



**KOONUNG**  
Secondary College

*Excellence Through Endeavour*

# YEAR 10 HANDBOOK

# 2026

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**YEAR 10**  
**SUBJECT CHOICES**

**VCE/VET**

**MATHS**

**ARTS**

**SCIENCE**

**LANGUAGE**

**HEALTH & PE**

**TECHNOLOGY**

**HUMANITIES**

**ENGLISH/  
LITERATURE**

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Dear students, parents and carers

The team at Koonung Secondary College is ready to assist you with the planning of the next stage of your education.

The Koonung curriculum team has endeavoured to provide our Year 10 students with greater access to choices and VCE selection. For example, it may be possible for a Year 10 student to select a VCE Unit 1 & 2 study. While these choices are available to students, not all students are ready to undertake such extension and therefore you are encouraged to carefully read the information about acceleration and course requirements.

Every effort is made to provide each student with their choices and so it is important that you complete your research by reading the information in this handbook to ensure that you make informed decisions. If you are considering an accelerated VCE subject you will also need to read the information in the VCE handbook.

Students and parents should understand that the commencement of the timetabling process is based on students' initial choices in late August and some subjects may not run due to small numbers. Changes made after the deadline may affect a student's options.

Please ensure that you seek advice where necessary so that you make the right selections for you. Remember three points when doing your subject selections:

- Select the subjects that you like
- Select the subjects that you are good at
- Select a broad curriculum range

**Chris McKay**

**Head of Senior School**



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# YEAR 10 – 2026 COURSE INFORMATION

This handbook contains information about subjects that are available to study at Koonung Secondary College in 2025. Before deciding upon any course, students and parents are advised to read the Year 10 and VCE Handbooks very carefully.

To cater for individual differences, Koonung Secondary College offers a more flexible curriculum structure for Year 10 students that provides:

- A curriculum that gives students a choice of subjects and a chance to develop their own curriculum pathway
- A structure that provides the opportunity for access to some VCE/VET Unit 1 and 2 studies for suitably qualified Year 10 students
- A rigorous and in-depth course/pathway counselling process that gives students and parents a thorough understanding of their options at Year 10 and beyond

All students should leave school having covered a broad range of Learning Areas and General Capabilities outlined in the Victorian Curriculum Victorian Essential Learning Standards.

## LEARNING AREA

- English
- Mathematics
- Science
- Health and Physical Education
- Languages
- Humanities and Social Sciences  
(History, Geography, Civics and Citizenship,  
Economics and Business)
- The Arts
- Technologies (Design and Digital Technologies)

## GENERAL CAPABILITIES

- Critical and creative thinking
- Personal and social capability
- Intercultural understanding
- Ethical understanding

We strongly recommend that students undertake courses that draw from the various Learning Areas and the General Capabilities included within them, as this will help to prepare students for future success. A broad curriculum and range of choices will ensure that students have access to future pathways and various options for continued learning.

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## COMPULSORY YEAR 10 COURSE REQUIREMENT

- English (or EAL) and Pathways are compulsory and run for the entire year
- The selection of a Mathematics subject is compulsory, and it will run for the entire year
- Students must choose a minimum of one from each of the areas of Science and Humanities.

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## ELECTIVE UNITS

Students can choose ten units to complete over the year from any of the areas listed in this handbook.

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## ADDITIONAL COURSE REQUIREMENTS AND COSTS

This is information regarding excursions, other activities and any additional costs students will be required to meet to complete the study.

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# ACCELERATION POLICY

At Koonung Secondary College, we recognise the diverse learning needs of our students. As a result, the College has established a range of programs and pathways to cater for the needs of each of our students.

Our SEE@K program at Years 7-9 offers an academic enrichment program, which aims to broaden student learning opportunities, with a focus on enhancing higher order thinking while supporting students to collaborate with others to further strengthen opportunities for rigorous, relevant and engaging education. SEE@K provides an accelerated learning program in English and Mathematics, as well as a differentiated enhancement course in all other core subjects reflecting self-directed inquiry learning. In addition, selected students entering Years 7 and 8 are offered an enrichment program in Mathematics, MHAP. Entry into this program is based on student ability in this subject. At Year 9 identified students may be offered an accelerated program in Mathematics. In Years 10 and 11, the College provides the opportunity to suitably qualified students to study up to two VCE subjects from the following year level curriculum.

## RATIONALE

The College wishes to provide the option of accelerated pathways to extend particularly capable students. Acceleration can provide opportunities for students to maximise their ATAR by undertaking a 6<sup>th</sup> VCE Unit 3/4 subject and/or provide access to University enhancement subjects.

## AIMS

- To establish transparent process for students wishing to undertake accelerated studies
- To ensure that a students' performance in all other subjects is not unduly impacted by enrolment in accelerated studies

## DEFINITION

Acceleration: the process whereby a student undertakes a course of study beyond their current year.

## IMPLEMENTATION

### 1. Acceleration pathway in Year 9 Mathematics:

- 9D students continue their acceleration pathway and undertake Year 10 Mathematics
- Mainstream Maths classes will be differentiated to provide access to acceleration mathematics for all highly capable students
- Students will be offered the opportunity early in Term 1 to sit an 'accelerated pathway' mathematics test, which will identify students who will be asked to attend a weekly, after-school extension class
- This class will be re-tested prior to the 1-1 course counselling interviews, and eligible students will be offered to accelerate into Unit 1 and 2 Mathematical Methods, in Year 10
- Eligible students will have a consistent record of success in all subjects and demonstrate outstanding organisational skills and work practices at their current year level so that studying an accelerated subject will not be detrimental to their performance in other subjects (C+ average across all subjects excepting mathematics)

### 2. Acceleration in Year 10 and 11

- Students in Year 9 may apply to enrol in a VCE 1/2 or VET subject in Year 10
- Students in Year 10 may apply to enrol in a VCE 3/4 or VET subject in Year 11
- The College's acceleration panel will review applications for acceleration. They may consult with subject teachers and Domain Leaders
- Students who have completed the accelerated Year 9 program may apply to undertake an accelerated pathway and, where deemed appropriate by the selection panel, an additional accelerated VCE pathway in one other subject
- Students who have completed the accelerated Unit 1/2 in Year 10 will be required to reapply for access to the subsequent accelerated Unit 3/4 in Year 11

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### Selection Criteria

- To be considered for an accelerated study the student will have a consistent record of success. They will require a B average in the subject in which they wish to accelerate and a C+ average in all other subjects, demonstrate outstanding organisational skills and work practices at their current year level so that studying an accelerated subject would not be detrimental to their performance in other subjects
- Students in 9D (SEE@K) undertaking the accelerated mathematics program will be required to maintain a C+ average in Maths, a B average in the subject that they wish to accelerate in and a C+ average in all other subjects.
- Year 10 students studying a Unit 1 subject must maintain a C+ average in the accelerated subject to continue with Unit 2 in this subject.
- To be eligible to continue an accelerated Unit 1/2 subject into Unit 3/4, the student will perform consistently well (C+ average) and maintain strong grades (C+ average) in all other subjects.

### Procedure for selection

- Access to an accelerated study will only be considered if the application is approved by the appropriate panel
- The panel will notify all applicants of the outcome of the selection process
- The decision of the panel is final
- Enrolment in an accelerated study will depend on availability. Students will only be offered the opportunity to undertake a subject at the next year level if there are spaces and after all students at that year level have made their choices
- Every effort will be made to offer suitably qualified applicants with an appropriate accelerated pathway. This may require the applicant to consider alternative subjects.
- Students who have not met these requirements may, by recommendation of the panel, be placed on a probationary acceleration list, pending their Semester 2 results.

## VCE/VET UNITS

VET delivered in schools refers to Vocational Education and Training (VET) courses undertaken as part of secondary school studies.

VET delivered in schools combines senior school studies and accredited vocational education and training (industry training) that enables students to complete a nationally recognised vocational qualification (e.g., Certificate III in Sport and Rec) and a senior school certificate (VCE) at the same time whilst the student gains employability and industry-specific skills.

Contribution to the VCE VET programs with approved VCE VET Unit 3 & 4 sequence, and a study score can contribute to the ATAR in the Primary 4 or as a 5th or 6th Subject. Students undertaking VET programs that are not in the approved VCE VET suite, may be eligible for credit towards their VCE through Block Credit. Students that successfully complete Unit 3 & 4 through the Block Credit recognition may receive a 10% increment on their lowest primary four score. VET does not contribute to the ATAR if it is a student's 7<sup>th</sup> subject.

Koonung Secondary College offers a wide range of programs which are delivered off campus. For a full list of programs and program descriptions including VCE contribution please refer to the VET Handbook which is available on the school website.

## ORGANISATION OF STUDIES AT KOONUNG

Studies are taken in blocks. A combination of studies is possible, and blocks are set according to students' choice of units. However, it must be recognised that an unusual combination may not fit the timetable. It is also important to note that if only a small number of students wish to undertake a particular study, the school may not be able to provide it. Avoidance of clashes between a student's subject selections cannot be guaranteed.

Year 10 students can select ten elective units. The possibilities include:

1. Completing ten (10) Year 10 units – NB: a Language subject must be two units; OR
2. Completing either (8) Year 10 units and a VCE Unit 1 and 2 sequence.

## COUNSELLING PROCESS

Applications will be evaluated by a panel consisting of the relevant Curriculum Team

Some examples of possible Year 10 courses are:

- \* Two units of English (or EAL) in addition to the 10 elective units
- \* Examples of elective courses include:

STUDENT A	LEARNING AREA	ELECTIVES
1	Mathematics	Pre-Methods Mathematics
2		Pre-Methods Mathematics
3	Science	Analytical Science
4		Environment and Evolution
5	Humanities	History
6		Global Connections
7		VCE Business Management (Unit 1)
8		VCE Business Management (Unit 2)
9	Health & PE	Sport Physiology & Performance
10	Arts / Technology	Creating with Food

STUDENT B	LEARNING AREA	ELECTIVES
1	Mathematics	Pre-Methods Mathematics
2		Pre-Methods Mathematics
3	Science	Human Physiology
4		Earth and Space Odyssey
5	Humanities	You & the Law
6		History
7	Language	French
8		French
9	Arts / Tech	Media
10		Drama

STUDENT C	LEARNING AREA	ELECTIVES
1	Mathematics	Pre-General Mathematics
2		Pre-General Mathematics
3	Science	Analytical Science
4	Humanities	History
5		Global Connections
6		You & the Law
7		Money & Markets
8	Health & PE	Health & Human Studies
9	Arts	2D Art
10		3D Art

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## THE PATHWAYS PROGRAM

The Year 10 course incorporates Pathways, which is a well-established program for Year 10 students. It was created to support students as they make important decisions about career and study directions for their future. The emphasis is on self-awareness and exploring their strengths and interests for future pathways. It is a career focused program with emphasis on understanding the skills required in the workforce, preparing for Work Experience and preparation for exams. Guest speakers will provide forums on workplaces, strategies to use when studying and revising for exams, how to present for interviews and ways to become more confident in the workplace. In addition, students plan their VCE programs by researching broad career directions, tertiary courses and the subjects that they will need to include in their VCE subject selection for the following year.

The College recognises that the decisions made during Year 10 are ones which will have a significant impact on the course of our students' lives.

## DEVICE PROGRAM

### Year 10 Device Program

An innovative and progressive school curriculum requires ready access to digital learning tools and online information resources. Digital technology is an important component of the 21st Century learning environment and 1:1 devices make possible anywhere, anytime learning. Koonung Secondary College is committed to creating an environment that promotes educational excellence. To this end, we provide students with the opportunity to join our 1:1 Device Program. This 3 year program provides students with 24/7 access to a personal digital learning device, a wide range of specialist productivity, communication, and educational software, full network and Internet access, and onsite technical support. This device will enable your child to learn independently, collaborate with peers and communicate understandings using rich media. The program will operate on a user pays system in 2025. The College will provide full maintenance, repair and technical support with the Koonung Device Program, including a loan replacement device until their device is repaired or replaced.

We strongly recommend that all students join the Device Program. If students are not part of the program, they will have only limited access to other College based devices and therefore computer access at school cannot be guaranteed for students without their own device and classroom activities may need to be modified.

### Bring Your Own Device (BYOD)

As part of the revised Department of Education (DE) guidelines regarding student devices, families attending Koonung Secondary College have the option to provide their own device for use within classes. A BYOD will not have full network/printer rights to the eduStar domain. ICT support is only provided for network access for BYOD. Students are responsible for securing and protecting their devices at school. Any loss or damage to a device is not the responsibility of the College or DE. Students and their parents/carers are solely responsible for the maintenance and upkeep of their devices. Students and their parents/carers are responsible for arranging their own insurance and should be aware of the warranty conditions for the device. The DE network installed requires certain specifications to enable devices to be connected to the eduStar network. These specifications will be provided to interested families.

# YEAR 10 CURRICULUM AND CORE ELECTIVES

Students who elect to study a Language must select it in both semesters.

<b>ENGLISH</b> (Choose 2 Units)	<b>LANGUAGE</b> (You must choose two consecutive Units)
English (Semester 1) <b>and</b>	French (Semester 1) <b>and</b>
English (Semester 2)	French (Semester 2)
English as an Additional Language (EAL) (Semester 1)	Japanese (Semester 1) <b>and</b>
EAL (Semester 2)	Japanese (Semester 2)
Elective: Literature (taken in addition to Core English)	
<b>MATHEMATICS</b> (Choose 2 Units)	<b>ARTS &amp; TECHNOLOGY</b>
Pre General Maths (Semester 1)	2D Art
Pre General Maths (Semester 2)	Programming and Game Development
Pre Methods (Semester 1)	Drama
Pre Methods (Semester 2)	Creating with Food
Essential Maths (Semester 1)	Media
Essential Maths (Semester 2)	Music
<b>SCIENCE</b> (Choose at least 1 Unit)	Photography
Analytical Science	Data Analytics
Environment and Evolution	3D Art
Human Physiology	Visual Communication Design
Earth and Space Odyssey	Product Design and Technology - Wood
<b>HUMANITIES</b> (Choose at least 1 Unit)	<b>HEALTH &amp; PE</b>
History: Persecution and Power	Health & Human Studies
History: Crisis and Conflict	Sports Physiology & Performance
Money & Markets	
You & the Law	
Global Connections	
Philosophy	

# YEAR 10 CURRICULUM VCE OPTIONS

<b>SCIENCE (Choose 2 consecutive units)</b>	<b>ARTS &amp; TECHNOLOGY (Choose 2 consecutive units)</b>
VCE Biology Unit 1 <b>and</b>	VCE Art Creative Practice Unit 1 <b>and</b>
VCE Biology Unit 2	VCE Art Creative Practice Unit 2
VCE Environmental Science Unit 1 <b>and</b>	VCE Applied Computing Unit 1 <b>and</b>
VCE Environmental Science Unit 2	VCE Applied Computing Unit 2
VCE Psychology Unit 1 <b>and</b>	VCE Drama Unit 1 <b>and</b>
VCE Psychology Unit 2	VCE Drama Unit 2
	VCE Food Studies Unit 1 <b>and</b>
	VCE Food Studies Unit 2
	VCE Music Unit 1 <b>and</b>
	VCE Music Unit 2
	VCE Visual Communication Design Unit 1 <b>and</b>
	VCE Visual Communication Design Unit 2
<b>HUMANITIES (Choose 2 consecutive units)</b>	<b>MATHEMATICS (Choose 2 consecutive units)</b>
VCE History Unit 1 <b>and</b>	VCE Mathematical Methods Unit 1 <b>and</b>
VCE History Unit 2	VCE Mathematical Methods Unit 2
VCE Geography Unit 1 <b>and</b>	<b>LANGUAGE (Choose 2 consecutive units)</b>
VCE Geography Unit 2	VCE Japanese Unit 1 <b>and</b>
VCE Business Management Unit 1 <b>and</b>	VCE Japanese Unit 2
VCE Business Management Unit 2	<b>HEALTH &amp; PE (Choose 2 consecutive units)</b>
VCE Legal Studies Unit 1 <b>and</b>	VCE Health & Human Development Unit 1 <b>and</b>
VCE Legal Studies Unit 2	VCE Health & Human Development Unit 2
	VCE Physical Education Unit 1 <b>and</b>
	VCE Physical Education Unit 2

**NOTE: Students interested in pursuing the option of completing a VCE subject should consult the VCE handbook for information regarding the course requirements and content.**

## VET STUDIES

Students can consider a VET study (Vocational Education and Training in Schools) in Years 10-12. VET study can lead to an additional qualification at the end of the VCE journey and open opportunities and develop skills in specific career areas that may not be offered at Koonung Secondary College. Students may also receive credit in a related course at TAFE, University and Industry.

## KOONUNG SECONDARY COLLEGE POLICY:

### APPROVED VET PROGRAMS

- The program must be able to be accommodated within the Koonung Secondary College timetable structure
- If the program is not an approved VET or nationally recognised VET/VCE qualification, no credit can be gained through VCAA
- Speak to the staff in the Careers Office

# SAMPLE YEAR 10 COURSE SELECTION FORM

Subject selection is completed online at myedval.education. All students will be emailed the link and an individual webcode when subject selection forms are open for subject selection. Students complete their subject selection form and submit their subject choices prior to the 1:1 course counselling interviews. The online subject selection process closes prior to the 1:1 course counselling session and any requests for changes after this date can only be made through the College.

Choice Peter Pan (Test student Yr10)

Senior elective choices - 10

Main Units	Subject	Units
English choice	No selection	\$0 0
Mathematics choice	No selection	\$0 0
1st Science choice	No selection	\$0 0
1st Humanities choice	No selection	\$0 0
5th Preference	No selection	\$0 0
6th Preference	No selection	\$0 0
7th Preference	No selection	\$0 0
8th Preference	No selection	\$0 0
9th pref (if needed)	No selection	\$0 0

Reserve Units	Subject	Units
1st Reserve Choice	No selection	\$0 0
2nd Reserve Choice	No selection	\$0 0
3rd Reserve Choice	No selection	\$0 0
4th Reserve Choice	No selection	\$0 0
Total		0

**Notes**

Please select your Year 10 subjects in order of preference, ensuring you have chosen a total of 24 units, met the minimum standards in the Year 10 handbook and any prerequisites needed for future studies.

Proposed subject costs are included for your reference.

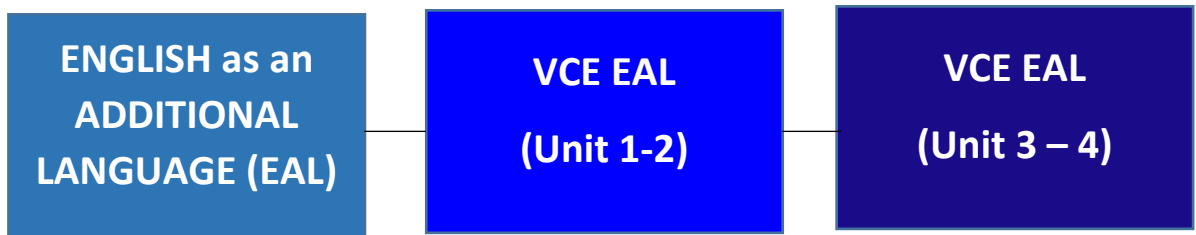
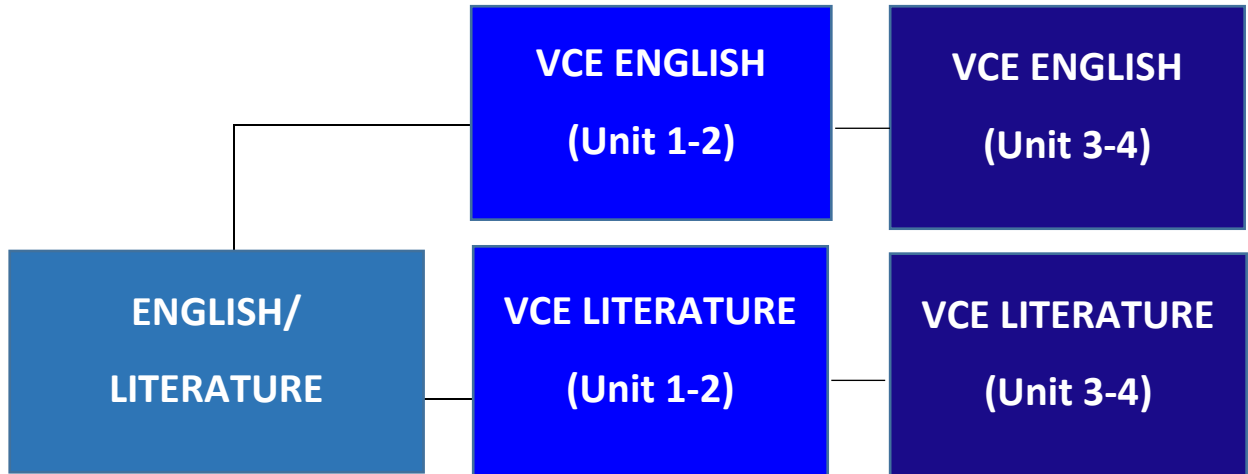
Your selections will help to generate the blocking grid for 2025 and confirmation of your final subject allocations will be distributed before the end of term 3.

- \* Note – students will be required to rank and select a total of 12 semester length subjects (24 units), English/EAL and Maths will account for 4 of these semester length subjects (8 units) and at least 3 reserve semester length subjects (6 units)
- \* When completing the course selection form, the program will ensure that students meet the subject selection criteria.

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# ENGLISH

Students must undertake two units of English each year



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# ENGLISH

## COURSE OUTLINE

The English domain is centred on the conscious and deliberate study of language in a variety of texts and contexts in which it is spoken, read, viewed and written. The course covers the three Victorian Curriculum Modes:

**Reading and Viewing:** understanding, interpreting, reflecting upon and enjoying written and visual print and non-print texts.

**Writing:** the active process of conceiving, planning, composing and editing and publishing fiction and non-fiction texts. It involves using appropriate language for specific audiences and purposes. There will be a focus on how argument and persuasion can position an audience and writing in response to texts.

**Speaking and Listening:** formal and informal ways of using oral language to convey and receive meaning. Spoken texts may include everyday communication, group discussion, formal presentations such as a point of view, debates and public speaking, storytelling and negotiating.

## METHOD OF ASSESSMENT

- Assessment may include:
- A writing folio including text responses, analytical responses to media texts, creative responses to texts and comparative essays.
- Students will also engage in public speaking, individual and group presentations.
- All Year 10 students sit an exam in each Semester.

## ADDITIONAL NOTES

- Excursions costs as required
- Additional class materials

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# ENGLISH AS AN ADDITIONAL LANGUAGE

## COURSE OUTLINE

EAL is centred on the conscious and deliberate study of language in a variety of texts and contexts in which it is spoken, read, viewed and written. The course covers the three Victorian Curriculum Modes:

**Reading and Viewing:** understanding, interpreting, reflecting upon and enjoying written and visual print and non-print texts.

**Writing:** the active process of conceiving, planning, composing and editing and publishing fiction and non-fiction texts. It involves using appropriate language for specific audiences and purposes. There will be a focus on how argument and persuasion can position an audience and writing in response to texts.

**Speaking and Listening:** formal and informal ways of using oral language to convey and receive meaning. Spoken texts may include everyday communication, group discussion, formal presentations such as a point of view, debates and public speaking, storytelling and negotiating

## METHOD OF ASSESSMENT

Assessment included:

### Semester 1:

- Creative Responses,
- Analytical Text Response,
- Persuasive Oral Presentation of a current media issue
- Examination

### Semester 2:

- Comparative Analytical Text Response
- Language Analysis on a current media issue
- Listening Task
- Examination

## ADDITIONAL NOTES

- Excursions costs as required
- Additional class materials

# LITERATURE

## COURSE OUTLINE

Literature presents students with the opportunity to explore their own interpretations and experiences as readers, making connections between their ideas and the experiences of those texts.

They study characterisation, universal values and narrative events and shape personal and analytical responses to poetry, plays, short stories, novels and films, both classic and contemporary.

In written responses, students “discuss” literary features of entire works of literature based on set extracts, including interpretation of such elements as authorial intentions, social context and linguistic features.

This course is designed for students with high level English skills. As a pre-requisite, students are required to have achieved at least a “B” average and above in their Year 9 English results. NAPLAN data may also be consulted in determining a student’s suitability to undertake this subject. Students who undertake this semester-based course are required to be enrolled in Year 10 English. These units are designed to prepare the student for the VCE subject of Literature.

## METHOD OF ASSESSMENT

Students must study at least:

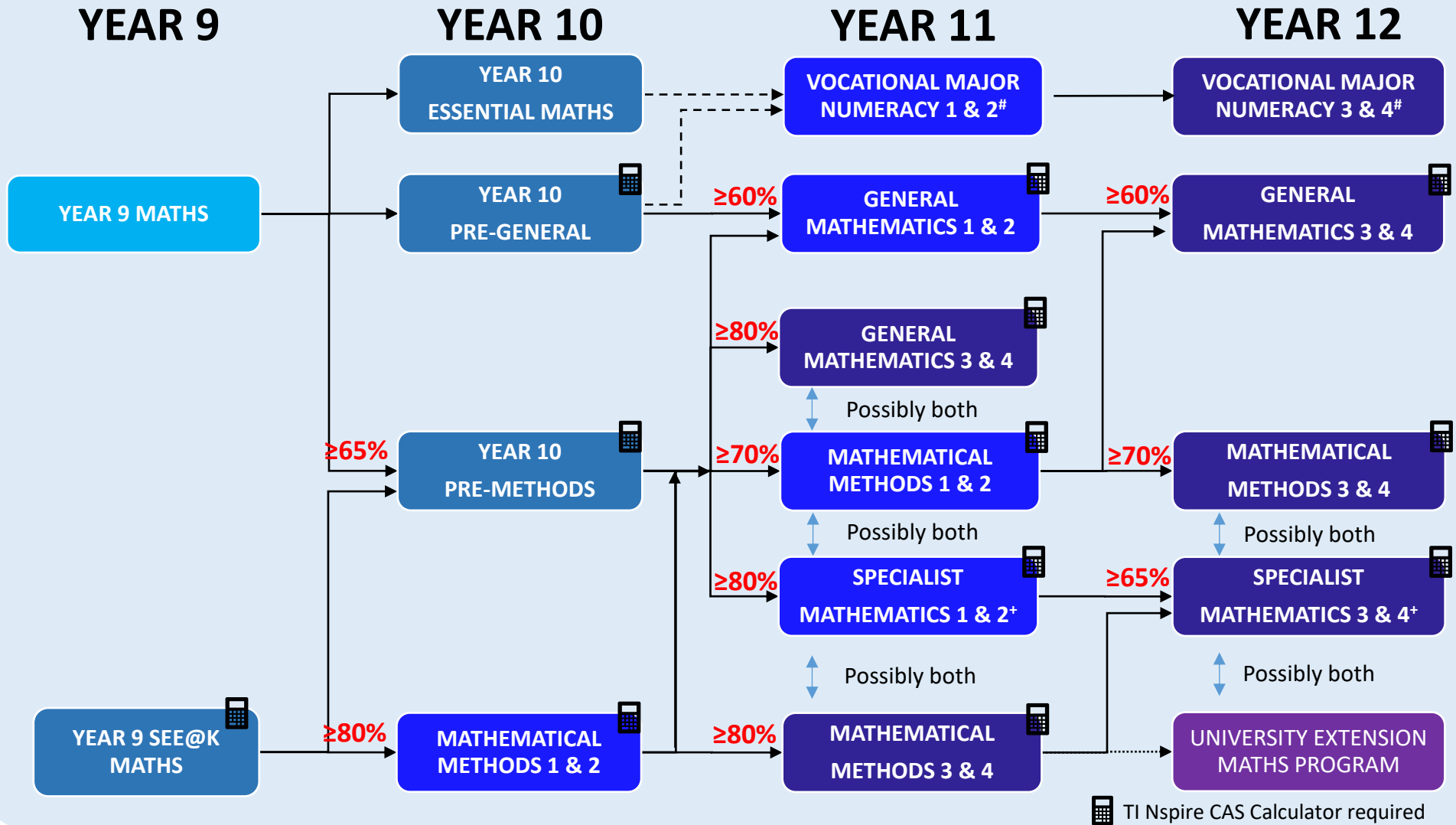
- Two complete texts
- One additional text that is either complete or a collective of excerpt/s
- Forms of assessment which may be used in this unit are:
  - An essay (connections, interpretive, analytical or discursive)
  - A close analysis of selected passages
  - An original piece of writing responding to a text/s studied.

## ADDITIONAL NOTES

- Excursions costs as required
- Additional class materials

# MATHEMATICS PATHWAYS

This diagram shows a range of typical pathways within the Mathematics Domain and the average grade prerequisite for success in that subject.



\* Study of Specialist Mathematics assumes concurrent study or previous completion of Mathematical Methods

# Vocational Major Numeracy is a compulsory subject for students who have been selected to undertake the Vocational Major course.

1. Students who undertake Essential Maths are unable to access General Maths or Mathematical Methods in VCE.
2. Students should achieve a minimum grade average of 80% in Algebra-based units in Year 9 Mathematics if they wish to access Pre-Methods in Year 10.
3. Students who choose General Mathematics in Year 11 cannot study Specialist 1 & 2 in Year 11.
4. Students who choose Specialist Mathematics 1 & 2 in Year 11 MUST also study Mathematic Methods 1 & 2 in Year 11 or have studied Mathematic Methods 1 & 2 in Year 10.

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# ESSENTIAL MATHEMATICS

(SEMESTER 1 & 2)

## PREREQUISITE:

A pass in the minority of Semester 1 units in Year 9.

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## COURSE OUTLINE

These units are designed for students who have found Mathematics challenging. There is a strong focus on numeracy skills and emphasis on using mathematics in practical contexts relating to real life. Topics including statistics, probability, personal finances and geometry will provide the foundations for a level of proficiency needed in mathematics in many practical contexts. Students who undertake two units of Essential mathematics can only access a VCE maths through the VCE Vocational Major.

## METHOD OF ASSESSMENT

- Tests
- Assignments
- Examinations

## ADDITIONAL NOTES

- Additional class materials
- Students will need a scientific calculator

# PRE-GENERAL MATHEMATICS

(SEMESTER 1 & 2)

## PREREQUISITE:

Minimum grade average of 45% in Year 9

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### COURSE OUTLINE

These units are targeted towards students wishing to access Units 1 & 2 General Maths. The curriculum has six strands: Number, Algebra, Measurement, Space, Statistics and Probability. Students will be given the opportunity to develop core mathematical skills, learn concepts and processes and apply them in routine and unfamiliar contexts.

The Pre-General mathematics course places a greater emphasis on non-algebraic subjects such as measurement, statistics, sequences and financial mathematics, while still allowing students the opportunity to consolidate the necessary core algebraic skills through the study of quadratic and linear equations and graphs. Students who complete Pre-General mathematics **cannot** undertake Units 1 & 2 Specialist Mathematic or Units 1 & 2 Mathematical Methods.

### METHOD OF ASSESSMENT

- Tests
- Assignments
- Examinations

### ADDITIONAL NOTES

- Additional class materials
- Students will need a CAS Calculator

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# PRE-METHODS

(SEMESTER 1 & 2)

## PREREQUISITE:

Minimum grade average of 65% in Year 9

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### COURSE OUTLINE

These units are targeted towards students wishing to access Units 1 & 2 VCE Mathematical Methods. The curriculum has six strands: Number, Algebra, Measurement, Space, Statistics and Probability. Students will be given the opportunity to develop core mathematical skills, learn concepts and processes and apply them in routine and unfamiliar contexts.

The Pre-Methods course covers the standard Year 10 curriculum and extends them beyond. It places a greater emphasis on the Number and Algebra strand through extensive studies of polynomial algebra, graphing functions, surds and index laws.

Students who complete Pre-Methods can undertake any Units 1 & 2 VCE study subject to minimum grade guidelines.

### METHOD OF ASSESSMENT

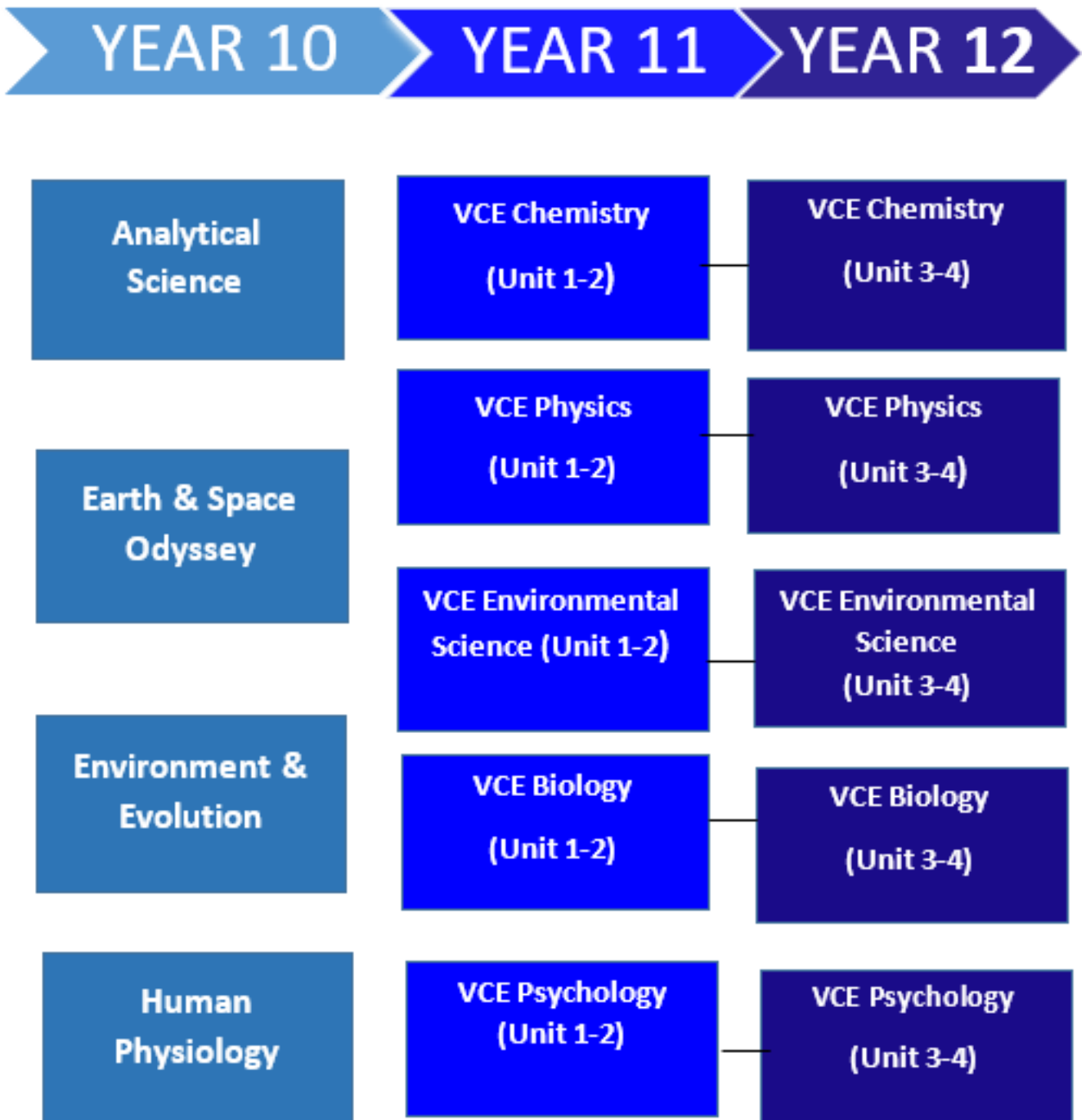
- Tests
- Assignments
- Examinations

### ADDITIONAL NOTES

- Additional class materials
- Students will need a CAS Calculator

# SCIENCE

It is highly recommended that students undertake TWO Year 10 Science units prior to studying VCE subjects.



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# ANALYTICAL SCIENCE

## COURSE OUTLINE

Students will explore topics in both Chemistry and Physics to analyse the world around us.

Students will examine different types of chemical bonding: ionic, metallic, and covalent. They will investigate types of chemical reactions and understand the changes that occur. Students will explore factors that influence the rate of chemical reactions. They will learn to write chemical formulae, balanced equations and understand how to quantify the amount of a chemical present via concepts such as the mole and concentration of solutions.

Students will develop an understanding of the physics of forces, motion, matter and energy and how these phenomena impact our understanding of the world around us. They will incorporate their language and mathematical knowledge to understand and explain phenomena such as inertia, to analyse and graph everyday motions, using models to describe how mechanical energy is transferred and transformed. Students will formulate a hypothesis, to design an experimental investigation to explore the physical relationships found in the world. This will focus on the repeatability of their experiment, the ability to analyse their data and present their findings using the scientific method

This course is **highly recommended** for students who wish to undertake **VCE Chemistry and/or Physics**.

## METHOD OF ASSESSMENT

The assessment is a combination of:

- Analysis of case studies
- Experimental reports
- Semester examination
- Student investigation
- Tests

## ADDITIONAL NOTES

- Additional class materials

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## ENVIRONMENT AND EVOLUTION

This course blends concepts of biology with those of ecology, genetics, and environmental science to allow students to understand concepts of speciation. Students will learn about how the overall genome of organisms is shaped via the influence of the changing environment altering the inheritance patterns of the organisms. They will explore this through population genetics, where students will examine phenomena such as migration, genetic drift, geneflow, genetic recombination and natural selection. They will also study the relationships within ecosystems and investigate the structure of populations and communities.

Students will then analyse and engage with the evidence for evolution through direct and indirect means. They will then look at the effects of human industry on the stability of ecosystems through the lens of pollutants, agricultural runoff, and climate change. These environmental effects will be explored practically in our local Koonung Creek via

environmental fieldwork. Students will then conduct a research project exploring ideas presented within this unit.

This course is recommended for students who are looking to undertake **VCE studies in Biology and/ or Environmental Science**.

### METHOD OF ASSESSMENT

The assessment is a combination of:

- Analysis of case studies
- Experimental reports
- Semester examination
- Student investigation
- Tests

### ADDITIONAL NOTES

- Additional class materials

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## EARTH AND SPACE ODYSSEY

### COURSE OUTLINE

This unit blends earth and environmental sciences, physics, and chemistry to examine the formation of the universe – including galaxies and stars, and consequently planet Earth.

Students will explore the evidence for the formation of the universe. They will learn how we use light spectroscopy to identify chemical elements found within space dust and to identify the mineral composition of interstellar objects. They will also examine technological advances of space exploration and the potential for life outside of Earth.

Students will study the formation of the Earth through the shaping of terrain and the development of the natural resources we rely on today. Aspects such as the greenhouse effect, plate tectonics, biogeochemical cycles and the systems of the Earth will be examined to determine conditions necessary for life on Earth.

Students will explore how contemporary science is looking to mitigate the effects of climate change through the lens of economy and environmental models, green chemistry and energy. An investigation into aspects of organic chemistry concerning fuels will be undertaken where students

will learn to draw and provide correct names for simple carbon-based molecules, isomers, and functional groups. The chemical basis of energy pathways of living organisms will be explored.

This course is recommended for students who are looking to undertake **VCE studies in Chemistry and/or Environmental Science and/or Physics**.

### METHOD OF ASSESSMENT

The assessment is a combination of:

- Analysis of case studies
- Experimental reports
- Semester examination
- Student investigation
- Tests

### ADDITIONAL NOTES

- Additional class materials

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# HUMAN PHYSIOLOGY

## COURSE OUTLINE

This course is designed to look at the human body through the lens of biology, chemistry, physics, and psychology.

Students will explore the links between the digestive system to the nervous system and endocrine system. This will entail investigating how nutrients are derived from food via a series of chemical reactions and then absorbed and used at a cellular level. They will then examine how the hormones in the gut are intrinsically linked to the brain and our psychological well-being – a contemporary field looking at the connections between the microbiome of the gut and brain function.

Students will then examine how human bodily function is affected by trauma. They will explore the psychology surrounding stressors and anxiety, analysing the effects these can have on the wider human body. Students will then examine the effects of physical trauma on the body through the physics of accidents and the resulting effects on the function of the human body. Using case studies to explore how science is used to mitigate their effects on the body, and the human bodies response to infection.

This course is recommended for students who are looking to learn more about the human body and/or wish to undertake **VCE Biology and/or Psychology**.

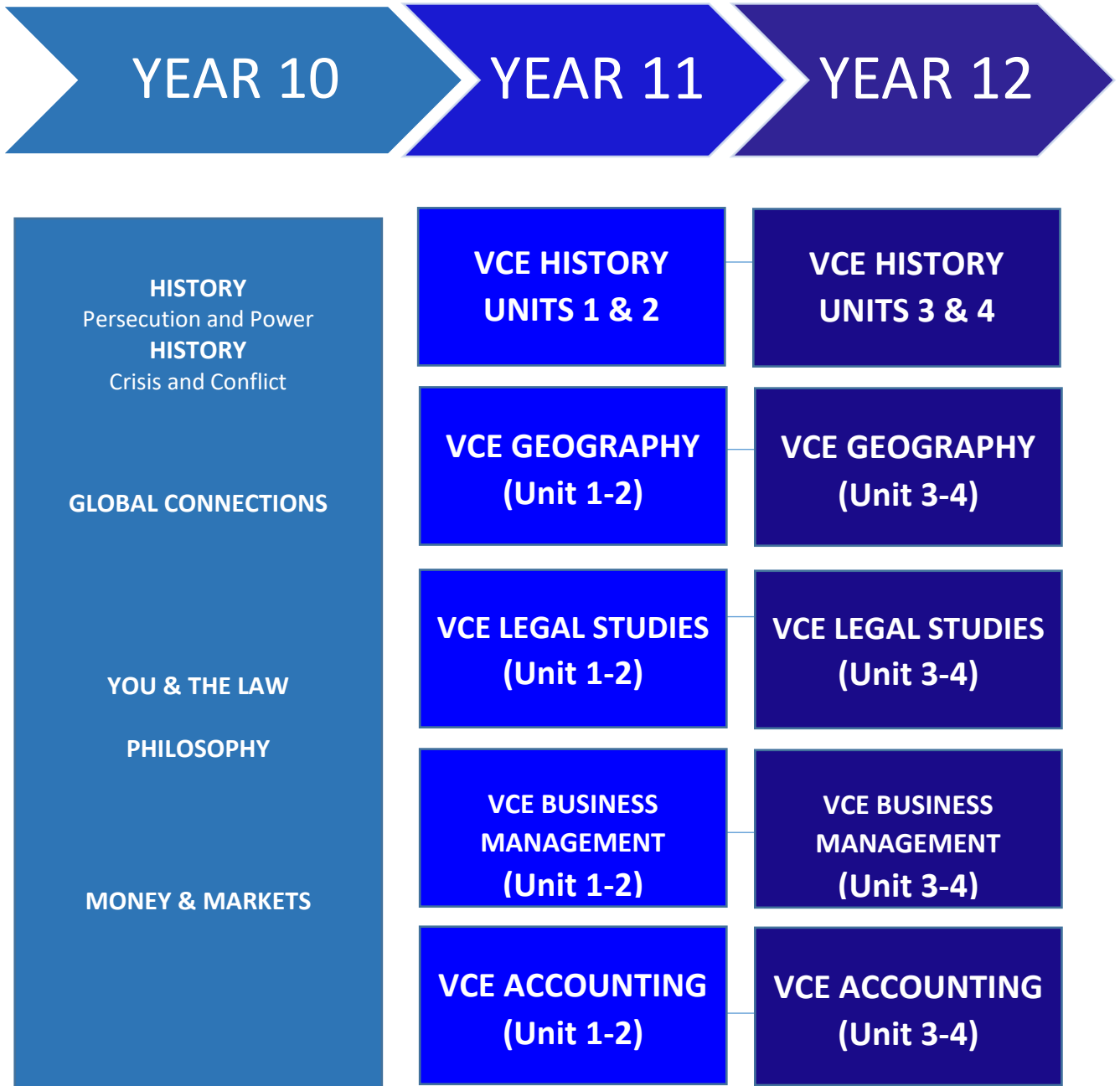
## METHOD OF ASSESSMENT

The assessments will be based on:

- Analysis of case studies
- Experimental reports
- Semester examination
- Student investigation
- Tests

# HUMANITIES

It is highly recommended that students undertake **TWO** Year 10 Humanities elective subjects prior to studying VCE subjects.



# HISTORY – PERSECUTION AND POWER

## COURSE OUTLINE

This course examines how empires, ideologies and movements have shaped the modern world through oppression, resistance, and the ongoing struggle for justice. Students explore how power has been used to control, and how individuals and groups have resisted persecution in the fight for freedom and equality.

Students will investigate Aboriginal and Torres Strait Islander Peoples' rights and freedoms through resistance, protest campaigns and political movements, examining how colonisation and discrimination shaped the fight for justice and equality in Australia. They will compare these struggles with those of the Indian people under British colonial rule, exploring how imperialism impacted society and how non-violent resistance, led by figures like Mahatma Gandhi, contributed to India's independence. Finally, students will examine the Rwandan Genocide as a modern political crisis shaped by the long-term consequences of European imperialism in Africa. They will analyse how colonial divisions contributed to ethnic conflict; and evaluate the international community's response to the crisis.

Students will analyse the perspectives of significant individuals and evaluate differing historical interpretations and debates. They will develop and refine historical questions, use sources and concepts to investigate the past, and assess the accuracy and reliability of evidence. Students will interpret continuity and change, cause and effect, and use this analysis to construct their own informed historical arguments.

## METHOD OF ASSESSMENT

- Source Analysis
- Historical Inquiry
- Essay
- Exam

## ADDITIONAL NOTES

- Additional course materials, incursions, preparation of excursion materials

# HISTORY - CRISIS AND CONFLICT

## COURSE OUTLINE

This course covers the nature of warfare and conflict leading up to and focusing on the 20<sup>th</sup> Century. Students will investigate the trench warfare of World War One and understand the continuities and changes in the nature of conventional warfare through to the end of World War Two. Students will understand the innovations at the end of World War One which set the scene for the Nazi successes of World War Two which almost led to Adolf Hitler's domination of the World.

Rather than experiencing a time of peace after World War One, dictators and despots have ruled, and terrorism became the new form of war. Students will follow through their study of continuities and changes of modern warfare with their study of Global Conflicts as part of The Globalising World post 1945 to the present day, with a strong focus on Terrorism and Asymmetrical Warfare.

Students will understand the perspectives of significant individuals in these histories and analyse the different historical perspectives of people from the past. In addition, students will explore historical interpretations and contestability that exists amongst historians interpreting the past. Students will formulate and adapt historical questions to support the development of historical investigations and will use historical sources and concepts to interpret the past. They will evaluate historical sources and verify and corroborate the accuracy of their sources when using these as historical evidence. Students will analyse and evaluate continuity and change, as well as cause and effect, when creating their own historical argument and interpretation of the past.

## METHOD OF ASSESSMENT

- Source Analysis
- Historical Inquiry
- Essay
- Exam

## ADDITIONAL NOTES

- Additional course materials and activities

# MONEY AND MARKETS

## COURSE OUTLINE

The aim of the course is to provide students with knowledge and competency in managing money and personal finance. Investment options available to Australian consumers will be explored and the relationship between risk and returns analysed. Students will be able to look at enterprise and innovation and the contributions made by small business to the Australian economy. We will focus on an understanding of how the Australian economy is managed and operates efficiently and effectively. Economic issues, such as, unemployment, inflation and distribution of income and wealth will be investigated and analysed.

Some of the topics covered will be managing money effectively, including payment options, managing credit and consumer rights, investment options such as bank interest, property and the share market.

This subject will provide students with the key skills and knowledge for entry into VCE Business Management and Accounting.

## METHOD OF ASSESSMENT

Assessment is based on:

- Classwork
- Presentation
- Participation in the Share Market Game and tests
- Exam at the end of semester

## ADDITIONAL NOTES

- Additional course materials and activities

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# YOU AND THE LAW

## COURSE OUTLINE

In this subject, students gain a broad overview of the various criminal and civil laws that apply to citizens in Victoria. They will investigate their roles in ensuring a strong democracy and how to be aware of current threats to democracy in Australia when exercising their right to vote for government.

They will learn about the protection of human rights in Australia and the impact they can have when they become informed voters.

This subject will provide students with the key skills and knowledge for entry into VCE Legal Studies.

The topics covered in this course include the following:

- Laws and Citizens
- Government and Democracy
- Human rights

## METHOD OF ASSESSMENT

Assessment is based on a range of activities including:

- Class work
- Assignment
- Tests
- Exam

## ADDITIONAL NOTES

- Additional course materials and activities

# GLOBAL CONNECTIONS

## COURSE OUTLINE

This elective offers students the opportunity to expand their geographic knowledge and understanding of current issues that affect large areas of the world for both people and environments.

In the twenty-first century, the world faces many environmental challenges. These challenges range from a local scale, such as rapid erosion of coastlines, through to a global scale, such as the threat of global warming. We will explore issues associated with environmental change and management to understand how people and environments are interconnected and how to manage for a sustainable future. Coastal fieldwork in the Bayside council region will be an important part of our geographical learning.

Human wellbeing varies considerably across the world and our second unit explores “Contrasts in Living conditions” through questions such as: How can wellbeing be measured and compared? What is being done to make poverty history? Students will be able to explore further an area of interest through their individual geographical inquiry.

This subject will provide students with the key skills and knowledge for entry into VCE Geography.

## METHOD OF ASSESSMENT

Assessment is based on a range of activities including:

- Simulation games
- Unit tests
- Mapping and graphic activities
- Fieldwork participation and report
- Geographical enquiry
- Discussions
- Use of geospatial technologies
- Exam

## ADDITIONAL NOTES

- Additional course materials and activities
- Fieldwork materials – fieldwork is an essential part of geographical education, cost to be advised.

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# PHILOSOPHY

## COURSE OUTLINE

Building on the personal reflections of Year 9, Year 10 Philosophy shifts toward big-picture thinking. Students explore foundational ideas across Logic, Ethics, Political Philosophy, and theories of Meaning. The course challenges students to critically examine the systems, values, and beliefs that shape society — and to consider how individuals find purpose and direction within them.

Through the study of ethical theories and political structures, students engage with questions of justice, power, and social responsibility. Later in the course, they explore diverse perspectives on what makes life meaningful — including existentialist, nihilist, and narrative-based views — encouraging them to reflect on how people create value in a complex and uncertain world.

Students will develop their ability to reason clearly, argue effectively, and grapple with some of life’s most enduring questions, such as: *What makes a just society? Who should hold power? How do we live a meaningful life in the face of uncertainty?*

## METHOD OF ASSESSMENT

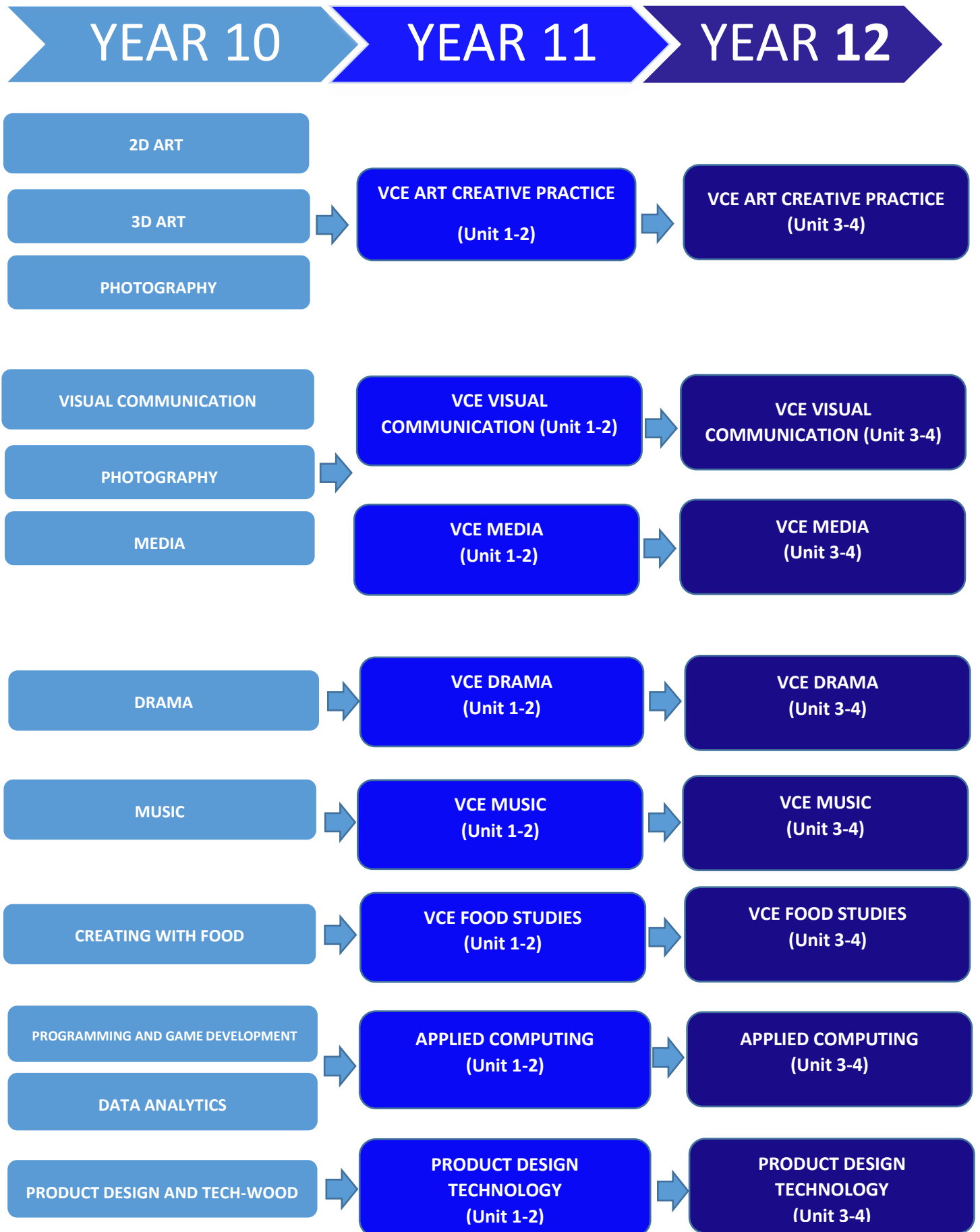
Assessment may take the form of:

- Essays
- Presentation
- Research and reflections
- Philosophical debates
- Exam

## ADDITIONAL NOTES

- Additional course materials and activities

# ARTS & TECHNOLOGY



## 2D ART

### COURSE OUTLINE

Students in 2D Art explore a wide range of creative directions using a variety materials and techniques. They gain insight into a practising artist through a theory assignment analysing how an artist's work is influenced by their cultural and historical background and the materials and techniques they choose. Students begin to talk about aesthetic qualities and develop a language around art. Practically, students explore art making as an artist. They are asked to respond to a theme and develop a range of ideas in their visual diary. Students then develop a final artwork based on their individual explorations.

### METHOD OF ASSESSMENT

- Visual Diary
- Final artwork
- Written assignment
- Exam

### ADDITIONAL NOTES

- Additional class materials
  - Approximately \$85
- 

## 3D ART

### COURSE OUTLINE

In 3D Art students will become familiar with and learn how to use the elements of visual art, a variety of materials, processes, and techniques. Ceramics and sculpture are explored. Students should anticipate a studio-based art class which may include creative problem solving, production of artwork, critiques, self-evaluation, readings, note taking, tests, and quizzes. Introduced in the class are historical and contemporary trends in art, which are explored through visual examples. Instruction, learning targets, and assessments are based on alignment to the Vic curriculum -Visual Arts: Creating, Presenting, Responding, and Connecting.

### METHOD OF ASSESSMENT

- Visual Diary
- Final Artwork
- Written assignment
- Exam

### ADDITIONAL NOTES

- Additional classroom materials
- Approximately \$90

# DRAMA

## COURSE OUTLINE

Drama at Year 10 is designed to prepare students for the challenges of VCE Drama and builds upon the core expressive skills developed in earlier studies.

Students explore the development and presentation of characters through a range of practical activities such as structured improvisation, script work, skill-building workshops and staged performances.

Students are also engaged in the technical and theoretical elements of theatre practice, learning about historical practitioners and their styles of acting and theatre making. At Year 10, students deepen their understanding of basic vocal and physical expression and learn how to apply this to a range of stylised contexts.

## METHOD OF ASSESSMENT

- Theoretical analysis tasks
- Research
- Performance
- Exam

## ADDITIONAL NOTES

- Additional class materials \$10

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# CREATING WITH FOOD

## COURSE OUTLINE

This is a theoretical and practical subject where students investigate the chemical, physical, sensory and functional properties of food. Students will use the design processes (investigate, generate, produce, evaluate, collaborate and manage) to safely create a variety of health-designed food productions. Students will also explore how key foods used are produced from paddock to plate. Students will continue to develop their practical skills and techniques using various tools and equipment, in addition to evaluating food using sensory descriptors and tests.

## METHOD OF ASSESSMENT

- Practical activities
- Design brief assignment
- Test
- Exam

## ADDITIONAL NOTES

- Additional class materials and food items
- Approximately \$150

## EXTRA MATERIALS

- A container
- Ingredients to prepare a dish in accordance with a design brief

# MEDIA

## COURSE OUTLINE

In Media “Noir Cinema”, students will learn more sophisticated ways of using a variety of cinematic techniques to capture, manipulate and present creative video content. With a focus on exploring the conventions of genres and styles, students will plan and script productions and use advanced camera and editing techniques to create a variety of genre based video and print pieces. Students will also watch and analyse a range of film and video pieces, to gain a greater appreciation for the complexities and impact of media, film and video in the 21<sup>st</sup> Century.

## METHOD OF ASSESSMENT

- A range of short video pieces
- Written film analysis
- Genre based shot film project

## ADDITIONAL NOTES

- Additional class materials
- Approximately \$50

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# MUSIC

## COURSE OUTLINE

This subject focuses on developing skills in music performance in solo and ensemble contexts. Students develop their aural skills and musicianship as they explore and analyse the ways their solo and ensemble works are organised musically. They create brief creative responses that reflect the approaches to musical organisation used in their performance pieces.

## METHOD OF ASSESSMENT

- Performing (Solo and Ensemble)
- Preparation for Performing
- Aural and Music Theory Tests and Exam
- Score Study and Listening Analysis Tasks
- Creative Folio

## ADDITIONAL NOTES

- This subject is designed as a stepping-stone to VCE Music Units 1-2. **Experience on an instrument (including voice) or digital sound source is recommended.** Please speak to your music teacher for more information.

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# INSTRUMENTAL MUSIC

## COURSE OUTLINE

Instrumental music cannot be selected through the subject selection process.

Instrumental music is subject to availability and is undertaken **in addition to a full academic program**.

In Instrumental Music, students follow a structured syllabus. Students have small groups and when ready, individual lessons with the Instrumental teachers. The subject is part of the Instrumental Music Program, which aims to provide performance opportunities within the school and in the wider community. The preparation and participation in these performances engage students in a wide range of learning activities from personal organisation and commitment to an ensemble, to mentoring and leadership. Instrumental Music students may opt for AMEBG examinations and/or focus on preparation for VCE Music subjects. For details of Instrumental lessons available and other details of the program, please consult the Koonung Secondary College Instrumental Music Program booklet.

Students attend one half hour lesson each week on a rotating basis. Priority for before and after school session is given to senior students.

## METHOD OF ASSESSMENT

- Technical Exercises
- Repertoire Performances
- Musicianship Skills (theory and aural) tests
- Ensemble Participation

## ADDITIONAL NOTES

- Additional classroom materials and extra charges for excursions and special events
- Please see separate instrumental music booklet for more information and costs.

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# PHOTOGRAPHY

## COURSE OUTLINE

In Year 10, photography students will have the opportunity to begin learning or further develop the skills they may have learnt at Year 9. Students will be exposed to a variety of new photographic techniques, computer software programs and studio photographic equipment.

Adobe Photoshop will be covered in more details as a tool to digitally manipulate images. Students will develop their analysis skills with evaluating their own work and that of their peers.

Students will draw inspiration and knowledge from studying the work of images based on the techniques of past and current photographic artists. Students will learn how to operate a Nikon SLR camera and engage in tasks that model industry related work like portraiture and still life

photography. Students will learn how to utilise light sources whilst creating dynamic compositions and learn to critically evaluate their own work.

## METHOD OF ASSESSMENT

- An online Web Folio
- Exam

## ADDITIONAL NOTES

- Additional classroom materials
- Approximately \$75

# PRODUCT DESIGN AND TECHNOLOGY-WOOD

## COURSE OUTLINE

Product Design & Technology is designed for students to be able to problem solve and explore the Design Process through theory and practice. Through skill-based assessment, students are encouraged to expand their creativity and develop their ideas to design, manage and produce products made from Wood. Students build on their knowledge of sustainable and ethical practice across different industries and apply this knowledge into their own practice. Students look at the cultural and historical development of production and product lifecycle and what they can do to create change for the future. Students explore the properties of Wood and will develop a folio of work that tracks their progress over the semester. Students make a final product of their choice using wood as their material after conducting extensive research and testing on methods and materials. Students are encouraged to explore different technologies that the school offers to develop their designed solutions.

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## METHOD OF ASSESSMENT

- Folio
- Final Piece
- Written assignment
- Exam

## ADDITIONAL NOTES

- Additional class materials
- Approximately \$75

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# DATA ANALYTICS

## COURSE OUTLINE

Students explore the properties of data, how data is collected and represented and how they are interpreted (in the context of real life) to produce valuable information and insights.

The course covers an introduction to data theory, an overview of data science, current issues in data science, and career pathways, data sources and collection methods, data representation and interpretation.

Students then explore data hands-on using Microsoft Excel, Microsoft Access and finally, students use these tools to focus on the insights they have found and how these can be communicated visually to other people as data visualisation such as infographics.

This course has strong links to the VCE Applied Computing subjects offered in Years 11 and 12, including the introduction to Design Thinking,

Communication Design, and Problem-Solving Methodology in the final project.

## METHOD OF ASSESSMENT

- Show understanding of current data issues in the media and society, as well as the careers available within data science
- Assessment tasks focused on MS Excel, MS Access and data visualisation tools
- The unit focuses on a major project that incorporates these skills and knowledge into an original solution to solve a data question or problem using a visual communication medium.
- Examination

## ADDITIONAL NOTES

N/A

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# PROGRAMMING AND GAME DEVELOPMENT

## COURSE OUTLINE

Students learn computational thinking and programming skills. They do this by learning how to decompose problems, recognise patterns, and create algorithms to solve problems using flow charts and pseudocode. Students also learn how to program games in the Python or Unity (C#) programming languages, working collaboratively to design, create, and evaluate a solution. Students learn how to create Websites using HTML/CSS and JavaScript. They also explore practical daily applications of AI that are likely to have an impact upon their lives. They are encouraged to come up with their own designs for areas such as smart cities, homes, and schools and to share them with the group. Students also learn to build, train, and test an AI system through a NVIDIA platform.

## METHOD OF ASSESSMENT

- Game development task
- Website project
- Smart City/Home group project
- Examination

## ADDITIONAL NOTES

- N/A

# VISUAL COMMUNICATION DESIGN

## COURSE OUTLINE

In Visual Communication Design, students will learn the structure and function of the visual communication design process and implement it to complete a design brief. Students will focus on developing their understanding of the design elements and principles to create design pieces to suit a specific need.

Students will work towards completing an extended folio of work that covers the areas of idea generation, development, refinement and final presentation construction.

Students will research the three communication fields of Communication, Industrial and Environmental Design by producing folio work that reflects their understanding of these fields.

By the end of the semester, students will have knowledge and skills around these design fields, drawing techniques, researching specific design eras and investigating design industry practices.

## METHOD OF ASSESSMENT

- Folio development and final presentations related to a design brief
- Written design analysis tasks
- Exam

## ADDITIONAL NOTES

- Additional classroom materials
- Approximately \$100

# LANGUAGES



# FRENCH

## COURSE OUTLINE

Students will further extend their vocabulary and knowledge of grammatical structures. Year 10 French includes activities to improve conversing in French, understanding spoken French and reading more widely. Topics include leisure, clothing, holidays, travel, friendships as well as elements of Francophone cultures such as music and film. Students will create a wide variety of text types which will involve extended writing and participation in conversations and role plays.

## METHOD OF ASSESSMENT

- Listening and reading comprehension tasks
- Production of written texts
- Speaking tasks
- Grammar and vocabulary practice activities
- Workbook tasks
- Exam

## ADDITIONAL NOTES

- Additional class materials \$35
- 

# JAPANESE

## COURSE OUTLINE

This course allows students to further develop their knowledge and application of vocabulary and grammatical structures. Students will extend their understanding of the Japanese language within the context of topics including school and study, shopping, directions and locations, daily routines, skills and abilities, occupations, describing others and modern Japanese culture. Students will create a wide variety of text types which will involve extended writing and participation in conversations and role-plays.

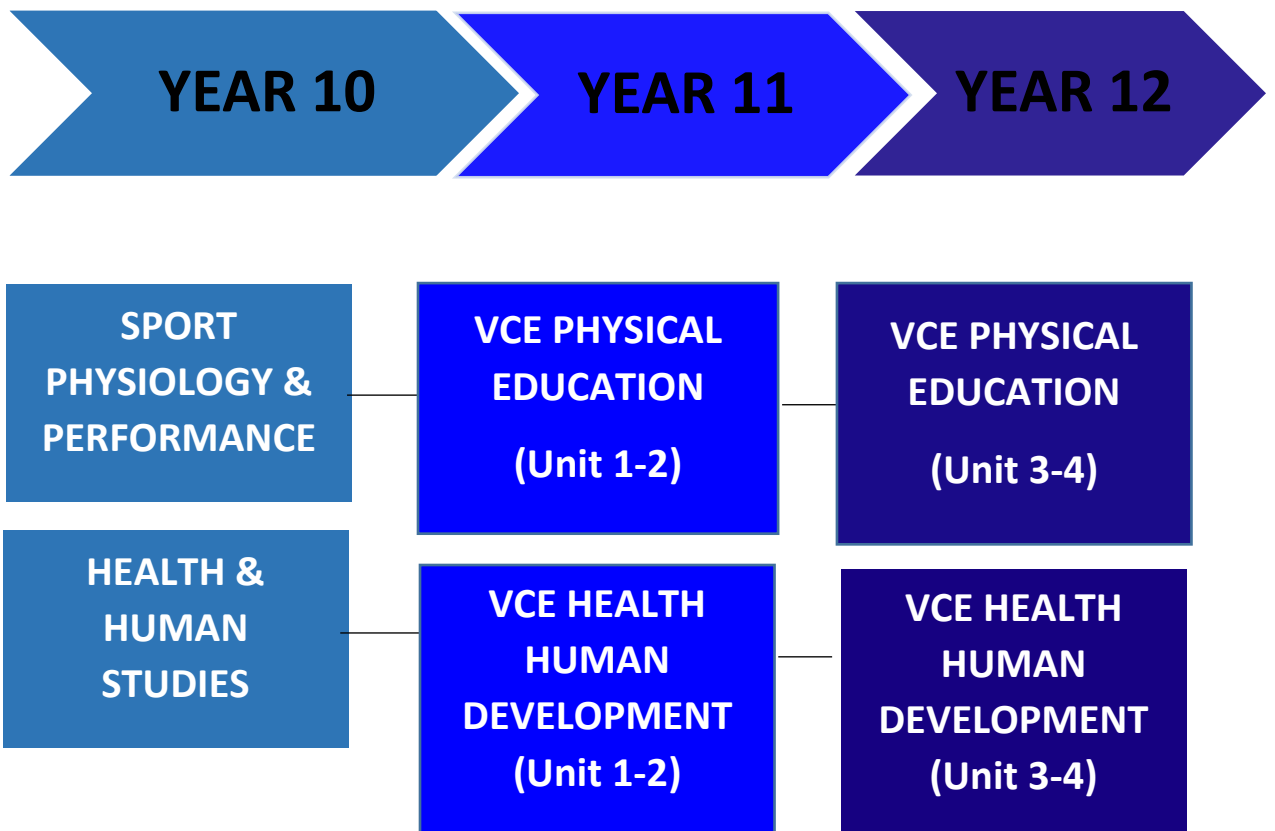
## METHOD OF ASSESSMENT

- Listening and reading comprehension tasks
- Production of written texts
- Speaking tasks
- Grammar and vocabulary practice activities
- Workbook tasks
- Online homework tasks
- Exam

## ADDITIONAL NOTES

- Additional class materials \$35

## HEALTH & PE



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## HEALTH & PE

It is highly recommended that students undertake two Year 10 Health and Physical Education electives subjects prior to studying VCE Health and Human Development, and VCE Physical Education subjects.

### SPORT PHYSIOLOGY & PERFORMANCE

#### COURSE OUTLINE

The course is a student-centred practical and theoretical subject linked to VCE Physical Education. In this subject, students will develop skills in planning, implementing and evaluating training programs. The application of fitness components and energy systems will be used to target performance enhancements within the training programs. Students will also analyse the biomechanics of human movement to explain specific sporting situations and methods to enhance performance. Practical components include laboratory activities and involvement in a range of competition and non-competitive sports/recreation program activities.

#### METHOD OF ASSESSMENT

Assessment will be in the form of a topic test, written report, practical reflection and an end of semester exam.

#### ADDITIONAL NOTES

- Koonung SC Physical Education uniform is required for this subject.

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## HEALTH & HUMAN STUDIES

#### COURSE OUTLINE

The course is a student-centred theoretical unit. It will allow for the exploration of health through the dimensions, measurements of health status, and the factors influencing health of individuals and communities throughout the lifespan. Students will be involved in recreational practical activities.

Food and nutrition are examined in relation to a range of health issues and will be analysed in relation to their impact to health status, health and the lifespan. Factors influencing health are used to comprehend why these issues are so prevalent in the Australian population and throughout specific stages of the lifespan. The final unit will explore the

health of the community. Students will evaluate the effectiveness of a health promotion program.

#### METHOD OF ASSESSMENT

Assessment will be in the form of a topic test, case study evaluation, investigation task, and semester examination.

#### ADDITIONAL NOTES

- Koonung SC Physical Education uniform is required for this subject