Essay
- Report on Key Political Event
- Examination

Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

Unit 1 and 2 Legal Studies

Humanities: Elective

Commerce: Money Matters

Course Overview

In Money Matters, students build an understanding of the ways in which individuals, families, the community, workers, businesses and governments make decisions about the allocation of resources. Students learn about the processes of economic and business decision making at a local and global level. Students develop transferable skills that enable them to identity and investigate contemporary economic and business issues and events. Students focus on consumer and financial literacy where they will learn about income, savings, and personal budgeting. Students complete tasks that require budgeting for a major purchase and explore ways to best manage their money. Students explore the meaning of dangerous debt and the consequences of credits and loans.

Learning Focus

- Resource allocation
- Economic performance and living standards
- Financial risk and rewards
- Cost-benefit analysis
- Budgeting and saving

Assessment

Students will complete:

- Budgeting Task
- Case Study and Questions
- Examination

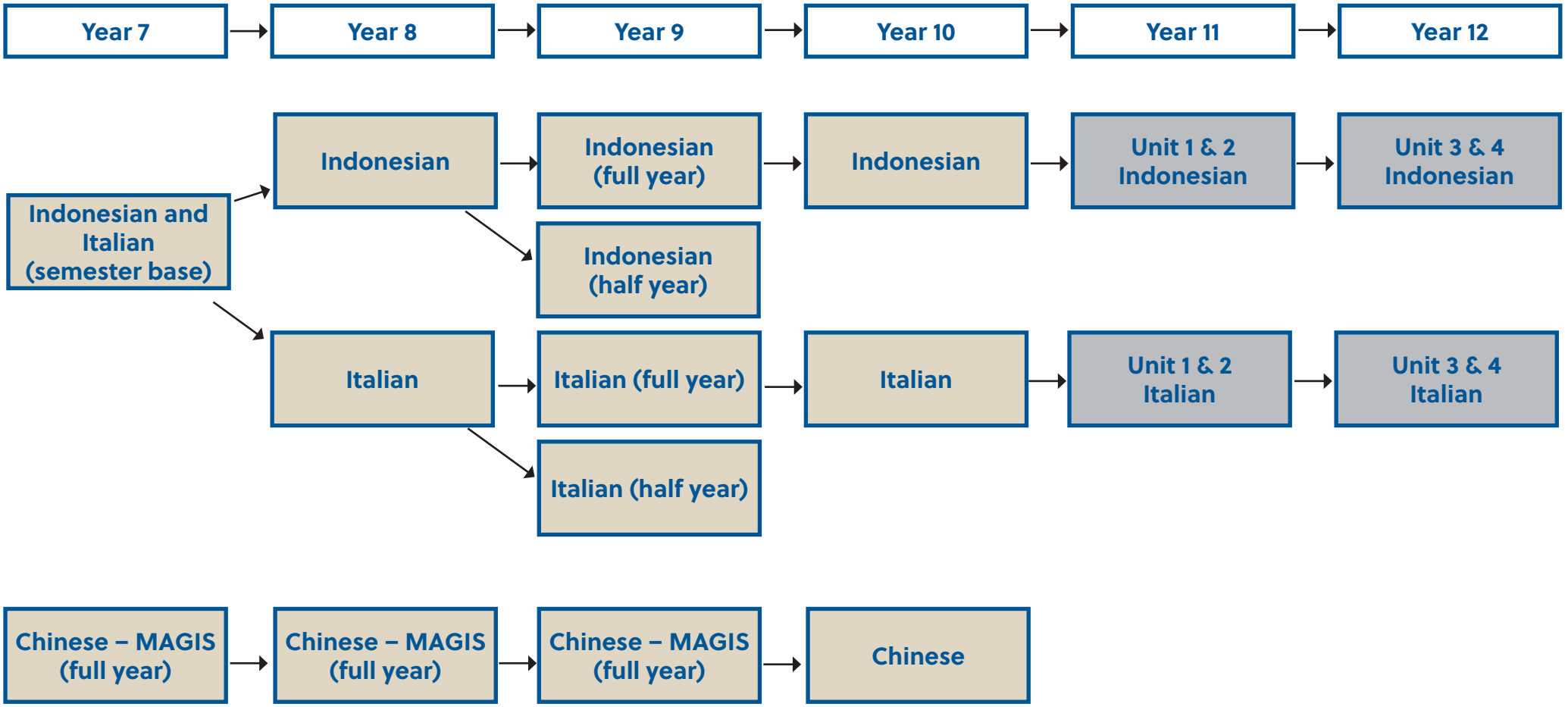
Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

- Unit 1 and 2 Business Management
- Unit 1 and 2 Economics
- Unit 1 and 2 Accounting

Languages Pathways



THOMAS CARR COLLEGE

Chinese (Mandarin)

Course Overview

Studying languages opens doors of opportunities for university entrance and the world of work. As students work towards competency in Chinese (Mandarin) speaking, listening, viewing, reading and writing Chinese characters, they compare aspects of life in China with those in multicultural Australia, and the impact of some of these aspects on the way people behave and use language.

Students explore the extent and limitations of their Chinese (Mandarin) whilst developing strategies for maximising and extending the skills and knowledge and cultural understanding they have acquired. They understand that language is a complex system with rules, and differences from English. They realise that words and concepts may not have a direct equivalent in another language.

Learning Focus

In Year 10, students continue developing their writing, viewing, reading, speaking and listening skills in Chinese (Mandarin) both oral and written aspects. Students will be exposed to different text styles and types that are required in VCE. Units of study focus on personal world such as schools, recreation, looking at job opportunities in China, discussing the environment.

Students will acquire an understanding and extend their skills and knowledge to develop more depth in cultural understanding for VCE. Students who select Chinese (Mandarin) in Year 10, must study it for two semesters to ensure a consistent acquisition of the language skills

Assessment

In Year 10, students complete a variety of in-class and out-of-class assessments including:

- Vocabulary, and grammar tests
- Role play on self-introduction
- Writing pieces
- Oral presentation

Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

It is strongly recommended that students have completed Year 9 Chinese (Mandarin) to adequately prepare themselves for this subject. However, students may request a meeting with the Learning Leader: Languages to discuss the opportunity to study Year 10 Chinese (Mandarin) without having completed Year 9 Chinese (Mandarin).

Students who take Year 10 Chinese (Mandarin) have the option to progress to VCE Chinese (Mandarin) Units 1 and 2 in Year 11, and Units 3 and 4 in Year 12.

Indonesian

Course Overview

Studying languages opens doors of opportunities for university entrance and the world of work. As students work towards competency in Indonesian speaking, listening, viewing, reading, and writing, they compare aspects of life in Indonesia with those in multicultural Australia, and the impact of some of these aspects on the way people behave and use language.

Students explore the extent and limitations of their Indonesian, whilst developing strategies for maximising and extending the skills and knowledge and cultural understanding they have acquired. They understand that language is a complex system with rules, and differences from English. They realise that words and concepts may not have a direct equivalent in another language.

Learning Focus

In Year 10, students continue developing their writing, viewing, reading, speaking and listening skills in Indonesian both oral and written aspects. Students will be exposed to different text styles and types that are required in VCE. Units of study focus on personal world, travelling around Indonesia, and looking into different cultural practices and products and Health.

Students will acquire understanding and extend their skills and knowledge to develop more depth in cultural understanding for VCE. Students who select Indonesian in Year 10 must study it for two semesters to ensure a consistent acquisition of the language skills.

Assessment

In Year 10, students complete a variety of in-class and out-of-class assessments including:

- Vocabulary, and grammar tests
- Role play on self-introduction
- Writing imaginative stories about the Dayak or Torajan People
- Oral presentation

Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

It is strongly recommended that students have completed Year 9 Indonesian to adequately prepare themselves for this subject. However, students may request a meeting with the Learning Leader: Languages to discuss the opportunity to study Year 10 Indonesian without having completed Year 9 Indonesian. This could include students who wants to learn both Indonesian and Italian in Year 10.

Students who take Year 10 Indonesian have the option to progress to VCE Indonesian Units 1 and 2 in Year 11, and Units 3 and 4 in Year 12.

Italian

Course Overview

Studying languages opens doors of opportunities for university entrance and the world of work. As students work towards competency in Italian speaking, listening, reading, and writing, they compare aspects of life in Italian with those in multicultural Australia, and the ways in which these aspects influence how people behave and use language.

Students explore the extent and limitations of their Italian, whilst developing strategies for maximising and extending the skills and knowledge and cultural understanding they have acquired. They understand that language is a complex system with rules and differs from English. They realise that words and concepts may not have a direct equivalent in another language.

Learning Focus

In Year 10, students continue developing their writing, viewing, reading, speaking, and listening skills in Italian both oral and written aspects. Students will be exposed to different text styles and types that are required in VCE. Units of study focus on health, fitness and nutrition, future plans, the weather, childhood and the Renaissance period.

Students will acquire understanding and extend their skills and knowledge to develop more depth in cultural understanding for VCE. Students who select Italian in Year 10 must study it for two semesters to ensure a consistent acquisition of the language skills.

Assessment

In Year 10, students complete a variety of in-class and out-of-class assessments including:

- Vocabulary, and grammar tests
- Role play
- Making a pamphlet for healthy living
- Oral presentation

Contribution to Overall Semester Score

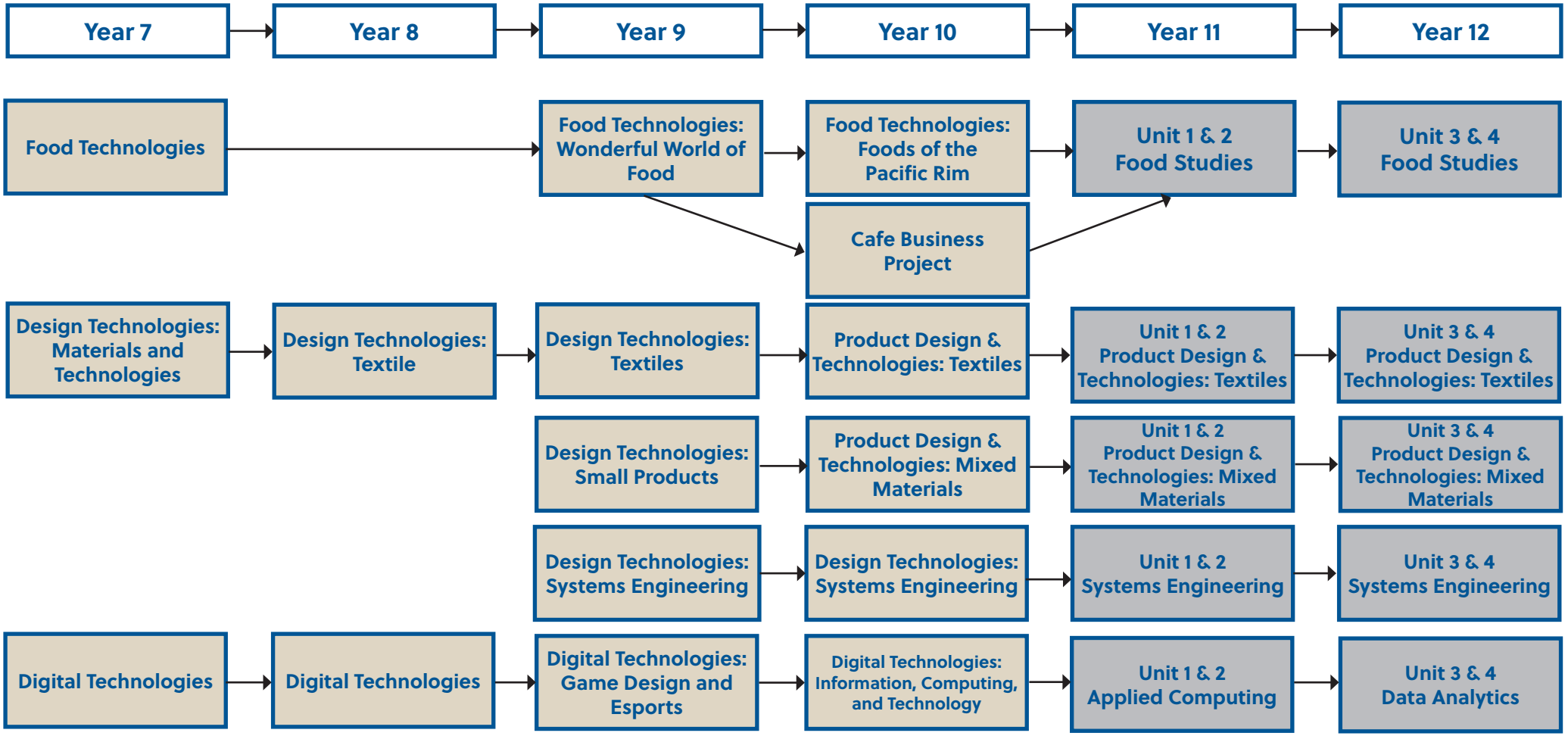
- Assessment Tasks: 60%
- Semester Examinations: 40%

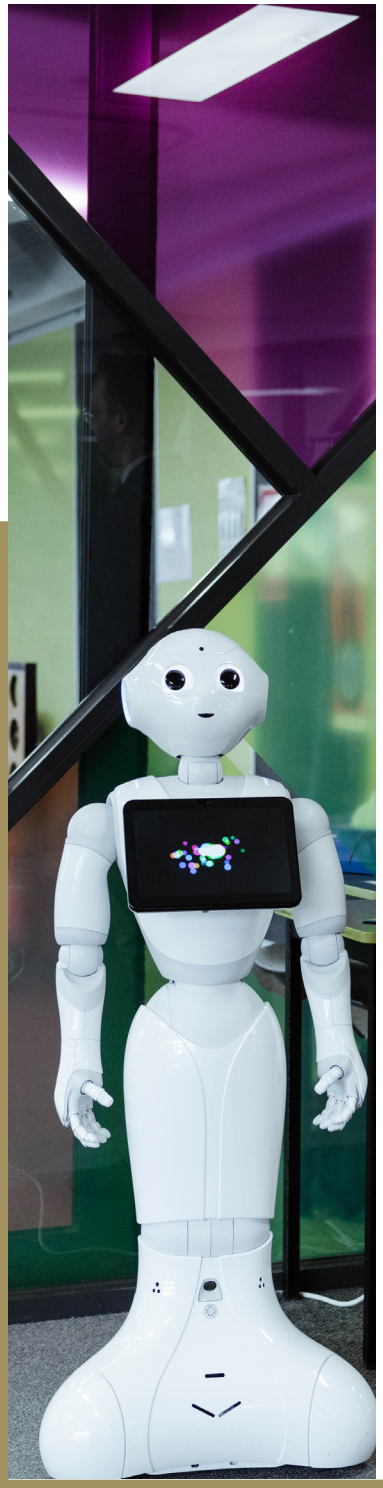
Future Pathways

It is strongly recommended that students have completed Year 9 Italian to adequately prepare themselves for this subject. However, students may request a meeting with the Learning Leader: Languages to discuss the opportunity to study Year 10 Italian without having completed Year 9 Italian. This could include students who wants to learn both Indonesian and Italian in Year 10.

Students who take Year 10 Italian have the option to progress to VCE Italian Units 1 and 2 in Year 11, and Units 3 and 4 in Year 12.

Design and Digital Technology Pathways





Design & Digital Technology: Elective

Information, Computing, and Technology

Course Overview

Using digital technology is an important aspect in the world of business. This subject is designed to give an understanding of various tools used in the businesses.

Learning Focus

Students in Information, Computing, and Technology will develop an understanding of how to use the following tools:

- How networks are created and used in small/ large scale businesses
- How to create and use Databases and Spreadsheets for managing information like clients' details, stock information
- Flow systems for streamlining and automating tasks
- Problem solving for business

Assessment

Students will be assessed using the following tasks:

- Creating a database
- Flow portfolio
- Network Portfolio
- Examination

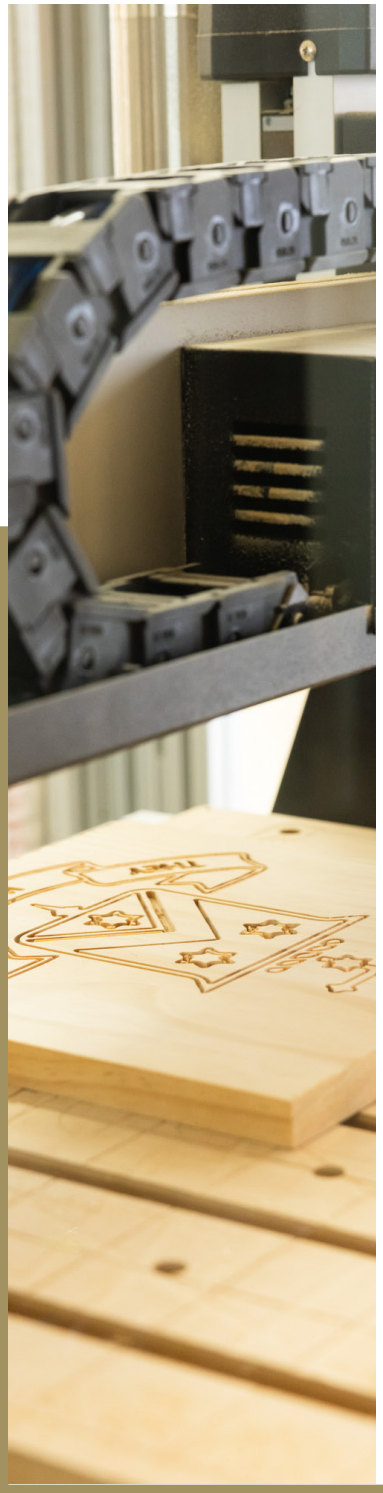
Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

There are no prerequisites for this subject. Pathways after this subject:

- Unit 1 and 2 Applied Computing



Design and Digital Technology: Elective

Product Design & Technologies: Mixed Materials

Course Overview

The study of Product Design & Technologies gives students a broad understanding of design with key learning broken down into the following stages of Investigating, Designing, Producing and Evaluating. Through the production of complex products students gain essential practical skills.

Students develop an understanding of the design process as well as an appreciation of how social, cultural, economic and environmental factors influence the development of their design ideas. Students plan a realistic and logical sequence of the production stages, incorporating time, cost and resources needed for production.

Through the study of mixed materials and the methods of mixed materials processing students develop an understanding of the properties and characteristics of different types of mixed materials.

Learning Focus

Product Design & Technologies: Mixed Materials at Year 10 students explore and understand Product Design & Technologies by applying theoretical and practical outcomes to develop a product produced from mixed materials.

The focus for Product Design & Technologies is on developing student skills in the preparation, of design briefs and to further develop students understanding of the Product Design & Technologies Process (Investigating and Designing; Producing; Analysing and evaluating) and its application in the Product Design & Technologies studies process.

The focus for theory lessons is on workshop and personal safety OHS. In addition to learning about OHS, students make use of Computer Aided Design/Drafting techniques to develop their designs.

In the workshop they develop skills in the safe use of hand tools and power tools to produce their product. Students learn about the proprieties, characteristics and classification of mixed materials in both practical and theory lessons.

Assessment

Students studying Year 10 Product Design & Technologies will be expected to complete the following assessment tasks:

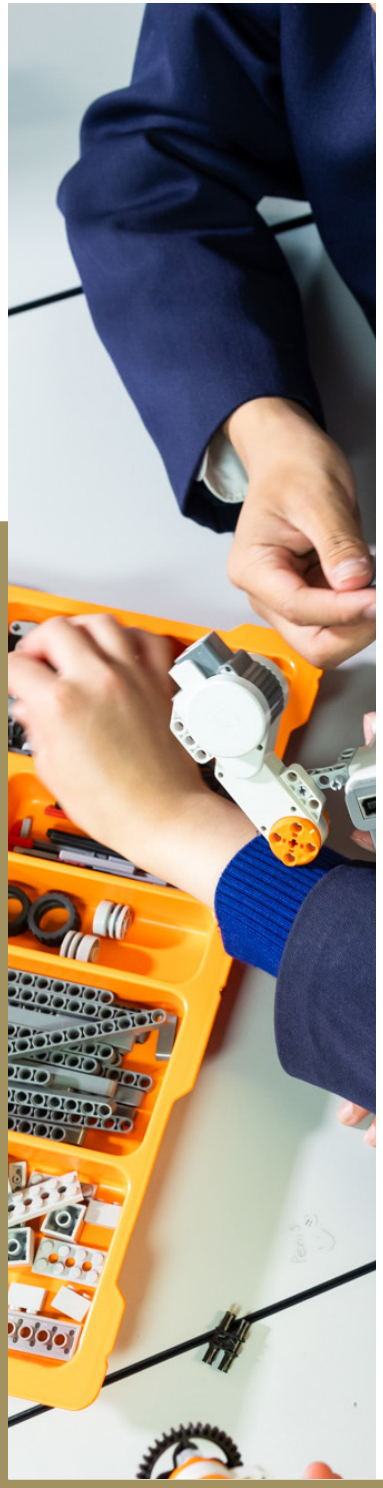
- Design brief
- Investigation product design
- Production and evaluation of their product
- Examination

Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

Unit 1 and 2 Product Design & Technologies: Mixed Materials



Design and Digital Technology: Elective

Design Technologies: Systems Engineering

Course Overview

This subject offers students the opportunity to acquire an understanding of how technological concepts play a pivotal role in designing the systems and structures used in modern life.

The subject will also provide a sound basis for those students who choose Systems Engineering at VCE level.

Learning Focus

Students will be exposed to a variety of learning opportunities focussed on electro-mechanical system design.
The course will involve four discrete sections.

- Structures and forces
- Mechanisms and motion
- Electronic systems
- Electro-mechanical system design

Assessment

Students will be assessed using the following tasks:

- A group task involving the design and construction of a solution to a set problem
- A short engineering design folio realising their design ideas
- Constructing simple electronic control circuitry and completing associated worksheets explaining the reasoning behind their chosen solutions
- The electro-mechanical system design section will be assessed individually with students required
- to successfully combine their previously designed mechanisms and motion project with their electronic control system designs
- Semester examination

Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

Unit 1 and 2 Systems Engineering

Design and Digital Technology: Elective

Café Business Project

Course Overview

To provide students with the practical skills and theoretical knowledge needed to investigate, design, produce and analyse a range of food items that are typically provided in a café setting. Students will investigate the real-world elements and the business management of a café business.

Learning Focus

Throughout this unit, the learning focus will be:

- The exploration of various ingredients, cooking techniques and flavours used in the preparation and production of typical cafe dishes
- Gain the knowledge and experience required to design and produce café inspired dishes based on different dietary needs and preferences
- Design, produce and analyse dishes for a range of customers

Assessment

Students complete the following tasks throughout this unit.

- Practical Evaluations – Completion of teacher generated evaluations of dishes prepared throughout the semester
- Survey and analysis – of established business
- Design and Production Tasks – Students design suitable dishes for customers of different dietary requirements, cultures, socioeconomic differences

Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

Unit 1 and 2 Food Studies

Design and Digital Technology: Elective

Food Technologies: Foods of the Pacific Rim

Course Overview

To provide students with the practical skills and theoretical knowledge needed to investigate, design, produce and analyse a range of traditional food items from the Pacific Rim countries. They work with a range of ingredients and traditional utensils used in the preparation of specific Asian and South American countries located along the Pacific Rim. Students will further explore these sweet and savory dishes comparing them with other dishes from around the world.

Learning Focus

Throughout this unit, the learning focus will be:

- The exploration of various ingredients, cooking techniques, flavours and traditional equipment used in the preparation and production of Asian and South American Pacific Rim dishes
- Gain the knowledge and experience required to design and produce Pacific Rim inspired dishes based on dietary needs and preferences

Assessment

Students complete the following tasks throughout this unit.

- Practical Evaluations – Completion of teacher generated evaluations of dishes prepared throughout the semester
- Design and Production Task –Students will be assessed on their practical skills and their ability to be able to produce quality dishes in the kitchen setting

Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

Unit 1 and 2 Food Studies

Design and Digital Technology: Elective

Product Design and Technologies: Textiles

Course Overview

Students are introduced to an overview of the history and origins of Streetwear and investigate Virgil Abloh to gain further understanding of the design and production process, before creating design briefs for a garment they will construct. Whilst constructing their garment students learn and follow safe work practises, and become independent, proficient and problem-solving users of both mechanical and digital technologies. Students evaluate their design work and production activities, reflecting on their progress and identifying areas for individual improvement.

Learning Focus

Students create graphical product concepts such as visualisations, design options and technical drawings to produce designs to construct in the style of fashion streetwear. Students develop practical construction skills, procedural knowledge and self-evaluation through constructing garments of their own design.

Students consider the economic, environmental, and social impacts of technological change and how the choice and use of technologies may contribute to a sustainable future.s

Assessment

- Research project on streetwear design and brands
- Design folio
- Production folio and garment
- Semester examination

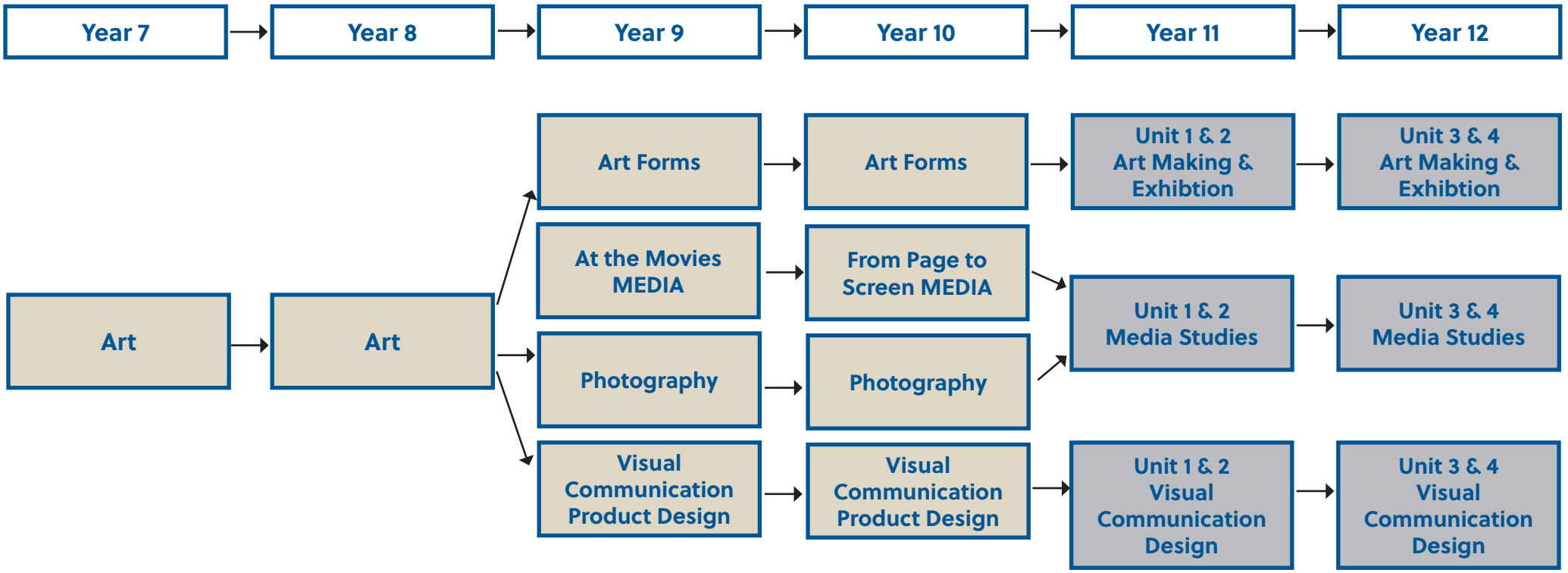
Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

Unit 1 and 2 Product Design and Technologies: Textiles

Visual Arts Pathways



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Visual Arts: Elective

Art Forms

Course Overview

Students develop their knowledge of equipment and mediums relevant to two-dimensional art, specifically drawing and painting. Students incorporate the elements of art and principles of composition, including exploring techniques to create a folio works and one finished artwork. This will be developed using the design process within a folio.

Students develop analytical skills to interpret the content, structure, characteristics and role of art in different cultural contexts. this is achieved through studying the way artists from different times and cultures have explored art practice and themes.

Learning Focus

To explore concepts, techniques and visual styles using two-dimensional mixed media with a focus on drawing, painting. Students develop an ability to communicate ideas and meaning through the use of the design process previously taught and developed. Students will create and present a portfolio of two-dimensional artwork, including several final artwork pieces that explore theme, specific techniques and styles.

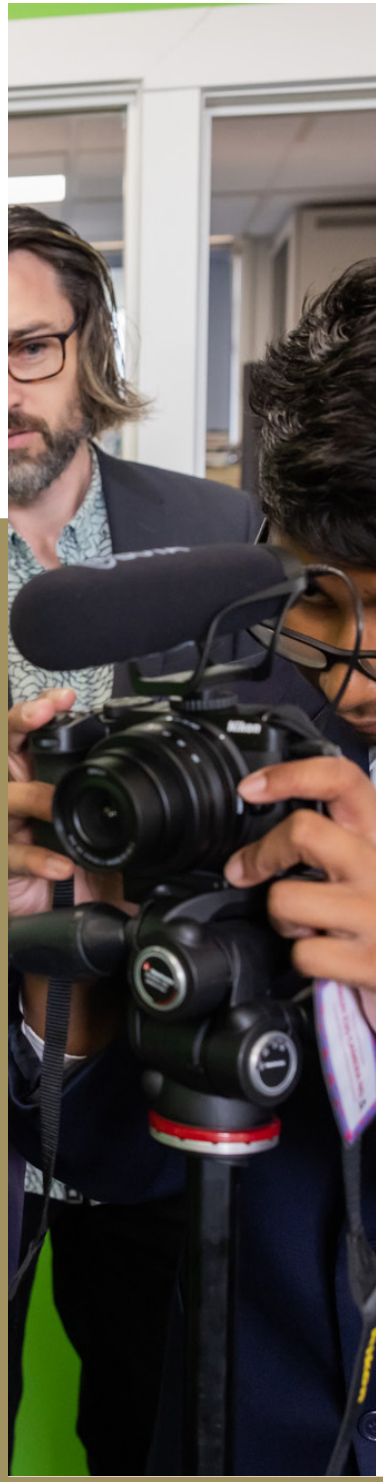
The key concepts of how to analyse, interpret and discuss the aesthetic qualities of artworks will be taught. This is achieved through a combination of written theory and annotated research that contributes a vital part of the folio work. This includes how artists from different times and cultures have explored different themes, and how they have used learnt techniques to develop their original artworks.

Assessment

- A Folio consisting of the following:
- Cross-hatching and stippling (drawing)
- Mixed media design
- Appropriated artwork
- Semester examination

Future Pathways

- Unit 1 and 2 Art Making and Exhibiting
- Unit 1 and 2 Visual Communication Design
- Unit 1 and 2 Media Studies



Visual Arts: Elective

From Page to Screen (Media)

Course Overview

From Page to Screen is all about those works of literature that have found their way from page to the big screen. Through studying movie adaptations or transformations and their well-known written counterparts, students will develop their comparative writing, close scene analysis, and creative media skills (podcasting).

Students will be reading and discussing a variety of classic and modern literary texts, their social and historical contexts, characterization, setting and related issues and concerns, and they will compare, contrast, and evaluate these with their on-screen equivalents.

Learning Focus

Literary and Cinematic Techniques – Discovering and analysing the techniques employed by authors and directors, as well as the impact on readers and audiences
Critical Review – Researching critical reviews and using them to direct students' own writing
Directorial and Authorial Views and Values – How an author or director's own context impact upon their work
Symbolism and Translation to the Screen – How literary work translate to the 'big screen' through symbolism

Assessment

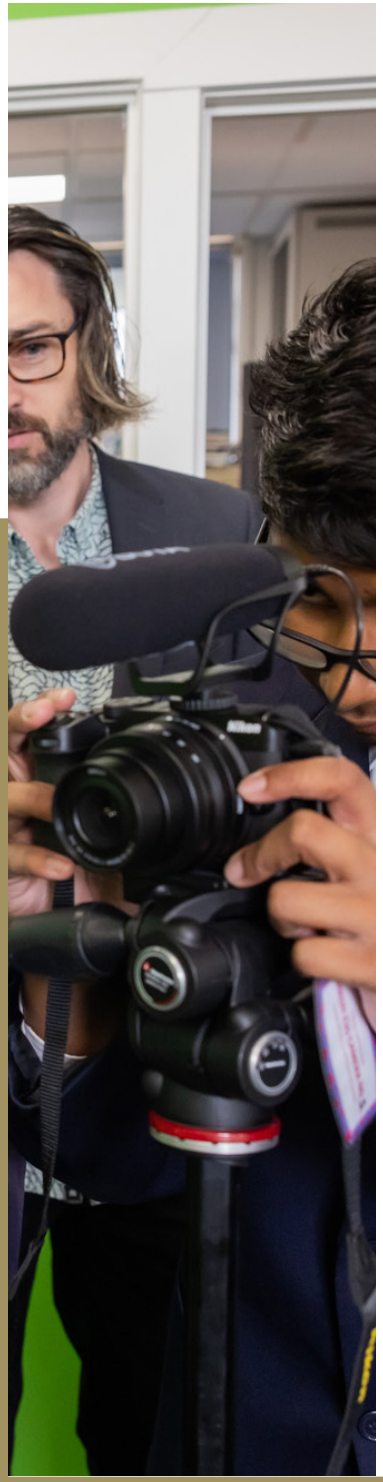
- Writing Task: Literary adaptations and techniques
- Written Review: Written research, critical and comparative review of a chosen pair of texts
- Media Focus: Adapting your writing pieces into a creative Podcast
- Semester examination

Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

Unit 1 and 2 Media Studies



Visual Arts: Elective

Photography

Course Overview

The study of Creative Photography aims to encourage, develop and enhance a student's deepest thoughts, through the visual language of Photography. Visual perception allows the development of spatial intelligence, a language of communication, which can be interpreted by many different cultures worldwide.

Photography allows students to release and document their feelings and ideas via the many styles that will be taught including portrait, landscape, and mixed media design projects.

Learning Focus

Students continue to learn about the features and functions of NIKON Digital Single Lens Reflex (DSLR) and mirrorless cameras. This is taught practically during the photography sessions, within each new project undertaken. The practical portfolio work focuses on exploring original and creative designs, with a key component being the development of aesthetic compositions within the themes of each project. The creative photographic techniques are taught using both in-camera functions and settings, and via digitally produced and enhanced editing through Microsoft and Adobe software.

This highly creative photography course aims to develop individuals who are both aware of their environments and its particular eye-catching qualities. Students study the conservation and preservation of photographic art and the display methods involved with this light sensitive art form during final production of their artworks. Final artworks are displayed and submitted both digitally and in print form within Zine photo books and school-based exhibitions. The creative design process is used in the folio work consisting of all the students original research and development, and edited photography projects. Written research, assessments tasks and detailed annotations are also key components, and aim to focus on photographic analysis using art and media-based terminology.

Assessment

Digital Portfolio

- Music album cover art
- Polaroids and portraits
- Nature and architectural
- YouTube page artwork

Australian Photographers

- Research Project
- Examination

Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

- Unit 1 and 2 Art Making and Exhibiting
- Unit 1 and 2 Media Studies
- Unit 1 and 2 Visual Communication Design

Visual Arts: Elective

Visual Communication and Design

Course Overview

Students investigate a range of contemporary design processes, styles, media, materials, equipment, and technologies in VCD. They experiment with imaginative and innovative ways of generating ideas and manipulating arts elements and principles to explore the potential of ideas, gaining inspiration from a broad range of sources. With some guidance, they maintain a record of their planning and development (for example, in a visual diary or multimedia journal) noting when they are achieving their aim.

Students learn to evaluate their own and other people's designs showing some understanding of selected designers and design forms and their particular techniques and processes as well as an emerging understanding of the qualities of design elements and principles

Learning Focus

Students further develop their knowledge of relevant technologies, equipment, and mediums to create design. The emphasis will be on product and promotional design: conceptual development of design language. They apply the techniques needed to produce their final designs, incorporating the art elements and principles of composition, such as exploring different textures and forms. Together with freehand drawing techniques, editing software such as Adobe Illustrator will be used to create design work and final artworks.

Students also analyse and interpret the content, structure, characteristics, and the role of design in different cultural contexts: they achieve this though studying the work of famous Australian and international designers.

Assessment

- Practical Design Folio: Exploring product design and promotional material
- Research design field assignment
- Design analysis tasks
- Examination

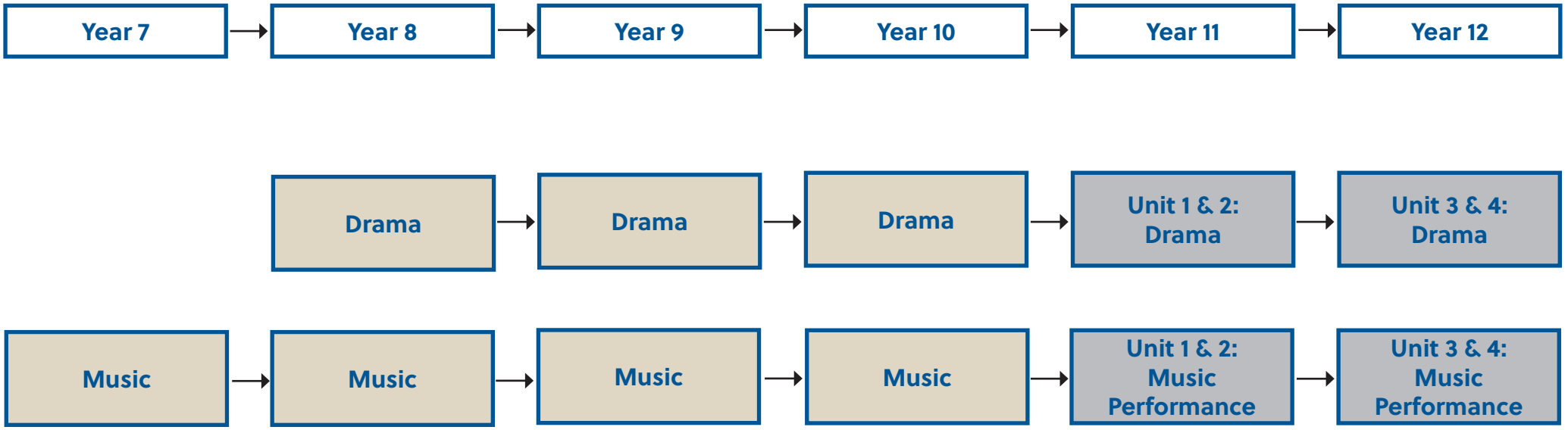
Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

- Unit 1 and 2 Visual Communication and Design
- Unit 1 and 2 Art Making and Exhibiting
- Unit 1 and 2 Media Studies

Performing Arts Pathways



Performing Arts: Elective

Drama

Course Overview

The study of Drama allows students to create and critically explore performances in contemporary and traditional genres.

Learning in this domain allows students to develop skills in creativity, to refine their expressive skills and to communicate ideas through performance.

Learning Focus

This course focuses on non-naturalistic theatre styles from a range of cultural and historical sources. Students use stimulus material to create and present solo and ensemble performances. These performances explore various themes, issues and ideas, using various non-naturalistic devices and techniques. Students analyse their own work and that of other students. They study non-naturalistic ensemble performance, exploring various styles, conventions and devices.

Students use prescribed stimulus material to create and perform a non-naturalistic ensemble performance. They then study various forms of solo performance, such as monodrama, monologue and soliloquy.

Students use playmaking techniques such as research, brainstorming, improvisation, scriptwriting and editing to create and present a solo performance drawn from a literary stimulus.

Students will view a professional Drama performance, and may perform as part of the Performing Arts Showcase.

Assessment

- Group devised performances
- Performance analysis
- Examination

Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

Unit 1 and 2 Drama

Performing Arts: Elective

Music: Solo Performance

Course Overview

Music at Thomas Carr College is an integral part of the education of every student and takes place in both the curriculum and co-curriculum of the school.

Being actively involved in performing and creating music helps students to discover and improve their capacity for creativity and can build and strengthen young people's identity and self-esteem. Music offers unique opportunities for creativity and self-expression.

Learning Focus

This course focuses on preparing a solo performance program on the students chosen instrument. The program relies on students selecting and interpreting a wide and varied program with works. The chosen works come from a variety of contrasting genres and musical styles.

Performance conventions are focused upon to help shape and give style to their performances.

To assist in interpreting works theory lessons in chords, scales, melodic and rhythmic dictation are integral to the subject. It is recommended that all students have a weekly individual lesson their instrument.

Students may perform as part of Performing Arts Showcase.

Assessment

- Solo Performance Pieces – This forms part of a musical program that includes works from a variety of genres and composers with musical pieces appropriate to their chosen audience
- Classwork – Skills and techniques that assist and support the solo performance
- Examination – Focuses is on the studied performance aspects of scales, intervals, chords, melodic and aural recognition

Contribution to Overall Semester Score

- Assessment Tasks: 60%
- Semester Examinations: 40%

Future Pathways

Unit 1 and 2 Music Performance

APPENDIX 1: VET MATERIAL FEES TABLE

Material fees apply to VCE students undertaking a VET Course.

COURSE CODE	CERTIFICATE	VENUE	MATERIALS FEES in 2025*
HLT33015	Certificate III in Allied Health Assistance (Part. Completion)	The Gordon	$250
ACM20117	Certificate II in Animal Studies	Manor Lakes P-12 College	$250
MST20616	Certificate II Applied Fashion	Thomas Carr College	$250
AUR20716	Certificate II in Automotive Vocational Preparation	The Grange P-12 College	$450
22338VIC	Certificate II in Building and Construction- Bricklaying	Thomas Carr College	$450
BSB30115	Certificate II in Business (Partial Cert III)	Hoppers Crossing Sec. College	$250
CHC22015	Certificate II in Community Services (Partial Cert III)	Werribee Sec. College	$250
CUA20113	Certificate II in Dance	Hoppers Crossing Sec. College	$250
CHC30113	Certificate III in Early Childhood Education & Care	WCEC	$250
22261VIC	Certificate II in Electrotechnology Studies (pre-vocational)	Wyndham Central College	$450
22470VIC	Certificate II in Engineering Studies	MacKillop College	$450
MSF20516	Certificate II in Furniture Making	Thomas Carr College	$450
AHC20416	Certificate II in Horticulture	Werribee Park	$250
SIT20416	Certificate II in Hospitality	Victoria University, Footscray	$450
ICT30118	Certificate III in Information, Digital Media & Technology	Wyndham Central College	$250

VENUE LOCATIONS

The Gordon
24 Watton Street, Werribee 3030

Manor Lakes P-12 College
2-50 Minindee Road, Wyndham Vale 3024

Thomas Carr College
35 Thomas Carr Drive, Tarneit 3029

TTC – The Grange P-12 College
30 Deloraine Drive, Hoppers Crossing 3029

Hoppers Crossing Sec. College
2 Fraser Street Hoppers Crossing 3029

Werribee Sec. College
45 Duncans Road, Werribee 3030

Werribee Park
25 Whites Rd, Werribee South 3030

WCEC
20 Synnot Street, Werribee 3030

TTC - Wyndham Central College
101 Shaws Road, Werribee 3030

TTC - MacKillop College
1-29 Russell Street, Werribee 3030

Victoria University Footscray
Nicholson Street, Footscray 3011

Heathdale Christian College
15 Derrimut Road, Werribee 3030

Warringa Park School
10 Cayleys Road Werribee South VIC 3030