



# STRATHMORE SECONDARY COLLEGE

**YEAR 10 - 2025**  
CURRICULUM BOOKLET

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## TABLE OF CONTENTS

<b>YEAR 10 CERTIFICATE</b>	<b>3</b>
<b>WHAT STUDENTS WILL STUDY IN 2025</b>	<b>4</b>
<b>THE COURSE SELECTION PROCESS</b>	<b>6</b>
<b>PREFERENCE REQUIREMENTS</b>	<b>7</b>
<b>AVAILABLE SUBJECTS AND SUBJECT AREAS</b>	<b>8</b>
<b>YEAR 10 SUBJECTS INTO VCE PATHWAYS</b>	<b>9</b>
<b>YEAR 10 STUDIES</b>	<b>11</b>
<b>ENGLISH</b>	<b>11</b>
English	11
English as an Additional Language (EAL)	11
Literature	11
Linguistics	11
Film Studies	11
<b>MATHEMATICS</b>	<b>12</b>
Foundation Mathematics	12
General Mathematics	12
Mathematical Methods	12
Introduction to Specialist Mathematics	12
<b>HEALTH EDUCATION</b>	<b>13</b>
Health Education	13
<b>HUMANITIES</b>	<b>13</b>
Accounting and Business	13
Economics and Global Markets	13
Geography	14
History	14
Philosophy	14
Political and Legal Studies	14
Big History Investigation (Advanced)	14
<b>SCIENCE</b>	<b>15</b>
Biology: Life and Biodiversity	15
Human Science	15
Chemistry	15
Physics	15
Science Institute (Advanced)	16
Environmental Science	16
Psychology	16
<b>VISUAL ARTS</b>	<b>16</b>
Art 1	16
Art 2	17
Sculpture and Ceramics	17
Photography	17
Visual Communication Design	17

<b>PERFORMING ARTS &amp; MEDIA</b>	<b>18</b>
Dance	18
Drama	18
Theatre Studies	18
Music	18
Music - Baroque & Blues	18
Music - Classical & Contemporary	18
Media	19
<b>LANGUAGES</b>	<b>19</b>
Greek	19
Italian	19
Japanese	20
<b>TECHNOLOGY</b>	<b>20</b>
Food Technology	20
Food For Life	20
Design & Technology (Industrial Design)	20
Design & Technology (Jewellery Design)	20
Design & Technology (Textiles)	20
Design & Technology (Timber)	21
<b>DIGITAL TECHNOLOGY</b>	<b>21</b>
Digital Technology (Computing Skills and Applications)	21
<b>HEALTH &amp; PHYSICAL EDUCATION</b>	<b>21</b>
Advanced Physical Education	21
General Physical Education	22
Applied Sport Program	22
Youth and Community Health	22
VCE Outdoor and Environmental Studies Unit 1 & 2	22
<b>LITERACY INTERVENTION PROGRAM</b>	<b>23</b>
Support for Literacy	23
<b>STUDYING A VCE UNIT IN YEAR 10</b>	<b>24</b>
<b>POTENTIAL YEAR 10 COURSES</b>	<b>25</b>

**Please note:** College Council reviews and updates fee schedules annually in September. The fees will be published on the college website shortly afterwards.

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## YEAR 10 CERTIFICATE

Strathmore Secondary College awards certificates for meeting the requirements of our Junior School learning program. The certificates recognise that students have completed an important part of their school life and will be moving onto the next phase of study – be it VCE or an alternative pathway.

It is expected that all students will put in the effort required to meet the achievement standards in all subjects.

At the end of Year 10 students are awarded the following qualifications if they have met the criteria for that qualification:

QUALIFICATION	CRITERIA
<b>Year 10 Certificate of Distinction</b>	The highest performing 10% of students in Year 10
<b>Year 10 Certificate of Completion</b>	Achieving an S result in all Year 10 units (14 units).
<b>Year 10 Certificate of Participation</b>	All other students who complete Year 10

# WHAT STUDENTS WILL STUDY IN 2025

Our Year 10 program is designed to provide a structure that transitions students away from the restrictions placed on Year 9 courses, towards a course structure more like what they will experience when they reach Year 11. Whilst allowing for greater diversity of choice and programs amongst our Year 10 students the program is also designed to prevent too narrow a specialisation at Year 10.

In essence, each Year 10 student will study 12 semester length units (six during semester 1, six during semester 2). Within the 12 units, students will be required to include:

(i) Five Compulsory units:

- 2 units of English (one each semester) or EAL for eligible students who are studying English as an Additional Language
- 2 units of Mathematics (either Year 10 Foundation Maths, Year 10 General Maths, or Year 10 Maths Methods)
- 1 unit of Health Education

(ii) Compulsory Subject Category Selections

- 1 unit of Humanities (from a selection of subjects)
- 1 unit of Science (from a selection of subjects)
- 1 unit of Visual Arts OR Performing Arts OR Technology OR Digital Tech OR Languages (from a selection of subjects)

(ii) Additional Selections

- Selected from: English / Science / Technology / Digital Tech / Visual Arts / Performing Arts / Languages / Humanities / Mathematics.
- These subjects have a limit of 3 subjects from each subject category. The full range of subjects is shown on page 6.

After all student preferences are collated, blocks of units will be created to provide the best possible courses for Year 10 students as a group. As with all blocking processes, this might have some impact on individual student selections.

**This table is a visual representation of a Year 10 course:**

Semester 1	English	Maths	Health Education	Humanities	Additional Selection 1	Additional Selection 3 (or VCE Unit 1)
Semester 2			Science	Arts / Technologies / Languages	Additional Selection 2	Additional Selection 4 (or VCE Unit 2)

**Year 11 Studies** - More information is on page 22.

Capable students will have the opportunity to further extend themselves academically by studying VCE subjects as part of their Year 10 program if they are recommended to do so by staff. Rohan Nicholls, Assistant Principal - Teaching & Learning, and Andrew Beavis, Year 11 Leader, will be overseeing this process.

## Advanced Studies

A number of subjects are marked Advanced. These are for students who have shown an advanced academic ability in these subject areas in Year 9. The course work is tailored to pushing students to reach their potential by surrounding them with like-minded students. These semester-long subjects are an alternative opportunity for extension compared to undertaking a year-long Year 11 subject.

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## Mathematics

A diagram is provided (on page 10) that summarises the options available and gives some guidance as to courses or careers that might require that particular mathematical program. Students will be provided with advice from their current classroom teacher.

All students will be provided a recommendation via Compass from their mathematics teacher. This indicates which of the three mathematics subjects are recommended the student undertake in Year 10, based on the student's achievement so far. Students should discuss their choice of mathematics with their current teacher, particularly if they wish to select a mathematics for which they were not recommended. Ultimately the choice of which course students pick is up to them and changes from the selected course are very unlikely to be permitted.

## VET in Year 10

VET (Vocational Education Training) courses provide additional breadth to a student's course. They give students a nationally recognised training credential endorsed by industry. These programs are completed over two years (Year 10 and Year 11) and provide a qualification or partial completion of a Certificate II or III. VET programs can contribute to the VCE and most contribute to a score that counts towards a student's ATAR (Australian Tertiary Admission Rank).

VET is an excellent choice for those with a disposition towards applied, hands-on learning. It is well suited to students who are organised and ready to be independent as they will be responsible for their own travel on their VET Day and must catch up on work they might have missed in their Year 10 classes. VET subjects take place off-site and take the place of one subject in Year 10 and one VCE subject in Year 11; the subject dropped is determined by the timetable but is never English or Mathematics.

VET is also an excellent choice for those students who are considering the VCE VM program in Year 11 and 12.

At Strathmore Secondary College, a maximum of one VET subject may be taken as part of a student's course in Year 10 and 11. VET subject offerings are restricted to those only offered by specific providers that we have a contract with. Please see one of the College's careers advisors for details regarding VET.

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# THE COURSE SELECTION PROCESS

- Parents and students should have already attended the parent information evening session.
- Course preferences must be entered online into the Edval Choice portal, which is accessed via the individual webcode provided to students via their school email address. Current students and their families are contacted early in Term 3 and advised of the process and the dates by which submissions must be completed. Late submission of preferences will limit subject choices.
- When the course preferences have been entered successfully into Edval Choice, print the completed preferences and have it signed by a parent. That signed form must then be brought to the individual appointment.
- Students interested in a VCE subject must apply to participate in the accelerated program using an online application process. Information regarding this process will be provided to students through Compass. Please note – completing an application does not mean that every student will be able to enrol in a VCE program.
- In the early part of Term 3, each student will have a personal interview with a counsellor to devise a Year 10 course. No Year 9 classes will run on that day. Students must have completed their CAPs paperwork and printed out their course selections with the correct number of subjects. Students interested in a VCE subject must have received their recommendation prior to this interview.
- During the interview, the counsellor will help to develop the best possible student program. The interview is most effective when students have thoroughly considered their choices and discussed them with their family. If changes are made to the student's preferences at their interview, parents will be notified via email.

## PLANNING YOUR CHILD'S YEAR 10 PROGRAM

As part of the course planning process, it is worth reflecting on the course undertaken at year 9. This table is provided for your convenience. In **Year 9**, your child undertook the following Program:

- |                                       |                           |
|---------------------------------------|---------------------------|
| • English                             | • Science                 |
| • Mathematics                         | • Individual Program Unit |
| • Health & Physical Education [Sport] | • Individual Program Unit |
| • Humanities                          | • Individual Program Unit |

### Individual Program:

Semester 1			
Semester 2			

# PREFERENCE REQUIREMENTS

To assist with any difficulties which might arise during timetabling, students are asked to enter additional preferences, which should be entered into Edval Choice in order of preference. These additional preferences will be utilised if the higher-selected classes create clashes on the timetable or the class is full.

The preferences required are explained in the table below, as they appear in Edval Choice.

Preference category	Description
<b>English</b>	Most students will select English. The EAL options are for eligible students who are studying English as an Additional Language.
<b>Mathematics</b>	All students must undertake either Foundation Mathematics, General Mathematics or Mathematical Methods.
<b>Health Education</b>	All students must undertake Health Education. This preference is fixed.
<b>Humanities Preference</b>	All students must undertake one subject from the Humanities list.
<b>Science Preference</b>	All students must undertake one subject from the Science list.
<b>Arts/Tech/Languages Preference</b>	All students must undertake one subject from the Arts/Tech/Languages list.
<b>VCE Preference</b>	Students who wish to undertake a VCE study at Year 10 must enter it here. Please see "Studying a VCE Unit in Year 10" on page 22.
<b>Course Preferences 1-4</b>	These are your most preferred selections. Please see the course rules below.
<b>Reserve Preferences 1-4</b>	Reserve preferences will be utilised if your higher preferences are not able to be fulfilled.

**Students must adhere to the following rules in selecting their Course Preferences.**

Changes may be made during the Course Counselling Interview to ensure that preferences adhere to these rules.

- No more than 3 units should be selected from the following subject areas; Humanities, Science, HPE, Visual Arts, Performing Arts, Technology, Digital Technology.



# AVAILABLE SUBJECTS AND SUBJECT AREAS

Subject Areas are indicated in the table below by coloured headings: Humanities, Science, Languages, Technology, HPE, Arts, Performing Arts, English, Mathematics and Digital Technology.

Humanities	Science	Languages	Technology
<ul style="list-style-type: none"> <li>Accounting &amp; Business</li> <li>Politics &amp; Legal Studies</li> <li>Economics &amp; Global Markets</li> <li>Geography</li> <li>History</li> <li>Big History</li> <li>Philosophy</li> </ul>	<ul style="list-style-type: none"> <li>Biology, Life and Biodiversity</li> <li>Human Science</li> <li>Chemistry</li> <li>Physics</li> <li>Science Institute (Advanced)</li> <li>Environmental Science</li> <li>Psychology</li> </ul>	<ul style="list-style-type: none"> <li>Greek (whole year)</li> <li>Italian (whole year)</li> <li>Japanese (whole year)</li> </ul>	<ul style="list-style-type: none"> <li>Design and Technology – Timber</li> <li>Design and Technology – Textiles</li> <li>Food for Life</li> <li>Food Technology</li> <li>Industrial Design</li> <li>Jewellery Design</li> </ul>
HPE	Arts	Performing Arts & Media	English
<ul style="list-style-type: none"> <li>Health Education</li> <li>Advanced Physical Education</li> <li>General PE</li> <li>Applied Sport Program</li> <li>Youth and Community Health</li> <li>VCE Outdoor &amp; Environmental Studies</li> </ul>	<ul style="list-style-type: none"> <li>Art 1</li> <li>Art 2</li> <li>Sculpture and Ceramics</li> <li>Photography</li> <li>Visual Communication Design</li> </ul>	<ul style="list-style-type: none"> <li>Dance</li> <li>Drama</li> <li>Theatre Studies</li> <li>Music – Baroque &amp; Blues</li> <li>Music – Classical &amp; Contemporary</li> <li>Media</li> </ul>	<ul style="list-style-type: none"> <li>English</li> <li>Linguistics</li> <li>Literature</li> <li>Support for Literacy (Whole Year)</li> <li>English as an Additional Language (Whole Year)</li> <li>Film Studies</li> </ul>
Mathematics	Digital Technology		
<ul style="list-style-type: none"> <li>Foundation Mathematics</li> <li>General Mathematics</li> <li>Mathematical Methods</li> <li>Introduction to Specialist Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Computing Skills and Applications</li> <li>Algorithmics</li> </ul>		

# YEAR 10 SUBJECTS INTO VCE PATHWAYS

Year 10	Year 11	Year 12
<b>ENGLISH</b> <ul style="list-style-type: none"> <li>English (All students)</li> <li>EAL</li> <li>Linguistics</li> <li>Film Studies</li> <li>Literature</li> </ul>	<b>ENGLISH – must do one of...</b> <ul style="list-style-type: none"> <li>English</li> <li>EAL</li> <li>English Language</li> <li>Literature</li> </ul>	<b>ENGLISH – must do one of...</b> <ul style="list-style-type: none"> <li>English</li> <li>EAL</li> <li>English Language</li> <li>Literature</li> </ul>
<b>MATHEMATICS</b> All students do either... <ul style="list-style-type: none"> <li>Foundation Mathematics</li> <li>General Mathematics</li> <li>Mathematical Methods</li> </ul> Students may also do... <ul style="list-style-type: none"> <li>Introduction to Specialist Mathematics</li> </ul>	<b>MATHEMATICS</b> <ul style="list-style-type: none"> <li>Foundation Mathematics</li> <li>General Mathematics</li> <li>Mathematical Methods</li> <li>Specialist Mathematics</li> </ul>	<b>MATHEMATICS</b> <ul style="list-style-type: none"> <li>Foundation Mathematics</li> <li>General Mathematics</li> <li>Mathematical Methods</li> <li>Specialist Mathematics</li> </ul>
<b>SCIENCE</b> <ul style="list-style-type: none"> <li>Biology Life and Biodiversity</li> <li>Human Science</li> <li>Chemistry</li> <li>Physics</li> <li>Advanced Science Institute</li> <li>Environmental Science</li> <li>Psychology</li> </ul>	<b>SCIENCE</b> <ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Physics</li> <li>Psychology</li> </ul>	<b>SCIENCE</b> <ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Physics</li> <li>Psychology</li> </ul>
<b>TECHNOLOGY/ DIGITAL TECHNOLOGY</b> <ul style="list-style-type: none"> <li>Food For Life</li> <li>Food Technology</li> <li>Industrial Design</li> <li>Jewellery Design</li> <li>Design and Technology - Textiles</li> <li>Design and Technology – Timber</li> <li>Computing Skills &amp; Applications</li> </ul>	<b>TECHNOLOGY/ DIGITAL TECHNOLOGY</b> <ul style="list-style-type: none"> <li>Applied Computing</li> <li>Food Studies</li> <li>Design &amp; Technology -Textiles</li> <li>Design &amp; Technology - Timber</li> </ul>	<b>TECHNOLOGY / DIGITAL TECHNOLOGY</b> <ul style="list-style-type: none"> <li>Food Studies</li> <li>Data Analytics</li> <li>Design &amp; Technology -Textiles</li> <li>Design &amp; Technology - Timber</li> <li>Software Development</li> </ul>
<b>ARTS &amp; PERFORMING ARTS</b> <ul style="list-style-type: none"> <li>Art 1</li> <li>Art 2</li> <li>Theatre Studies</li> <li>Dance</li> <li>Drama</li> <li>Media</li> <li>Music - Baroque &amp; Blues</li> <li>Music - Classical &amp; Contemporary</li> <li>Photography</li> <li>Sculpture and Ceramics</li> <li>Visual Communication Design</li> </ul>	<b>ARTS &amp; PERFORMING ARTS</b> <ul style="list-style-type: none"> <li>Art Creative Practice</li> <li>Art Making and Exhibiting</li> <li>Dance</li> <li>Drama</li> <li>Media</li> <li>Theatre Studies</li> <li>Music</li> <li>Visual Communication Design</li> </ul>	<b>ARTS &amp; PERFORMING ARTS</b> <ul style="list-style-type: none"> <li>Art Creative Practice</li> <li>Art Making and Exhibiting</li> <li>Dance</li> <li>Drama</li> <li>Media</li> <li>Music Contemporary</li> <li>Music Repertoire</li> <li>Visual Communication Design</li> </ul>

Year 10	Year 11	Year 12
<b>HUMANITIES</b> <ul style="list-style-type: none"> <li>Accounting &amp; Business Management</li> <li>Big History</li> <li>Economics &amp; Global Markets</li> <li>Geography</li> <li>History</li> <li>Philosophy</li> <li>Political &amp; Legal Studies</li> </ul>	<b>HUMANITIES</b> <ul style="list-style-type: none"> <li>Accounting</li> <li>Business Management</li> <li>Economics</li> <li>Geography</li> <li>Legal Studies</li> <li>Modern History</li> <li>Philosophy</li> <li>Politics</li> </ul>	<b>HUMANITIES</b> <ul style="list-style-type: none"> <li>Accounting</li> <li>Business Management</li> <li>Economics</li> <li>Geography</li> <li>History - Revolutions</li> <li>Legal Studies</li> <li>Philosophy</li> <li>Politics</li> </ul>
<b>HEALTH &amp; PHYSICAL EDUCATION</b> <ul style="list-style-type: none"> <li>General PE</li> <li>Applied Sport Program</li> <li>Health Education (all students)</li> <li>VCE Outdoor &amp; Environment Studies</li> <li>Advanced Physical Education</li> <li>Youth &amp; Community Health</li> </ul>	<b>HEALTH &amp; PHYSICAL EDUCATION</b> <ul style="list-style-type: none"> <li>Health &amp; Human Development</li> <li>Outdoor &amp; Environment Studies (Unit 3 &amp; 4)</li> <li>Physical Education</li> </ul>	<b>HEALTH &amp; PHYSICAL EDUCATION</b> <ul style="list-style-type: none"> <li>Health &amp; Human Development</li> <li>Physical Education</li> </ul>
<b>LANGUAGES</b> <ul style="list-style-type: none"> <li>Greek</li> <li>Italian</li> <li>Japanese</li> </ul>	<b>LANGUAGES</b> <ul style="list-style-type: none"> <li>Chinese 1<sup>st</sup> Language</li> <li>Greek</li> <li>Italian</li> <li>Japanese</li> </ul>	<b>LANGUAGES</b> <ul style="list-style-type: none"> <li>Chinese 1<sup>st</sup> Language</li> <li>Greek</li> <li>Italian</li> <li>Japanese</li> </ul>
	<b>VCE VM</b> <ul style="list-style-type: none"> <li>Literacy</li> <li>Numeracy</li> <li>Work Related Skills</li> <li>Personal Development Skills</li> <li>VET</li> <li>Structured Workplace Learning</li> </ul>	<b>VCE VM</b> <ul style="list-style-type: none"> <li>Literacy</li> <li>Numeracy</li> <li>Work Related Skills</li> <li>Personal Development Skills</li> <li>VET</li> <li>Structured Workplace Learning or School-Based Apprenticeship &amp; Training</li> </ul>

# YEAR 10 STUDIES

## ENGLISH

### English

#### Semester 1

Students develop their reading and viewing skills by studying how vocabulary, text structures and language features work together to create meaning. As part of this, students engage in discussion of increasingly complex themes. Teachers support students to improve their analytical and creative writing skills.

#### Semester 2

Students continue to engage with complex themes through further text study. Through the prism of contemporary issues, students explore how language is used to position and persuade an audience. In preparing their own spoken and written texts, students learn to consider different audiences and purposes.

### English as an Additional Language (EAL)

This subject aims to develop competence in the understanding and use of English for a variety of purposes, as is required to meet the demands of current studies, further education, post school employment and participation in society. It does this through broadening the students' vocabulary, studying language, structure, grammar, and reading and responding to a variety of texts, student writing and discussion.

### Literature

During this unit, students are encouraged to read widely. They study a variety of literature texts, including novels, drama, and poetry. Close language analysis and a study of the social, historical, and cultural values embodied in the texts is undertaken. Students are encouraged to respond personally, creatively, and analytically.

### Linguistics

This subject is for students who enjoy analysing the different language choices used in various contexts and who are curious about why and how we speak the way we do. Students will explore how the English language is studied and constructed, exploring the mechanics and nuances of language across a variety of subsystems, including what makes human language unique. Students will also investigate the different variations of English used across Australia and the world, gaining an appreciation for regional, global and social linguistic diversity.

### Film Studies

Film studies is a course designed for those students who enjoy 'reading' films, as much as other texts such as mass media and novels. Students show an understanding of the structures and features of film, including language, genre, and mise en scène. They closely analyse, discuss, and compare several different films and write structured responses which link their knowledge of film with concepts and theories. Several films will be studied in close analysis, and this will be followed by a series of written, structured responses.

## English subjects from Years 10 to 12

Year 10	English (Compulsory)	Linguistics	Literature	EAL	Film Studies
Year 11 Compulsory to complete one English subject	English (Chosen by most Year 11 students)	English Language	Literature	EAL	
Year 12 Compulsory to complete one English subject	English (Chosen by most Year 12 students)	English Language	Literature	EAL	

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## MATHEMATICS

The choice of maths pathways at Year 10 can affect the tertiary courses available in the future. It is essential that students investigate the prerequisites for their chosen career path through the VTAC website and the careers information at the school. Please see the diagram on the next page for more detailed information.

Although students are not required to complete a Maths subject to receive a VCE, the selection of a VCE mathematics pathway will have implications for tertiary course entrance in subsequent years. If necessary, students should contact individual institutions for specific advice to ensure that they are aware of the mathematics studies required for entrance into tertiary courses they are interested in pursuing. Students should also access the careers information available within the school. At Year 12 level, Specialist Mathematics Units 3 & 4 is generally perceived as the most difficult, followed by Mathematical Methods Units 3 & 4. Further Mathematics Units 3 & 4 is the least difficult Year 12 Maths.

### Foundation Mathematics

This sequence of units is designed for those students wanting to pursue a pathway that includes Year 11 & 12 Foundation Mathematics and/or Year 11 & 12 Vocational Major subjects or no maths at VCE.

The focus of this subject is on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society.

The areas of study for Foundation Mathematics include 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'. The content should be developed using contexts present in students' other studies, work and personal or other familiar situations.

### General Mathematics

This sequence of units is designed for those students wanting to pursue a pathway that includes Year 11 General Mathematics and/or Year 12 General Mathematics. It has a strong emphasis on computational mathematics, linear algebra, statistics, financial modelling, and geometry.'

Note: Students are permitted to select Units 1 & 2 General Mathematics as an accelerated VCE subject after consultation with their teacher. This is only recommended for students who intend to take Mathematical Methods at year 10 and plan to also complete Mathematical Methods in VCE.

### Mathematical Methods

This sequence of units leads to Year 11/12 Mathematical Methods and Year 11/12 Specialist Mathematics. It has a strong emphasis on algebra, quadratic functions, trigonometry, and probability. The unit is designed for those students considering Science, Maths or Engineering tertiary courses which require higher level maths prerequisites. Due to the demands of the subject, Year 10 Mathematical Methods is best suited to students who are performing at a B grade or above average in Year 9 Mathematics, especially in the topics of Algebraic Techniques and Quadratics.

### Introduction to Specialist Mathematics

In this subject, students will conduct an in-depth exploration into the major content areas of Trigonometry and Calculus. Within Trigonometry students will investigate Circular Functions (sine, cosine, and tangent) in detail. They will study the unit circle and radian measure of an angle to graph these functions and conduct analysis of their features. Students will also explore the concepts behind Calculus, applying this knowledge to investigate a range of functions and solve maximum and minimum problems. An investigative assessment will allow students to use their skills to solve application problems in a real context. This course will provide a good foundation for students considering a pathway into specialist mathematics and will enhance understanding of mathematical methods in VCE.

To have access to this subject, you must also be doing Mathematical Methods at Year 10.

## Mathematics subjects from Years 10 to 12

Year 10	Compulsory in Year 10 (either Foundation, General, or Methods)			Elective unit in Year 10
	Foundation Mathematics	General Mathematics	Mathematical Methods	*Introduction to Specialist (In addition to Mathematical Methods)  Units 1 & 2 General Maths can be taken as an accelerated VCE subject upon consultation with maths teacher.
Year 11	Foundation Mathematics	General Mathematics (Can be taken in conjunction with Mathematical Methods at VCE)	Mathematical Methods (Can be taken in conjunction with General Mathematics at VCE)	Specialist Mathematics (Students selecting Specialist Mathematics must also select Mathematical Methods)
Year 12	Foundation Mathematics	General Mathematics (Can be taken in conjunction with Mathematical Methods at VCE)	Mathematical Methods (Can be taken in conjunction with General Mathematics at VCE)	Specialist Maths (Students selecting Specialist Mathematics must also select Mathematical Methods)

\* This unit is not a prerequisite for any VCE Maths but will provide a good foundation to students considering a pathway into Specialist Mathematics and will enhance understanding of mathematical methods in VCE.

## HEALTH EDUCATION

### Health Education

The Year 10 Health Education course focuses on several issues that face young people. Students will explore influences that shape their understanding of sex, sexuality, and gender. They will also examine responsibilities and consequences of risk-taking behaviours in a sexual relationship with emphasis on sexually transmitted infections and strategies to deal with this issue. The Respectful Relationships program is incorporated into the health program. Students will develop a further awareness of legal and illegal drug use and abuse together with the effects on the individual and the community with a focus on methamphetamine. Students will investigate what is involved in obtaining a learner's permit, and probationary licence. They will explore the various risk factors that lead to crashes and strategies that target risk factors including the role of the TAC. Students will develop skills and knowledge that will prepare them for further studies in Health and Human Development.

## HUMANITIES

Students must study one of the subjects listed below as part of their Year 10 course. They may choose to do more than one, but no more than three.

### Accounting and Business

This unit introduces students to the basics of Accounting as well as an introduction to Business Management. It will provide students with the skills and knowledge required for a VCE study of these subjects. This unit will cover accounting reports and the operations of a business.

### Economics and Global Markets

This unit will focus on students developing an understanding of the economy and how it functions, as well as how globalisation has impacted on the economy and individuals in different parts of the world. It will provide skills that students use in VCE like Economics and Politics

## Geography

This unit aims to provide students with an understanding of the skills required for VCE Geography. Students will learn advanced geospatial skills as they investigate a global phenomenon. This includes deforestation, desertification, and global warming. They will explore the impact of human interactions on different environments, both natural and human, and research the management of resources. Students will study the interconnection between human wellbeing in developed and developing countries. Students will engage in field work and mapping activities, including annotating sketches. They will also analyse the management of resources and create and interpret graphs.

## History

This unit will focus on the development of the Australian nation in the twentieth century. Students will investigate key events that have shaped modern Australia. These will include:

- World War II where students will explore topics such as: why nations go to war, how wars are won, how societies are mobilised for war, what are the legacies of war, with specific focus on the US decision to drop the atomic bomb and the Holocaust.
- Human rights which will cover the establishment of the United Nations, the emergence of the civil rights movement in the United States and in Australia.

Students will analyse and evaluate sources, construct timelines, and explore the relationships between events. They will be encouraged to research and understand reasons for the changing nature of Australia and the modern world.

## Philosophy

This unit is designed to introduce students to some of the history of Western Philosophy in particular ideas related to ethics. Through discussion and writing students will work on fundamental questions such as if there are no definite rules about what we ought to do does this mean morality is relative? What is beauty? Is nature real or imagined? These and other questions will be examined using a range of written, audio and film texts. In turn, students studying this unit can expect to:

- Improve their listening, cognitive and oral language skills
- Develop and improve techniques in reflective writing and writing philosophical essays
- Develop their ability to think for themselves.

## Political and Legal Studies

This unit aims to provide students with an understanding of the political system in Australia and Global Politics. Students will also examine the political issues from various perspectives and gain an understanding of various global actors and global crises. They will also examine the basis of the legal system and examine case studies of legal cases throughout history. It will provide students with the skills to undertake VCE Legal Studies as well as Australian and Global Politics.

## Big History Investigation (Advanced)

This unit encompasses 13.8 billion years of history, from the Big Bang to the Future. It aims to enlarge and challenge students to explore the relationship between key events over time, developing critical thinking skills and the ability to better synthesize complex information. Ask the big questions about our Universe, our planet, life and humanity.

## **Humanities subjects from Years 10 to 12**

Year 10	Accounting & Business		Economics & Global Markets	History	Geography	Philosophy	Political & Legal Studies	
Year 11	Accounting	Business Management	Economics	Modern History	Geography	Philosophy	Politics	Legal Studies

<b>Year 12</b>	Accounting	Business Management	Economics	History Revolutions	Geography	Philosophy	Politics	Legal Studies
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## SCIENCE

Students must study one of the subjects listed below as part of their Year 10 course. They may choose to do more than one, but no more than three.

### Biology: Life and Biodiversity

Biology is a subject where evidence for scientific theories is investigated and analysed. Students can expect to develop their research skills, better understand how science is linked to careers, new and emerging technologies, as well as how to better evaluate the basis on which claims, explanations or predictions are made.

In this unit, students are introduced to the fundamental biological concepts of genetics and factors that affect biodiversity. Students will study the structure and function of DNA, specifically its role in inheritance and biodiversity. They will study ecosystems and the matter and energy flow through these systems. Students will also evaluate the evidence for scientific theories that explain the diversity of life on Earth as well as evolution.

### Human Science

Human Science is a subject where the bodily systems and processes required for survival are investigated and analysed. Students can expect to develop their research skills, better understand how science is linked to careers, new and emerging technologies, as well as better evaluate the basis on which claims, explanations or predictions are made.

In this unit students study the physiology and anatomy of the human body. They look in depth at disease and the role of the immune system in maintaining health. They investigate the role of body systems in maintaining a healthy and functioning organism.

### Chemistry

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Students can expect to develop their research skills, better understand how science is linked to careers, new and emerging technologies, as well as how to better evaluate the basis on which claims, explanations or predictions are made.

In this unit students revisit the substructure of atoms, drawn from previous years of study, and consolidate their understanding by looking closely at the patterns, trends, and complexities of the elements of the Periodic Table. This knowledge will then be used to begin to understand the nature of ionic and covalent bonds and therefore how elements form compounds. This will provide students with the foundation to understand and describe what chemical reactions are as well as why and how they occur. Students will begin to describe chemical reactions in terms of energy and use chemical formulae to balance equations.

### Physics

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. Students can expect to develop their research skills, better understand how science is linked to careers, and new or emerging technologies, as well as how to better evaluate the basis on which claims, explanations or predictions are made.

In this unit students investigate and describe the formal relationships of objects in motion and use this to understand displacement and distance, speed, velocity, and the acceleration of objects. Students will also investigate the nature of forces and investigate in some detail the nature and effects of forces underpinned by Isaac Newton's three laws of motion. Students will also investigate the nature of the Wave/Particle theory in order to understand and explain the transfer of energy through different mediums. The course also includes an introduction to electronics and students will be able to research some new technological developments in this area and consider the potential benefits and disadvantages associated with their use.



## Science Institute (Advanced)

This unit will provide opportunities for students to develop the skills of working scientifically by engaging them in thinking critically and creatively in project-based learning (PBL).

Students will work individually and/or in teams in both the planning and conduct of investigations. They will be expected to critically analyse data and information, evaluate issues and problems, develop questions for inquiry and investigation, and draw evidence-based conclusions.

Students studying this unit will be required to apply and communicate their findings, understanding and viewpoints in a scientifically literate way. The program will be one semester and will consist of one or two of the following instructional programs:

- Quantum Computing
- Biochemical Fuels
- Astrobiology or
- Forensic Geoscience

## Environmental Science

Environmental Science is an inquiry-based subject in which students will apply skills such as research, practical investigation, and communication to develop a deeper understanding of how environments work and how humans can impact them.

Students will complete projects exploring climate change, the effects of pollution on natural environments and ecosystems, as well as student led research into current global issues affecting the environment and technologies that may be used to reduce the impact of such issues. This course has strong links to a range of Science VCE subjects as well as Outdoor Education or Geography VCEs.

## Psychology

Psychology is a subject where evidence for scientific theories is investigated and analysed. Students can expect to develop their research skills, gain a deeper understanding of the different careers in Psychology and critically analyse past and current understandings of human thoughts, feelings and behaviours.

In this unit students are introduced to key scientific skills and investigate the role of mindfulness on stress. They will understand the role of a psychologist and the difference between Psychology and Psychiatry. Students gain an understanding of the role of Psychology in the criminal justice system and look at mental health and the factors that contribute to mental illnesses. This course will introduce VCE Psychology and allow students to build upon the key scientific skills they have been introduced to in previous years.

## **Science subjects from Years 10 to 12**

Year 10	Chemistry	Human Science	Biology: Life & Diversity	Physics	Science Institute (Advanced)	Environmental Science	Psychology
VCE	Chemistry	Biology		Physics	Chemistry and Physics	Biology, Chemistry, Physics, Geography, Outdoor Education	Psychology

Students must study one of the subjects listed under Visual Arts, Performing Arts & Media, Languages, or Technology as part of their Year 10 course. They may choose to do more than one, but no more than three in any of these areas.

## **VISUAL ARTS**

### Art 1

#### *Semester 1*

**Reimagining Art: Exploring Appropriation and Transformation**

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This unit focuses on developing students' understanding and skills in the artistic technique of Appropriation. Students explore the works of influential artists who use Appropriation to address personal, social, or political issues, drawing inspiration from their techniques and concepts.

Throughout the course, students study various Appropriation techniques, including collage, sculpture, mixed media, and printmaking. They learn how to incorporate and manipulate existing materials and ideas in their artwork, fostering diverse creative practices and utilising art elements and principles to express personal viewpoints.

Additionally, students are introduced to interpretive lenses for analysing artists and artworks, developing the ability to conduct in-depth analyses using the structure and language commonly used in VCE Art.

This subject serves as a solid foundation for further study in VCE art-related subjects such as Art: Creative Practice, Art: Making and Exhibiting, and Visual Communication Design.

## Art 2

### *Semester 2*

#### **Exploring the Human Form: *Drawing and Painting Expressions***

This unit introduces students to a range of drawing techniques, focusing particularly on figurative drawing. Students develop their skills through practice and experimentation, creating a visual diary demonstrating their exploration of figure drawing. Students also produce a finalised drawing that showcases their emerging abilities, drawing inspiration from artists to transform their work into a personal artistic expression.

This unit additionally introduces students to the artform of painting, where they explore various techniques and materials to create vibrant figure portraits. They learn about art elements and principles and apply them to convey their ideas and personal experiences. By incorporating painting into their repertoire, students enhance their expressive abilities through colour, texture, and brushwork, allowing them to effectively communicate their unique perspectives.

Furthermore, students are introduced to interpretive lenses for analysing artists and their artworks. They develop the ability to conduct in-depth analyses following the structure used in VCE Art.

This unit not only fosters artistic skills but also nurtures art analysis abilities. It is highly recommended for students considering further study in VCE units such as Art: Creative Practice, Art: Making and Exhibiting, or Visual Communication Design.

## Sculpture and Ceramics

Students learn how to create three-dimensional works that are both functional and sculptural. The main emphasis will be using clay to do hand building and wheel-work. Students will be introduced to various decorative and glazing techniques to present their pieces. Mixed-media construction will also be explored throughout the course. Art appreciation will look at how artists create sculptural works developing student confidence, vocabulary, and knowledge to discuss a variety of art works. Students will keep a visual diary of sketches and ideas.

If students are considering studying VCE units of Art Creative Practice or Art Marketing and Exhibiting, then this subject is recommended.

## Photography

This unit involves an introduction to black and white photography and digital manipulation to improve and enhance photos. Students will develop knowledge and skills in using S.L.R. and digital cameras, taking photographs to portray expressive ideas and concepts. Students learn essential knowledge and skills such as processing films, printing negatives, manipulating images and presenting their completed works. Theory tasks cover techniques, visual analysis, history of photography and careers in photography.

If students are considering studying VCE units of Art Creative Practice or Art Marketing and Exhibiting, then this subject is recommended.

## Visual Communication Design

Visual Communication Design allows students to investigate the world through the practices of designers (product design, architecture/interior design and graphic design). Students will be introduced to the design process and gain an understanding of how designers employ their thinking and communicate ideas for given purposes, contexts and target audiences.

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Students learn how to apply design thinking skills to develop sophisticated visual communications to convey messages, ideas and concepts. Students will also learn technical drawing techniques, the ability to identify and apply the design elements and principles and how to effectively respond to a brief. By the end of this unit students will create a rendered isometric drawing and respond to an architectural brief.

If students are considering studying VCE units of Art Creative Practice, Art Marketing and Exhibiting, or Visual Communication Design, then this subject is recommended.

## PERFORMING ARTS & MEDIA

### Dance

Students explore the language of movement using the body as an instrument of expression. They gain the skills of shaping and presenting work for a variety of purposes. Students analyse their own and others' dances. They also experiment with technology and digital mediums to extend and enhance their products. They further develop their ability to make sustained dance statements that show technical control and aesthetic understanding. The unit culminates with a performance of student works. Students analyse their own and others dance works and write responses to these in order to complete the Dance Analysis work requirement.

### Drama

In Drama, students explore the use of expressive skills. They undertake a series of improvisation activities to develop their use of dramatic elements and acting skills. They explore ways an actor can create a range of characters as well as how to transform between different characters within a performance. They work in groups to create an ensemble performance for presentation at the end of the unit. Students are required to attend professional theatrical performances and write responses in order to complete the Performance Analysis work requirement.

### Theatre Studies

The focus of Theatre Studies is to engage students in the “behind the scenes” element of theatre and performance. They learn about technical elements such as lighting, set design, costume design, sound, theatre technologies as well as areas of marketing, stage management, and directing. There is also an opportunity for students to develop their performance skills. Through the rehearsal and performance process, students will research and undertake specialist roles in order to stage a production. Students view a professional performance to analyse how stagecraft elements are used to communicate ideas.

### Music

In year 10, music students will further develop skills in solo and ensemble performance, theory, composition, and music analysis. Students will be involved in a series of practical tasks to develop confidence in performance skills and general musicianship. Students will undertake an in-depth study of musical styles throughout history to develop their understanding of composition and performance conventions.

There are two units of Year 10 music.

Students are required to select ONE UNIT to continue with instrumental/vocal lessons and ensembles in 2025.

Students can select BOTH UNITS to extend their musical learning if they wish

The prerequisite for this subject is successful completion of Year 9 Music. Students who do not study Year 9 Music will be required to audition in their chosen instrument to be considered for entry into Year 10 Music.

### Music - Baroque & Blues

#### *Semester 1*

In this unit students explore the intricate melodies and emotional depth of Baroque compositions, contrasting them with the raw expression and cultural significance of Blues music. Discover the evolution of these two genres, their influences on contemporary music, and the socio-cultural contexts that shaped their development. Through listening, analysis, and performance, students delve into the heart of Baroque and Blues, gaining a deeper appreciation for their enduring impact on the musical landscape.

### Music - Classical & Contemporary

#### *Semester 2*

In this unit students traverse the elegant harmonies and timeless masterpieces of classical compositions, juxtaposed with the innovative sounds and diverse styles of contemporary music. Unveil the evolution of these genres, from the grandeur of the classical era to the experimentation of modern times, exploring their cultural influences and societal relevance. Through immersive listening experiences, critical analysis, and creative projects, students unravel the connections between classical traditions and contemporary trends, fostering a deeper understanding and appreciation for the rich tapestry of musical expression.

## Media

Students explore the creative capabilities of photo, music and video editing software. They use technology as a compositional tool whilst adding music and audio effects to moving images. Students manipulate selected software and hardware to capture, record, edit and refine their creative products. Students form small media production teams to create short films which explore themes relevant to the age group. They analyse the impact media products have on selected audiences.

## Visual Arts, Performing Arts & Media subjects from Years 10 to 12

Year 10	Art 1 and/or Art 2	Sculpture & Ceramics	Photography	Visual Comm.	Dance	Media	Drama	Theatre Studies	Music - Baroque & Blues and/or Music – Classical & Contemporary
Year 11	Art Creative Practice		Art Making and Exhibiting	Visual Comm.	Dance	Media	Drama	Theatre Studies	Music
Year 12	Art Creative Practice		Art Making and Exhibiting	Visual Comm.	Dance	Media	Drama		Music Contemporary and/or Music Repertoire

## LANGUAGES

### Greek

#### THIS IS A YEAR-LONG PROGRAM.

The course is designed to further extend and consolidate the students' knowledge of the Greek language through the development of listening, speaking, reading, and writing skills. It also aims to prepare students for further study in the language, as well as make them aware of the benefits of bilingualism for career and leisure purposes.

The course content will be taught via exposure to a variety of written, audio, and visual material with emphasis on both oral and written communication. It is also intended to develop the students' cultural awareness through a study of Greek life, customs, traditional and popular culture.

### Italian

#### THIS IS A YEAR-LONG PROGRAM.

The course is designed to further extend and consolidate the students' knowledge of the Italian language through the development of listening, speaking, reading, and writing skills. It also aims to prepare students for further study in the language, as well as make them aware of the benefits of bilingualism for career and leisure purposes.

The course content will be taught via exposure to a variety of written, audio, and visual material with emphasis on both oral and written communication. It is also intended to develop the students' cultural awareness through a study of Italian life, customs, traditional and popular culture.

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## Japanese

### **THIS IS A YEAR-LONG PROGRAM.**

The course is designed to further extend and consolidate the students' knowledge of the Japanese language through the development of listening, speaking, reading, and writing skills. It also aims to prepare students for further study in the Japanese language, as well as make them aware of the benefits of bilingualism for career and leisure purposes.

The course content will be taught via exposure to a variety of written, audio, and visual material with emphasis on both oral and written communication. It is also intended to develop the students' cultural awareness through a study of Japanese life, customs, traditional and popular culture.

### **Languages in VCE**

To undertake a language in Year 11, the same language must be completed in Year 10.

## **TECHNOLOGY**

### Food Technology

This unit is an introduction to a chef's life in a commercial kitchen and how to become a better cook. In practical sessions, students will focus on efficient work practice, development of knife skills and professional presentation techniques with food. Unit topics: precision cutting, aesthetic properties of food, main meals using protein and functional properties of food.

### Food For Life

The unit aims to develop an understanding of the relationship between food and health. In practical sessions, students will focus on developing skills to prepare quick nutritious foods for everyday. Unit topics: digestion and gut health, nutrition through various life stages, food trends and marketing, dietary needs and preferences.

### Design & Technology (Industrial Design)

In this unit students will develop their design thinking skills and use a range of materials and new technologies such as the laser machine to create products. There will be an emphasis on innovation and creativity, product prototyping and exploring CAD software. Students will also develop an understanding of issues associated with product design and the work of contemporary designers.

If students are considering studying VCE units of Product Design and Technology (Timber or Textiles) and/or Visual Communication, then this subject is recommended.

### Design & Technology (Jewellery Design)

The focus of this semester is to introduce students to traditional and contemporary jewellery-making skills, which includes silversmithing. Students will use the design process and critical and creative thinking skills to solve design problems and make products.

If students are considering studying VCE units of Product Design and Technology (Timber or Textiles) and/or Visual Communication, then this subject is recommended.

### Design & Technology (Textiles)

In this unit students work through the product design process to design, make and evaluate textile products. They will develop and extend their design and sewing skills and explore a variety of complex construction techniques and decorative processes. Students learn about textiles-based materials and develop an understanding of issues associated with textiles and the work of contemporary designers.

If students are considering studying VCE units of Product Design and Technology (Timber or Textiles) and/or Visual Communication, then this subject is recommended.

### Design & Technology (Timber)

In this unit students use the design process, critical and creative thinking skills to solve design problems and make high quality products using materials such as timber. They will be introduced to a range of complex construction processes using a range of hand tools and workshop machinery. There is an emphasis on creativity, problem solving, developing and interpreting drawings, selecting materials and safe workshop practice. Students will also develop an understanding of issues associated with product design and the work of contemporary designers.

If students are considering studying VCE units of Product Design and Technology (Timber or Textiles) and/or Visual Communication, then this subject is recommended.

### Technology subjects from Years 10 to 12

Year 10	Food For Life	Food Technology	Design & Technology (Jewellery Design)	Design & Technology (Industrial Design)	Design & Technology (Textiles)	Design & Technology (Timber)
Year 11	Food Studies		Product Design and Technology			
Year 12	Food Studies		Product Design and Technology			

## DIGITAL TECHNOLOGY

### Digital Technology (Computing Skills and Applications)

In this subject, students develop a deeper understanding of emerging technologies and the challenges and changes they are imposing on our society and our lives. They investigate the advanced features of a range of business software and web-based technologies, including data analysis tools and programming languages such as Python. They learn to apply the Problem-Solving Methodology to analyse complex needs and opportunities and to design, develop and evaluate information system solutions.

### Digital Technology subjects from Years 10 to 12

Year 10	Digital Technology (Computing Skills and Applications)	
Year 11	Applied Computing	
Year 12	Data Analytics	Software Development

## HEALTH & PHYSICAL EDUCATION

### Advanced Physical Education

This unit introduces students to the possibility of further studies in Physical Education by combining practical activities with theoretical links. Topics include physiology, anatomy, issues in sport, biomechanics, performance enhancement and sports technology. During the unit, students discover how body systems work together to produce human movement, research the latest technological innovations used by athletes and analyse their own sporting performance.

(Additional costs will be required for any class excursion or external instructors.)

## General Physical Education

This unit will involve participation in a variety of recreational physical activities, fitness-based activities and competitive sports. There will be a focus on understanding the physiological changes that occur to the body while physical activity takes place, and the stages of learning that occur when learning new skills. Throughout the unit, students will examine their own level of fitness and participate in activities that are designed to address their own needs. Activities included in this subject may include fitness, lacrosse, netball, football codes, aquatics and ultimate frisbee.

(Additional costs will be required for any class excursion or external instructors.)

## Applied Sport Program

This unit will appeal to students who wish to pursue high levels of physical fitness and technical excellence in their chosen sports. Students will study strength and conditioning, performance analysis methods, statistical, fitness testing and training methods. Students will learn how to create a training program that physically prepares them for their chosen sports.

(Additional costs will be required for any class excursion or external instructors.)

## Youth and Community Health

In this unit students will investigate health and human development. The focus will be on the youth stage of the lifespan. Students will develop an understanding of the factors that influence health including behavioural, biological, physical, and social environments. Students will explore the importance of nutrition for energy and growth during the stage of youth. Students will complete fieldwork, they will investigate key issues facing youth, strategies to promote health and investigate health resources in the local community. Students will also gain an understanding of the issues associated with the health status of Australians and people living in global communities. This unit will introduce students to the possibility of further studies in VCE Health and Human Development.

## VCE Outdoor and Environmental Studies Unit 1 & 2

VCE Outdoors and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. 'Outdoor environments' include environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention. Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with more theoretical ways of knowing, enables informed understanding of human relationships with nature. Students will be expected to participate in several outdoor activities including overnight camps.

### *Unit 1*

This unit examines some of the ways in which humans understand and relate to the nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of using outdoor environments sustainably.

### *Unit 2*

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments.

## **Health and Physical Education subjects from Years 10 to 12**

Year 10	Advanced PE	General PE	Applied Sport Program	Health Education (Compulsory)	Youth & Community Health	Outdoor & Environment Studies (Unit 1 & 2)
Year 11	Physical Education			Health & Human Development		Outdoor & Environment Studies (Unit 3 & 4)
Year 12	Physical Education			Health & Human Development		



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## LITERACY INTERVENTION PROGRAM

### Support for Literacy

**STUDENTS STUDY THIS SUBJECT THROUGHOUT THE YEAR.**

Selection is based on assessment by the Learning Needs Coordinator in consultation with the student's Coordinator. This program supports students who require assistance with their literacy skills. The teacher collaborates with the student to set a personalised learning goal to be achieved each semester. There is regular communication with the student's English teacher to ensure a successful collaborative approach.

Class sizes are small to maximise the program's impact.



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## STUDYING A VCE UNIT IN YEAR 10

Year 10 students who have achieved a consistent high level of achievement in their Year 9 studies are able to accelerate their studies by undertaking a VCE unit in each semester. It allows students to broaden their VCE program and maximizes the possibility of a higher ATAR score – the score used to rank students for university/tertiary entrance.

Student selection of a VCE unit in Year 10 does not guarantee the student undertaking that unit in 2025 due to timetable constraints and impact on other student choices.

To access VCE studies, students will need to contact their current teacher from the most relevant subject area. For example, if you wish to commence Unit 1&2 Legal Studies, contact your humanities teacher. If you wish to commence Unit 1&2 Biology, contact your science teacher. Your teacher will then consider whether they think it is an appropriate option for you and if so, will pass on a recommendation. The team coordinators will also have input into the decision.

Recommendations will be based on the following criteria:

- An exemplary Year 9 attendance record. In VCE students are required to attend 90% of all classes for each subject.
- Effective approaches to learning, including homework completion, as indicated by their interim and end of semester reports.
- Successful Year 9 Academic achievement, as indicated by their reports and teacher feedback.
- Their Team Leader's recommendation.
- A Subject teacher or Faculty leader's recommendation from the area of study they wish to pursue.

To assist in your decision making, the following indicates some perceived advantages and disadvantages of enrolment in a VCE unit in 2025.

### Possible advantages

- Maintaining motivation for learning and providing extension and challenge
- Opportunity for senior students to have a preliminary experience of the workload of VCE subjects and experience VCE processes and policies.
- Have the option to pick up an extra VCE unit (10% increment to ATAR for their 5<sup>th</sup> and/or 6<sup>th</sup> subject)

### Possible disadvantages

- Increased stress of workload.
- Possibility of reduced assessment scores (some students don't score as well due to maturity/experience issues).
- Student focus of effort in VCE units impacts on effort of Year 10 classes.

**Please note:** if you intend to apply to complete a VCE subject during 2025 you should not plan any holidays during school time because of the 90% attendance requirement.

Students interested in this opportunity should see the Assistant Principal – Teaching & Learning for more information.

## POTENTIAL YEAR 10 COURSES

Here is some space for you to draft what your course might look like. At least one unit must be selected from three areas in your first 8 preferences. No more than 3 units should be selected from a single learning area. No more than 3 advanced units may be selected in your first 8 preferences.

	Compulsory	Choose one	Compulsory	Compulsory	Choose 4 other preferred units	
Year 10 Semester 1	English	Foundation Maths, General Maths, or Maths Methods	Health Education	Preferred Science Subject		
Year 10 Semester 2	English	Foundation Maths, General Maths, or Maths Methods	Preferred Humanities Subject	Preferred Arts / Tech / Languages Subject		

	Compulsory	Choose one	Compulsory	Compulsory	Choose 4 other preferred units	
Year 10 Semester 1	English	Foundation Maths, General Maths or Maths Methods	Health Education	Preferred Science Subject		
Year 10 Semester 2	English	Foundation Maths, General Maths or Maths Methods	Preferred Humanities Subject	Preferred Arts / Tech / Languages Subject		

	Compulsory	Choose one	Compulsory	Compulsory	Choose 4 other preferred units	
Year 10 Semester 1	English	Foundation Maths, General Maths or Maths Methods	Health Education	Preferred Science Subject		
Year 10 Semester 2	English	Foundation Maths, General Maths or Maths Methods	Preferred Humanities Subject	Preferred Arts / Tech / Languages Subject		