STRATHMORE
SECONDARY COLLEGE

YEAR 10 - 2026

CURRICULUM BOOKLET

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

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

WHAT STUDENTS WILL STUDY IN 2026

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.

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 given information from their current classroom teacher to support their decision making. Students will also have an opportunity to discuss their intended choice with their teacher to help ensure they make a fully informed decision. Ultimately the choice of which Mathematics to select is up to students and they are encouraged to select carefully as changes from their selected course during the course of the year 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.

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
- Mathematics
- Health & Physical Education [Sport]
- Humanities
- Science
- Individual Program Unit
- Individual Program Unit
- 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
English	Most students will select English. The EAL options are for eligible students who are studying English as an Additional Language.
Mathematics	All students must undertake either Foundation Mathematics, General Mathematics or Mathematical Methods.
Health Education	All students must undertake Health Education. This preference is fixed.
Humanities Preference	All students must undertake one subject from the Humanities list.
Science Preference	All students must undertake one subject from the Science list.
Arts/Tech/Languages Preference	All students must undertake one subject from the Arts/Tech/Languages list.
VCE Preference	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.
Course Preferences 1-4	These are your most preferred selections. Please see the course rules below.
Reserve Preferences 1-4	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**
• Accounting & Business • Politics & Legal Studies • Economics & Global Markets • Geography • History • Big History • Philosophy	• Biology, Life and Biodiversity • Human Science • Chemistry • Physics • Science Institute (Advanced) • Environmental Science • Psychology	• Greek (whole year) • Italian (whole year) • Japanese (whole year)	• Product Design & Technologies – Timber • Product Design and Technologies – Textiles • Food for Life • Food Technology • Product Design and Technologies – Industrial Design
HPE	**Arts**	**Performing Arts & Media**	**English**
• Health Education • Advanced Physical Education • General PE • Applied Sport Program • Youth and Community Health • VCE Outdoor & Environmental Studies	• Art 1 • Art 2 • Sculpture and Ceramics • Photography • Visual Communication Design	• Dance • Drama • Theatre Studies • Music – Baroque & Blues • Music – Classical & Contemporary • Media	• English • Linguistics • Literature • Support for Literacy (Whole Year) • English as an Additional Language (Whole Year) • Film Studies
Mathematics	**Digital Technology**		
• Foundation Mathematics • General Mathematics • Mathematical Methods • Introduction to Specialist Mathematics	• Digital Technology - Computing Skills and Applications		

YEAR 10 SUBJECTS INTO VCE PATHWAYS

Year 10	Year 11	Year 12
ENGLISH ● English (All students) ● EAL ● Linguistics ● Film Studies ● Literature	ENGLISH – must do one of… ● English ● EAL ● English Language ● Literature	ENGLISH – must do one of… ● English ● EAL ● English Language ● Literature
MATHEMATICS All students do either… ● Foundation Mathematics ● General Mathematics ● Mathematical Methods Students may also do… ● Introduction to Specialist Mathematics	MATHEMATICS ● Foundation Mathematics ● General Mathematics ● Mathematical Methods ● Specialist Mathematics	MATHEMATICS ● Foundation Mathematics ● General Mathematics ● Mathematical Methods ● Specialist Mathematics
SCIENCE ● Biology ● Human Science ● Chemistry ● Physics ● Advanced Science Institute ● Environmental Science ● Psychology	SCIENCE ● Biology ● Chemistry ● Physics ● Psychology	SCIENCE ● Biology ● Chemistry ● Physics ● Psychology
TECHNOLOGY/ DIGITAL TECHNOLOGY ● Digital Technology - Computing Skills & Applications ● Food For Life ● Food Technology ● Product Design & Technologies - Industrial Design ● Product Design & Technologies - Textiles ● Product Design & Technologies - Timber ● Product Design & Technologies - Industrial Design	TECHNOLOGY/ DIGITAL TECHNOLOGY ● Applied Computing ● Food Studies ● Design & Technologies -Textiles ● Design & Technologies - Timber	TECHNOLOGY / DIGITAL TECHNOLOGY ● Food Studies ● Data Analytics ● Design & Technologies -Textiles ● Design & Technologies - Timber ● Software Development
ARTS & PERFORMING ARTS ● Art 1 ● Art 2 ● Theatre Studies ● Dance ● Drama ● Media ● Music - Baroque & Blues ● Music - Classical & Contemporary ● Photography ● Sculpture and Ceramics ● Visual Communication Design	ARTS & PERFORMING ARTS ● Art Creative Practice ● Art Making and Exhibiting ● Dance ● Drama ● Media ● Theatre Studies ● Music ● Visual Communication Design	ARTS & PERFORMING ARTS ● Art Creative Practice ● Art Making and Exhibiting ● Dance ● Drama ● Media ● Music Contemporary ● Music Repertoire ● Visual Communication Design

Year 10

HUMANITIES
- Accounting & Business Management
- Big History
- Economics & Global Markets
- Geography
- History
- Philosophy
- Political & Legal Studies

HEALTH & PHYSICAL EDUCATION
- General PE
- Applied Sport Program
- Health Education (all students)
- VCE Outdoor & Environment Studies
- Advanced Physical Education
- Youth & Community Health

LANGUAGES
- Greek
- Italian
- Japanese

APPLIED LEARNING
- Industry & Enterprise

Year 11

HUMANITIES
- Accounting
- Business Management
- Economics
- Geography
- Legal Studies
- Modern History
- Philosophy
- Politics

HEALTH & PHYSICAL EDUCATION
- Health & Human Development
- Outdoor & Environment Studies (Unit 3 & 4)
- Physical Education

LANGUAGES
- Chinese 1st Language
- Greek
- Italian
- Japanese

VCE VM
- Literacy
- Numeracy
- Work Related Skills
- Personal Development Skills
- VET
- Structured Workplace Learning

Year 12

HUMANITIES
- Accounting
- Business Management
- Economics
- Geography
- History - Revolutions
- Legal Studies
- Philosophy
- Politics

HEALTH & PHYSICAL EDUCATION
- Health & Human Development
- Physical Education

LANGUAGES
- Chinese 1st Language
- Greek
- Italian
- Japanese

VCE VM
- Literacy
- Numeracy
- Work Related Skills
- Personal Development Skills
- VET
- Structured Workplace Learning or School-Based Apprenticeship & Training

YEAR 10 STUDIES

ENGLISH

English

Semester 1
Students develop their reading and viewing skills by engaging with vocabulary and grammatical knowledge and studying the ways that sentence structures, syntax and punctuation express ideas. They synthesise their own interpretations of a text and evaluate how literary devices, still and moving images, and sound represent values, beliefs and attitudes.

When creating written texts, students use a sustained voice and reflect on challenging or complex ideas or issues. They select appropriate textual elements for purpose and audience, and engage in the writing process.

Semester 2
Students continue to engage with complex ideas through further text study. Through the prism of contemporary issues, students explore how argument and language are used to position and persuade an audience.

In preparing their own spoken texts, students use vocabulary with precision. They select, adapt, and apply language features and use a sustained voice suited to context, audience, and purpose.

English as an Additional Language (EAL)

This subject aims to develop competence in English language skills through reading, writing, speaking, listening, thinking and viewing to meet the demands of further education, the workplace, and participation in society. Students learn to discuss, explore and analyse, broadening their understanding and appreciation of the English language. The course is designed to enable students to convey ideas confidently in oral and written forms.

Literature

Throughout 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 are undertaken. Students are encouraged to respond personally, creatively, and analytically.

Film Studies

Film studies is a course designed for 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.

English subjects from Years 10 to 12

Year 10	English (Compulsory)		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	

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.

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 Units 1 & 2 General Maths can be taken as an accelerated VCE subject upon consultation with maths teacher.	Mathematical Methods	*Introduction to Specialist (In addition to Mathematical Methods)
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 provides students with a foundational understanding of economics. Students will explore the mechanisms of economies, including supply and demand, key economic stakeholders, and types of resources. Additionally, they will examine the impact of globalisation on individuals and society, focusing on multinational corporations, exports and imports, and currency dynamics.

Students will develop the following transferable skills, which are relevant to VCE Economics and VCE Politics:

- Making connections between key concepts
- Analysing case studies to form informed judgements
- Explaining the causes of variations across different societies
- Conducting research projects and producing research reports

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

Year 10 History will explore major global changes from the 18th century to the present. Students will also examine key events since 1945—such as World War II, the Cold War, and the rise of global organisations and technology—that have shaped the modern world. In addition, they will study the influence of social and political movements for independence, equality, and rights, including ongoing efforts in Australia to achieve civil rights and freedoms.

- Unit 1 will explore the experiences, perspectives, and resistance of Aboriginal and Torres Strait Islander Peoples from 1788 to 1938, the key events and individuals involved in the struggle for their rights and freedoms, the effectiveness of various tactics used, the gains made since 1945, and differing historical interpretations of these campaigns.
- Unit 2 will examine the key social, cultural, economic, and political features of Vietnam during the 18th and 19th centuries, including foreign contact, colonisation, and liberation, and the historical interpretations and debates surrounding Vietnam's past.

Students will develop their understanding of history by asking and refining questions, sequencing key events and ideas, and analysing continuity, change, causes, and consequences. They will critically examine and evaluate sources, perspectives, and interpretations to build evidence-based arguments and construct informed historical interpretations.

Philosophy

This unit is designed to introduce students to some of the history of Western Philosophy in particular ideas related to ethics, aesthetics, and logic. Through discussion and writing students will work on fundamental questions such as: "How ought we act?" "What obligations do we have toward others?" and "Is beauty subjective?" 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 the basis of the legal system and how it works (involving criminal and civil law, plus the jury and the court hierarchy) and examine relevant case studies.

Students will also examine the political system, the Constitution, and how democracy works in Australia. It will provide students with the skills to undertake VCE Legal Studies and 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
Year 12	Accounting	Business Management	Economics	History Revolutions	Geography	Philosophy	Politics	Legal Studies

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

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.

Astronomy

In this course, students will look at identifying different technologies used to collect data and the types of data collected from space. Students will develop an understanding of how to describe the major components of the universe using appropriate terminology. Concepts such as the use of light spectra and brightness of stars will be used to identify elements of stars, their movements and their distances from Earth. Students will learn about the timeline of major changes in the universe that are thought to have occurred from the big bang through to the formation of the major components such as planets, stars, and galaxies. The course will also look at research and design of current space technologies making connections to the necessities of living in space. Students will work with data from a radio telescope to apply their knowledge and make informed conclusions.

Chemistry

Chemistry explores and explains the composition and behaviour of matter and chemical processes that occur in our everyday lives. In this unit, students revisit the substructure of atoms and consolidate their understanding of the patterns, trends and complexities of the elements in the Periodic Table. This knowledge is then used to understand the nature of ionic and covalent bonds and how elements form compounds. Students then have the foundational knowledge to understand how and why chemical reactions occur and can represent these reactions using chemical equations. Alongside these concepts students can expect to explore chemistry through experiments, simulations and problem-solving tasks, better understand the role of science in the ‘real world’ and develop strategies for tackling science subjects beyond Year 10.

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 Innovations

Science is driven by ongoing innovation, investigation, and development of new technologies. This course will explore cutting edge developments in science, drawing from biology, chemistry and physics. Within these topics students will explore concepts such as infectious diseases, immunology and radioactivity.

There will be an emphasis on the importance of critically evaluating information available in society and how to select appropriate sources of information. Students will complete a final project related to current scientific innovations. Students will have choice in selecting their projects and will present their findings using science communication strategies to their teachers and peers.

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.

STEAM Project: Biomechanics to Biomimicry

This subject aims to apply the science, technology, engineering, arts, and mathematics curriculum through an integrated student-based project. The course will address how nature is reflected in the development of technology. Students will analyse the mechanics of the human body and how these movements can influence the design of machines. They will work collaboratively using critical and creative thinking skills to generate a design, construct a prototype, and evaluate a functioning hydraulic system that models a specific movement.

Students will work collaboratively using critical and creative thinking skills to generate a design, 3D print and construct a prototype, and evaluate a functioning hydraulic system that models a specific movement.

Students will learn to use a project management process that enables them to progress effectively from initiation to completion. Students will reflect on their work and learning throughout the project focusing on potential applications of the key concepts within a field of their choice. A focus will be placed on the development of appropriate language to effectively convey researched concepts and justification for design elements.

Students will present their final submission to teachers and peers for discussion and critique.

Science subjects from Years 10 to 12

Year 10	Chemistry	Human Science	Biology	Physics	Astronomy	Science Innovations	Environmental Science	Psychology

VCE	Chemistry	Biology	Physics	Biology, 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: Reimagining Art

In this unit, students explore Appropriation - the practice of reusing and reinterpreting existing imagery, objects, or ideas to communicate new meanings. They investigate how artists use appropriation to express personal, social, and political ideas, analysing the work of contemporary and historical artists through different interpretive lenses. Students are introduced to visual arts processes including collage, mixed media, sculpture, printmaking, assembling, and construction, and learn how to manipulate materials, images, and objects to create their own resolved artworks. Emphasis is placed on developing original concepts while applying the art elements and principles to strengthen visual impact and meaning. Students use a visual arts journal to document their creative process, from initial research and exploration to experimentation, reflection, and refinement. They also learn to analyse and evaluate artworks using appropriate terminology and structures, building confidence in responding to art critically and thoughtfully.

This unit provides a strong foundation for future study in VCE subjects such as Art: Creative Practice, Art: Making and Exhibiting, and Visual Communication Design, supporting students to build both their practical skills and conceptual thinking.

Art 2: Exploring Figurative Art

In this unit, students explore the human form through drawing, painting, and printmaking, developing their observational and expressive skills with a focus on figurative art. They experiment with a range of drawing techniques and materials, recording their process in a visual diary while working towards a resolved artwork that reflects personal ideas and style. Students extend their understanding of colour, texture, and brushwork through painting, creating expressive figure portraits that communicate mood, identity, and perspective. Students investigate how artists represent the human form across cultures, times, and contexts, and build confidence in analysing and evaluating artworks using appropriate terminology and structures. Through both practical and theoretical tasks, students reflect on artistic choices and how meaning is communicated in visual art.

This unit supports the development of skilled, thoughtful artmakers and provides a strong foundation for VCE Art: Creative Practice, Art: Making and Exhibiting, or Visual Communication Design.

Sculpture and Ceramics

In this unit, students explore the creation of three-dimensional artworks that are both functional and sculptural. Using a range of techniques, students focus on hand-building and wheel-forming with clay, while also experimenting with decorative surface treatments and glazing to complete their ceramic forms. They explore mixed-media construction to extend their understanding of how materials can be combined to express personal ideas, stories, or concepts. Students are introduced to sculptural practices from a variety of cultural and historical contexts, analysing how artists use form, space, and materials to communicate meaning. They build confidence in using visual arts terminology to describe, compare, and evaluate sculptural works, both their own and those of others. A visual diary is used to develop and document ideas, plans, experiments, and reflections throughout the creative process.

This unit encourages exploration, problem-solving, and creative risk-taking in three-dimensional artmaking and provides a strong foundation for students considering VCE Art: Creative Practice, Art: Making and Exhibiting

Photography

In this unit, students are introduced to both black and white photography and digital image manipulation to explore how photographs can be used to express ideas, mood, and meaning. They develop practical skills using SLR and digital cameras, learning how to compose and capture images that communicate personal or thematic concepts. Students gain hands-on experience in processing film, developing negatives, printing in the darkroom, and using digital tools to enhance and manipulate their images. Alongside their practical work, students investigate the history of photography, explore key artists and movements, and learn to analyse and interpret photographs using appropriate visual arts language and interpretive lenses. They also examine the role of photography in contemporary

culture and consider career pathways within the creative industries. A visual diary is used to plan, document, and reflect on their creative process. This unit fosters technical skills, creative thinking, and visual literacy, and provides an excellent foundation for further study in VCE Art: Creative Practice, Art: Making and Exhibiting or Visual Communication Design.

Visual Communication Design

In this unit, students explore how designers communicate ideas and information through visual language to solve problems and respond to specific communication needs. They investigate practices across the fields of environmental (architecture), interactive experiences (web/app design), industrial design, and communication design, analysing how design choices vary across different times, places, and contexts. Students apply the design process to develop creative solutions for real-world design briefs, including an architectural mini-home and a functional stationery holder. They build skills in freehand, instrumental, and digital drawing, and apply the design elements and principles to effectively communicate with specific audiences and users. Students experiment with a range of methods, materials, and media, refining and presenting their ideas using industry-based approaches. They document and reflect on their process in a folio, developing the ability to annotate and evaluate both their own work and the work of others. Through research, ideation, development and refinement students learn to make purposeful, audience-aware design choices. This unit provides a strong foundation for further study in VCE Visual Communication Design, Art: Creative Practice, Art: Making and Exhibiting or Product Design and Technologies.

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 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 2026.

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. Design	Dance	Media	Drama	Theatre Studies	Music - Baroque & Blues and/or Music – Classical & Contemporary
Year 11	Art Creative Practice	Art Making and Exhibiting		Visual Comm. Design	Dance	Media	Drama	Theatre Studies	Music
Year 12	Art Creative Practice	Art Making and Exhibiting		Visual Comm. Design	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.

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

In this unit, students extend their practical skills and knowledge through a series of practical and theory-based experiences designed to reflect ethical and sustainable healthy eating. Students focus on building knife skills, exploring aesthetic and sensory properties of food, and understanding the Australian Guide to Healthy Eating with a focus on the meat and alternatives food group as well as serving sizes and the nutritional balance of meals. Students investigate and apply the functional properties of common ingredients in cooking and presentation. Through a design brief, students analyse the functional and sensory properties of food, considering factors that influence the preparation and presentation of foods using a range of techniques to ensure optimum nutrient content, flavour, texture and visual appeal.

Food For Life

In this unit, students will develop their understanding of the factors that influence food choices and the impact these have on health and wellbeing. They will analyse and make informed judgements about how the sensory and functional properties of food affect the design, preparation, and evaluation of ethical and sustainable food solutions that promote healthy eating. Students investigate the digestive system and digestive disorders. Additionally, students analyse the environmental, social, and personal factors influencing food choices across life stages, evaluate the effects of marketing and food trends, and apply nutritional guidelines such as the Australian Guide to Healthy Eating. Through a design brief, students modify, develop, analyse and evaluate meals with an emphasis on nutrition, sustainability, and wellbeing.

Product Design & Technologies (Industrial Design)

In this unit, students develop design thinking practices to create innovative products using a range of materials and technologies, including CAD software and laser cutting. They apply design processes to explore prototyping, product development, and the role of creativity in solving real-world problems.

The unit emphasises ethical and sustainable design, introduces students to contemporary designers, and encourages the use of emerging technologies. Students communicate their ideas using technical drawings and digital tools and manage projects both collaboratively and independently.

This subject provides ideal preparation for VCE Product Design and Technologies, as well as Visual Communication Design.

Product Design & Technologies (Textiles)

In this unit, students work through the product design process to design, make, and evaluate textile products. They build on their design and sewing skills, exploring complex construction and decorative techniques using a variety of textile materials. Students consider ethical and sustainable design practices and analyse contemporary designers. Students develop and communicate ideas using technical drawings and design terminology, and manage projects collaboratively and independently.

This subject provides ideal preparation for VCE Product Design and Technologies, as well as Visual Communication Design.

Product Design & Technologies (Timber)

In this unit, students apply the design process and use critical and creative thinking to develop innovative solutions to real-world problems. Working primarily with timber, they use a range of tools, materials, and machinery to safely produce high-quality products. Students consider ethical and sustainable design factors, and analyse the appropriateness of materials and processes. They develop and communicate ideas using technical drawings and terminology, manage projects collaboratively and independently, and reflect on the impact of design in society.

This subject provides ideal preparation for VCE Product Design and Technologies, as well as Visual Communication Design.

Technology subjects from Years 10 to 12

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

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

Students considering **both** Digital Technology subjects at Year 12 are encouraged to begin their VCE program in Year 10. By doing so, students can complete a three-year sequence of

- Year 10: Applied Computing Units 1 & 2
- Year 11: Data Analytics Units 3 & 4
- Year 12: Software Development Units 3 & 4.

This sequence is preferred as Software Development is generally considered to be the more challenging subject and should not be attempted as an accelerated subject as part of a year 11 program.

Refer also to “Studying a VCE Subject at Year 10 on p.24

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		

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.

STUDYING A VCE SUBJECT 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 of Year 10. 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 subject in Year 10 does not guarantee the student undertaking that subject in 2026 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 2026.

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 5th and/or 6th 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 2026 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		