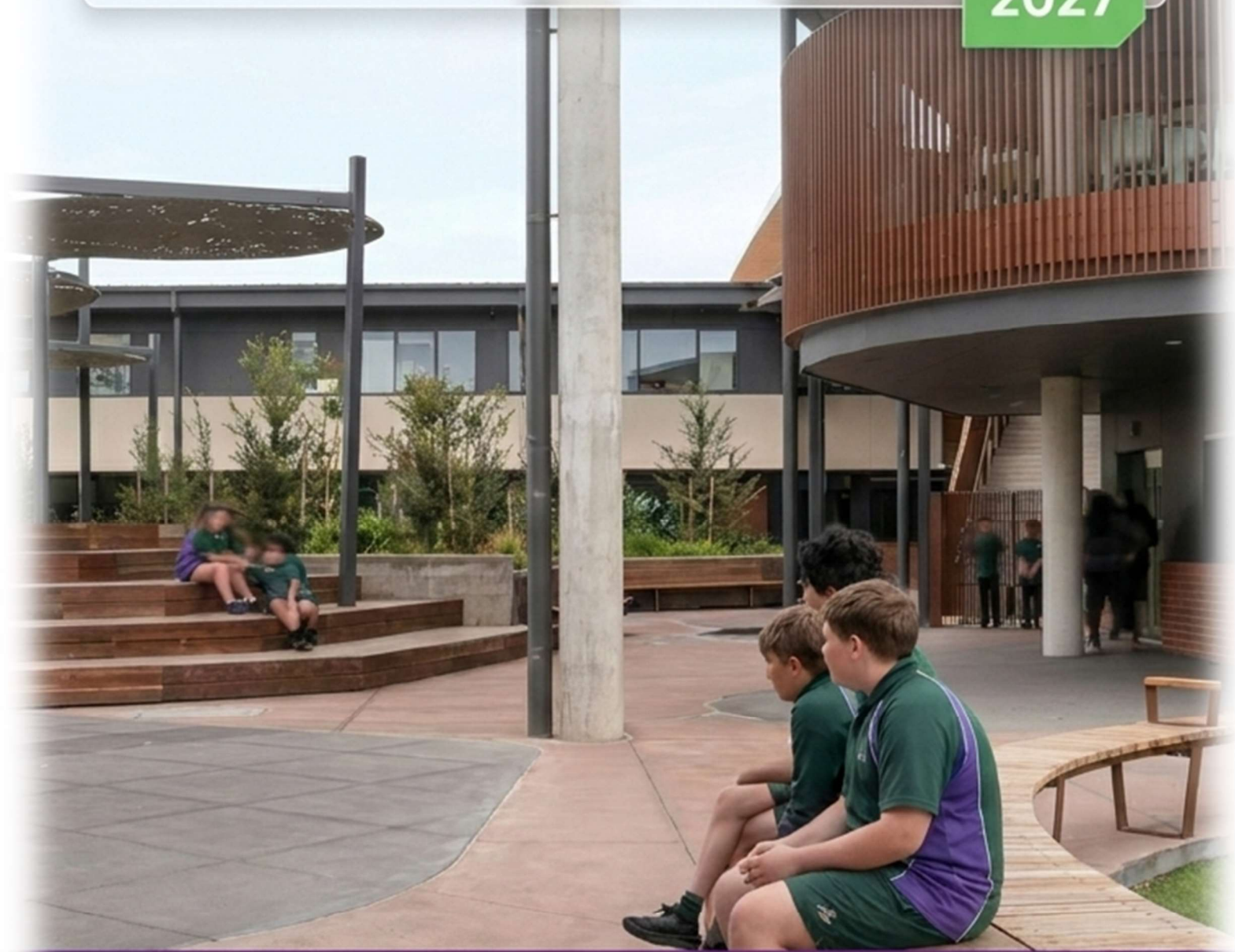




WALCOM NGARRWA  
SECONDARY COLLEGE

# Walcom Ngarrrwa Secondary College Year 10 Handbook

2027



# Contents

<b>Curriculum Statement</b>	<b>3</b>
<b>General Information</b>	<b>4</b>
<b>Year 10 Victorian Curriculum Program</b>	<b>6</b>
<b>At Risk Notification</b>	<b>7</b>
<b>VCE Early Commencement</b>	<b>7</b>
<b>Belonging Group</b>	<b>7</b>
<b>Designing your Year 10 Program</b>	<b>8</b>
<b>Special Provisions</b>	<b>9</b>
<b>2027 Year 10 Subjects</b>	<b>10</b>
<b>English Domain Subject Flowchart</b>	<b>11</b>
Core English, English as an Additional Language (EAL), Literature	
<b>Mathematics Domain Subject Flowchart</b>	<b>15</b>
Essential Mathematics, Core Mathematics, Enrichment Mathematics	
<b>Arts Domain: Performing Arts Subject Flowchart</b>	<b>19</b>
Music	
<b>Arts Domain: Visual Arts Subject Flowchart</b>	<b>21</b>
Art Making, Ceramics, Media – Film, Media – Photography	
<b>Technology Domain: Digital Technology Subject Flowchart</b>	<b>27</b>
Coding, Robotics	
<b>Technology Domain: Design Technologies Subject Flowchart</b>	<b>30</b>
Food Studies, Product Design	
<b>Health &amp; Physical Education Domain Subject Flowchart</b>	<b>32</b>
Health Education, Outdoor Education, Physical Education	
<b>Humanities Domain Subject Flowchart</b>	<b>36</b>
Business Studies, Geography, Legal Studies, History, Sociology	
<b>Science Domain Subject Flowchart</b>	<b>42</b>
Biology, Chemistry, General Science, Physics, Psychology	
<b>Languages</b>	<b>48</b>
<b>Vocational Education</b>	<b>49</b>
Year 10 Trade Taster	
<b>Appendix</b>	<b>50</b>
✓ Special Provision Application/Nomination Form	
✓ Application for VCE Early Commencement	
✓ Year 10 Trade Taster Application Form	
✓ Year 10 Course Planning Map	

# Curriculum Statement

## Vision for Learning

At Walcom Ngarrwa Secondary College we strive to deliver learning opportunities that enable students to thrive in the future, develop and demonstrate empathy and understanding for others, take pride in themselves and their achievements, and maintain a strong zest for learning that encourages curiosity, growth and lifelong success. Our classrooms support and encourage this by being respectful, calm and engaging learning environments.

## Mission Statement

We're on a mission to provide the best education we can for our students by delivering high impact, evidence-based practices in learning and wellbeing, within a culture of high expectations for success. Healthy, happy and curious students and staff bring our vision and values to life.

Our College values are:

**Belonging** – Developing a sense of belonging is pivotal to the success of our students as they build connections and community. Belonging not only links our students with our College and to each other, it also equips them with the skills to be successful community members and leaders of tomorrow. We are connected.

**Curiosity** – A curious mind knows no limits and it is with this in mind that we support all students to develop the value of curiosity in their learning and throughout their experiences across the College. Curiosity and motivation to learn are powerful predictors of student success, in addition to being associated with happiness, health, longevity, and positive social relationships. We love to learn.

**Achievement** – We are committed to achieving our personal best in all that we do. Achievement means that students maintain a focus on their learning, improving their skills and knowledge and achieving their personal best. Achievement and feeling a sense of accomplishment supports both student learning and wellbeing. We strive to be our best.

## Curriculum Direction

The following understandings are central to the programs delivered at Walcom Ngarrwa Secondary College and they drive the development and delivery of the curriculum:

- Learner-centered classrooms focused on meeting individual learning needs
- Flexible multi-use working spaces with access to ICT facilities, to allow for cooperative and collaborative learning
- Each student from years 7 to 12 has access to a Laptop Device to assist their learning
- Strong emphasis on self-assessment, goal setting and focused teaching
- Belief in professional collaboration between teachers
- Real life skills

The College has a strong focus on developing students to:

- Become confident, responsible, independent and motivated learners
- Achieve personal success across the eight Key Learning Disciplines
- Develop thinking and leadership skills
- Learn to operate as part of a team

These practices are achieved through:

- Relationship building with students, teachers, and the local community.

# General Information

## Principal Team



**Bradley Moyle**  
College Principal



**Reardo Luka**  
Deputy Principal



**Dwayne Stojcevski**  
Deputy Principal



**Mieleah Reichelt**  
Assistant Principal



**Adam Powell**  
Assistant Principal

## Key College Contacts

### College Transition Enquiries and Support

Please direct any questions to one of the following college contacts:

Reardo Luka	Senior Sub-School	Reardo.Luka@education.vic.gov.au
Dwayne Stojcevski	Junior Sub-School	Dwayne.Stojcevski@education.vic.gov.au
Mieleah Reichelt	Teaching and Learning	Mieleah.Reichelt@education.vic.gov.au
Adam Powell	Wellbeing and Inclusion	Adam.Powell@education.vic.gov.au

### Curriculum Support

Please direct any Curriculum, Assessment and Reporting questions and/or subject-specific questions to:

Jessica McCartney	Leading Teacher – Director of Learning	Jessica.Mccartney@education.vic.gov.au
Ski Lisewski-Lee	Acting Leading Teacher – Head of Mathematics	Ski.Lisewski-Lee@education.vic.gov.au
Danielle Winnacott	Leading Teacher – Head of English	Danielle.Winnacott@education.vic.gov.au

### Careers, Wellbeing and Disability Inclusion Support

Please direct any Careers, Wellbeing and/or Learning Support questions to:

Toula Papadimitropoulos	Careers Team Leader	Toula.Papadimitropoulos@education.vic.gov.au
Tenealle Hawke	Wellbeing Team Leader	Tenealle.Hawke@education.vic.gov.au
Reece Choucair	Disability Inclusion	Reece.Choucair@education.vic.gov.au

### Enrolment Support

For all general administration or enrolment questions please get in contact with:

Sandi Todd	Office Manager	Sandi.Todd@education.vic.gov.au
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Please feel free to contact the college on 03 8000 6688 with questions.

# Year 10 Victorian Curriculum Program

We welcome you to our Year 10 program. This handbook has been designed to provide both parents and students with all the necessary information about the programs and opportunities that Walcom Ngarrwa Secondary College has to offer.

One of our key focuses at Year 10 is to provide all students with opportunities to learn, explore their curiosity and enhance their understanding by providing a range of core and elective subject options. All Year 10 students will develop their capacity to become a stronger more informed learner whilst also targeting personal growth in literacy and numeracy. All students will be given the opportunity to increase specialisation by supporting their interests in particular learning areas. Students are provided with individual support to make choices in preparation for their later years of schooling and for transition to employment, further training or tertiary pathways.

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. It balances the requirement for a comprehensive array of knowledge and skills to be taught and learnt with the desire for authentic teaching and learning programs that are responsive to the learning needs of students. The curriculum describes the common set of knowledge and skills required by students for lifelong learning, social development, and active and informed citizenship.

The Victorian Curriculum F–10 comprises a sequentially-developed continuum of learning. This continuum of learning is expressed through a coherent set of achievement standards, with comprehensive and clear content descriptions that enable teachers to plan, monitor, assess and report on the learning achievement of every student.

*Victorian Curriculum F-10 Version 2.0, VCAA*

## Assessment and Reporting at Year 10

Students undertaking the Year 10 program at Walcom Ngarrwa Secondary College, will undertake a variety of assessments in the form of CATs (Common Assessment Tasks). CATs give students the opportunity to demonstrate their understanding along the continuum of the Victorian Curriculum 2.0.

Students will also undertake a series of formative assessments in each of their subjects to enable students to continually check in with their learning and enable teachers to modify and/or extend their curriculum based on the needs of their students.

Students will receive feedback on their development and performance in their subjects regularly across each semester and in a range of ways. Parents can monitor their students' engagement, achievement and progress via the Compass Portal.

Progress reports are published three times throughout each semester. Progress Reports focus on a student's ability to demonstrate effective Learning Mindsets on a regular basis. The Learning Mindsets that are reported on within progress reports are as follows:

- *Willingness to learn*
- *Positive Attitude*
- *Effective Communication*
- *Effective Collaboration*
- *Self-management*
- *Resilience*

*Students are expected to maintain an average score of 3.0 or above across all Learning Mindsets and a minimum of 90% attendance. Student Semester Reports will provide information of student achievement on their CATs in the form of a percentage, as well as the students' performance against the Victorian Curriculum descriptors for their subject. In Year 10, students working at standard should be demonstrating between a level 9 and 10 in the Victorian Curriculum.*

## Year 10 At Risk Notification

At times, teachers may be concerned about a student's ability to demonstrate a year's worth of academic learning growth and/or the student is not demonstrating skill and knowledge at Level 10 as per the Victorian Curriculum. In such cases the teacher will issue a Year 10 At Risk Notification, designed to notify parents or guardians that further support is required. This will be accompanied by direct contact by the teacher to identify interventions to ensure that the student achieves improved outcomes.

### What does a successful Year 10 student do?

- Attends every class on time and ready to learn
- Brings the required equipment to class, including work book and charged laptop
- Actively participates in class
- Asks questions and seeks feedback
- Completes set classwork and homework by due dates
- Manages their own behaviors
- Balances hobbies and out of school commitments

## VCE Early Commencement

Undertaking a VCE subject whilst in Year 10, offers students an opportunity to experience VCE and to understand the program requirements prior to them undertaking the full program in the following year. This sets students up for success in their VCE. On top of gaining early experience within the VCE, students who continue their VCE study into Year 11 may be eligible for an ATAR calculation based on students' six subjects. Students that do not undertake an accelerated subject as part of the VCE will have an ATAR calculated based on the five subjects that they have undertaken.

### VCE Early Commencement Studies

Students can be considered to undertake a VCE Early Commencement subject in Year 10. Students who are interested need to complete an application form and submit it to the Assistant Principal of Teaching and Learning. Students will need to meet the eligibility criteria to be accepted for a VCE Early Commencement subject. Information regarding VCE subjects can be found in the VCE handbook (available in 2027). The application form can be found in this handbook's appendix.

### Consideration for VCE Early Commencement

#### 1. Pre-Application Consideration

Students looking to undertake a VCE Early Commencement subject need to understand VCE expectations and have accessed the WNSC VCE Handbook. Students must reflect on their areas of interest and level of achievement at Year 9. Their latest school report will be utilised.

#### 2. Applying for a VCE Early Commencement subject

Students will need to identify the VCE Early Commencement subject they are wishing to access and achieve success in. Once a subject is identified, the student should complete the application form, which is part of the enrolment forms, and submit it to the college for review. This can also be found in the Appendices section of this Handbook.

#### 3. Approval

Students will be notified via email if approved. Students that did not meet the College Eligibility requirements will be contacted via phone.

## Belonging Group

Throughout the year all students will be allocated into a Belonging Group. This program aims to support students throughout their time at Walcom Ngarrwa Secondary College and provide students with the required knowledge and resources they can utilise as they leave senior school and enter their relevant pathway. This includes exploring a variety of resources and strategies to effectively develop social and emotional wellbeing, such as respectful relationships, interpersonal skills and strategies to deal with stress. Students will have a 10 minute 'Belonging' session each morning and one period during the week.

Furthermore, students will explore various career modules to assist them in discovering their future career pathway and equip them with all the necessary skills and resources. This includes individual meetings with the careers counsellor, applying for a tax file number, writing a resume, undertaking volunteer work and much more.

## Designing your Year 10 Program

Walcom Ngarrwa Secondary College's Year 10 program is designed to allow students flexibility and opportunity to pursue a range of different subject areas in preparation for planning their VCE pathway.

At Year 10, students undertake 2 compulsory year-long subjects and 8 semester-long electives. To ensure students can experience a range of subjects before settling on their VCE pathway, students must select the following across the year:

- **One subject from each of:** Sciences, Humanities, Arts, Technology, and HAPE
- **Three** free choice semester-based subjects across the year

Students that apply to complete a VCE Early Commencement subject as part of their Year 10 course should consider that these subjects run for the entire year and take place instead of **two** semester elective choices in the relevant domain.

## Student Program Examples

### Most Common Year 10 Program

Year Long Compulsory Subjects		Semester 1 Electives			
Core English or EAL	Mathematics Choice	Science Elective	Free Choice	Technology Elective	HAPE Elective
		Semester 2 Electives			
		Arts Elective	Free Choice	Free Choice	Humanities Elective

### Year 10 with Unit 1 & 2 General Mathematics (VCE Early Commencement)

Year Long Compulsory Subjects	Year Long Early Commencement	Semester 1 Electives			
Core English or EAL	Unit 1 & 2 General Mathematics	Free Choice or Enrichment Mathematics	HAPE Elective	Science Elective	Technology Elective
		Semester 2 Electives			
		Free Choice or Enrichment Mathematics	Humanities Elective	Arts Elective	Free Choice

Where a student is approved to undertake Unit 1 & 2 General Mathematics, they can select to also undertake Enrichment Mathematics which removes two other Year 10 semester electives.

## Year 10 with VCE Early Commencement (VCE Biology for 2027)

Year Long Compulsory Subjects		Year Long	Semester 1 Electives		
English Choice	Mathematics Choice	VCE Early Commencement subject (VCE Biology for 2027)	Humanities Elective	Science Elective	Technology Elective
			Semester 2 Electives		
			HAPE Elective	Arts Elective	Free Choice

Where a student is approved to undertake a VCE Early Commencement subject, the domain in which the study comes from will become a free choice option for students. For example, if a student is approved to undertake Units 1&2 Biology, the student does not need to complete an additional science elective if they wish, they can choose any subject.

## Special Provisions

The underlying principle of the VCAA Special Provision policy is to allow students who are experiencing significant hardship the maximum opportunity to demonstrate both what they know and what they can do. The objective is, as far as possible, to remove the barriers to a student demonstrating his or her capabilities in a particular study when their learning or assessment programs are affected by illness, impairment or personal circumstances.

In Year 10 and 11, special conditions required to properly attempt a formal assessment or exam will be decided by Walcom Ngarrwa Secondary College. Students in Years 10 and 11 must complete a 'Special Provisions Application/Nomination form' (see Appendix 2) if they need special consideration during exams or for SACs (School Assessed Coursework). Please note that for Unit 3 and 4 external exams, it is a VCAA decision which is supported when the school has made provisions in previous years. Families and students are encouraged to discuss with their Year Level Coordinator.

### Eligibility for special provision

Special Provision arrangements allow schools and the VCAA to acknowledge that a student has completed work under the conditions of significant hardship. Students should ensure that any hardship is communicated to the college to enable applications and provision can be implemented as early as possible. These circumstances do not include matters or situations of the student's own choosing, such as social, sporting or school events.

Significant hardship may include:

- An acute or chronic illness
- An impairment or disability, including learning disorders
- Environmental factors (including family problems)

Such students may be assisted by:

- Extra time to complete work
- Assistance from aides
- Alternative forms of assessment
- Special arrangements for completing examination

# 2027 Year 10 Subjects

## Compulsory Subjects

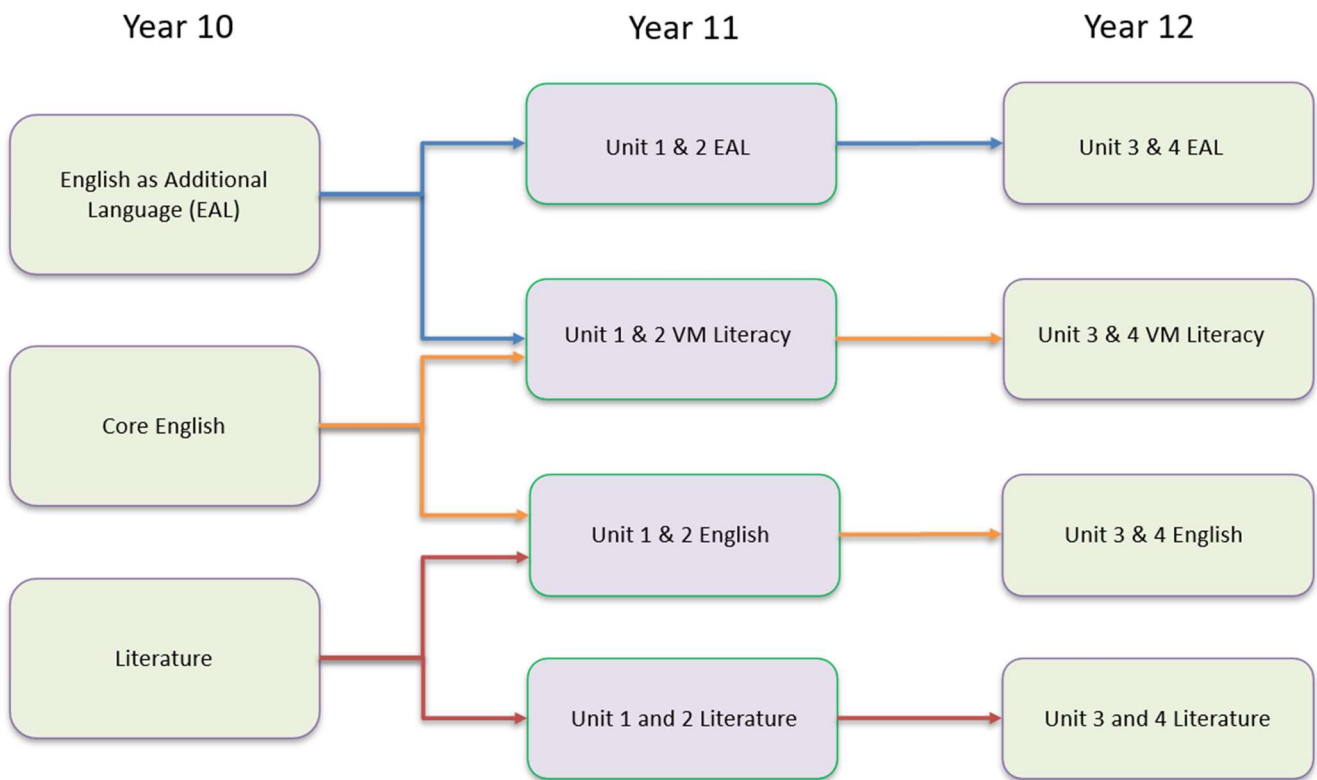
<p><b>English</b></p> <p>One of the following:</p> <ul style="list-style-type: none"><li>● English</li><li>● English as an Additional Language</li></ul> <p>Additional Elective:</p> <ul style="list-style-type: none"><li>● Literature</li></ul>	<p><b>Mathematics</b></p> <p>One of the following:</p> <ul style="list-style-type: none"><li>● Essential Mathematics</li><li>● Core Mathematics</li><li>● Enrichment Mathematics</li></ul>
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## Elective Subjects

<p><b>Arts</b></p> <p>Performing Arts</p> <ul style="list-style-type: none"><li>● Music</li></ul> <p>Visual Arts</p> <ul style="list-style-type: none"><li>● Art Making</li><li>● Ceramics</li><li>● Media – Film</li><li>● Media – Photography</li></ul> <p><b>Health &amp; Physical Education</b></p> <ul style="list-style-type: none"><li>● Health Education</li><li>● Outdoor Education</li><li>● Physical Education</li></ul> <p><b>Humanities</b></p> <ul style="list-style-type: none"><li>● Business Studies</li><li>● Geography</li><li>● Legal Studies</li><li>● History</li><li>● Sociology</li></ul>	<p><b>Science</b></p> <ul style="list-style-type: none"><li>● Biology</li><li>● Chemistry</li><li>● General Science</li><li>● Physics</li><li>● Psychology</li></ul> <p><b>Technology</b></p> <p>Digital Technology</p> <ul style="list-style-type: none"><li>● Coding</li><li>● Robotics</li></ul> <p>Technology</p> <ul style="list-style-type: none"><li>● Food Studies</li><li>● Product Design</li></ul> <p><b>Vocational Education</b></p> <ul style="list-style-type: none"><li>● Multi-Industry Pathway Program</li></ul>
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# English

## English Subject Pathways



**Careers and Pathways  
Bullseye:**



# Core English

## Subject overview

Year 10 English builds students' skills in reading, writing, speaking, listening and critical thinking through the study of a range of contemporary and classic texts. The course is designed to prepare students for the demands of senior English by introducing key knowledge and skills aligned with VCE English.

Students will explore how authors create meaning, develop interpretations of texts, analyse persuasive language and argument, and craft their own written responses for different purposes and audiences.

Through discussion, analytical writing, creative responses and oral presentations, students will strengthen their ability to communicate clearly, thoughtfully and confidently. Students will also continue developing literacy skills including vocabulary, essay writing, textual analysis and evidence-based argument.

## Units of Study

- Reading and exploring texts
- Reading and responding to text
- Crafting texts
- Exploring argument

## What can this lead to?

A background in Core English can support pathways in: University, TAFE and vocational education courses; Business and administration; Trades and apprenticeships; Health and community services; Hospitality and tourism; Retail and customer service industries; Media and communications; Public service and government; Teaching and education; A wide range of careers that require strong communication skills.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Core English
YEAR 11	VM Literacy English Units 1 & 2 Literature Units 1 & 2
YEAR 12	VM Literacy English Units 3 & 4 Literature Units 3 & 4

## Why choose this subject?

Core English helps students develop strong literacy, communication, analytical and critical thinking skills that are essential for success in school, further education and the workplace. Students learn how to interpret information, construct persuasive arguments, communicate effectively with different audiences and think critically about the world around them. The subject builds confidence in reading, writing and speaking while providing valuable skills that are highly sought after across all university pathways, vocational training programs and careers.

# English as an Additional Language (EAL)

## Subject overview

English works with students to develop their confidence in their speaking and writing skills in English as they prepare for VCE. It is the one subject which will not only allow students to further develop their own unique and creative voice, it will allow students to critically analyse a range of texts across genres. Over the two semesters, we aim for students to further develop their reading and comprehension skills, combined with their ability to analyse how the socio-cultural context of a text shapes meaning. In addition to this, the Year 10 course develops students' ability to craft and create texts, with a focus on inferring and understanding how authors use to construct meaning and analyse characters through a variety of text forms. We engage with texts from the contemporary world and from the past, using texts from Australia and from other cultures.

## Units of Study

- Language - Crafting Texts
- Literature - Analysing Texts
- Literacy - Using argument to persuade

## What can this lead to?

A background in English as an Additional Language (EAL) can support pathways in: University and further education across all fields; Public service and government; International business and trade; Translation and interpreting.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	English as Additional Language (EAL)
YEAR 11	VM Literacy English as Additional Language Units 1 & 2 English Units 1 & 2
YEAR 12	VM Literacy English as Additional Language Units 3 & 4 English Units 3 & 4

## Why choose this subject?

EAL helps students develop strong communication, literacy, analytical and critical thinking skills through the study of language and texts. Students build confidence in expressing ideas, interpreting information and engaging with different perspectives. The subject supports academic success across all learning areas and helps students develop the language skills needed for further education, employment and participation in the wider community. These skills are highly valued in all university pathways and careers.

## NOTE:

A student may be eligible for EAL status in Year 12 if they meet both of the following conditions:

- They have been a resident in Australia or New Zealand or other predominantly English-speaking country for not more than seven years over the period of their education
- English has been the student's major language of instruction for a total period of not more than seven years over the period of their education.

# Literature

## Subject overview

Year 10 Literature invites students to explore powerful stories, ideas and perspectives through a range of classic and contemporary texts. This course encourages students to think deeply about how texts reflect human experiences, challenge assumptions and represent different voices and contexts.

Students will explore novels, short stories, poetry, drama and film while discussing and analysing themes, characters, language and author choices. Through creative responses, discussions and analytical writing, students will develop their interpretation, critical thinking and communication skills.

## Units of Study

- Exploring Genre
- Exploring Voice

## What can this lead to?

A background in Literature can support pathways in: Law and legal studies; Journalism and media; Teaching and education; Politics and international relations; Communications and public relations; Business and management; Marketing and advertising; Creative writing and publishing; Arts and humanities; University studies across a wide range of disciplines.

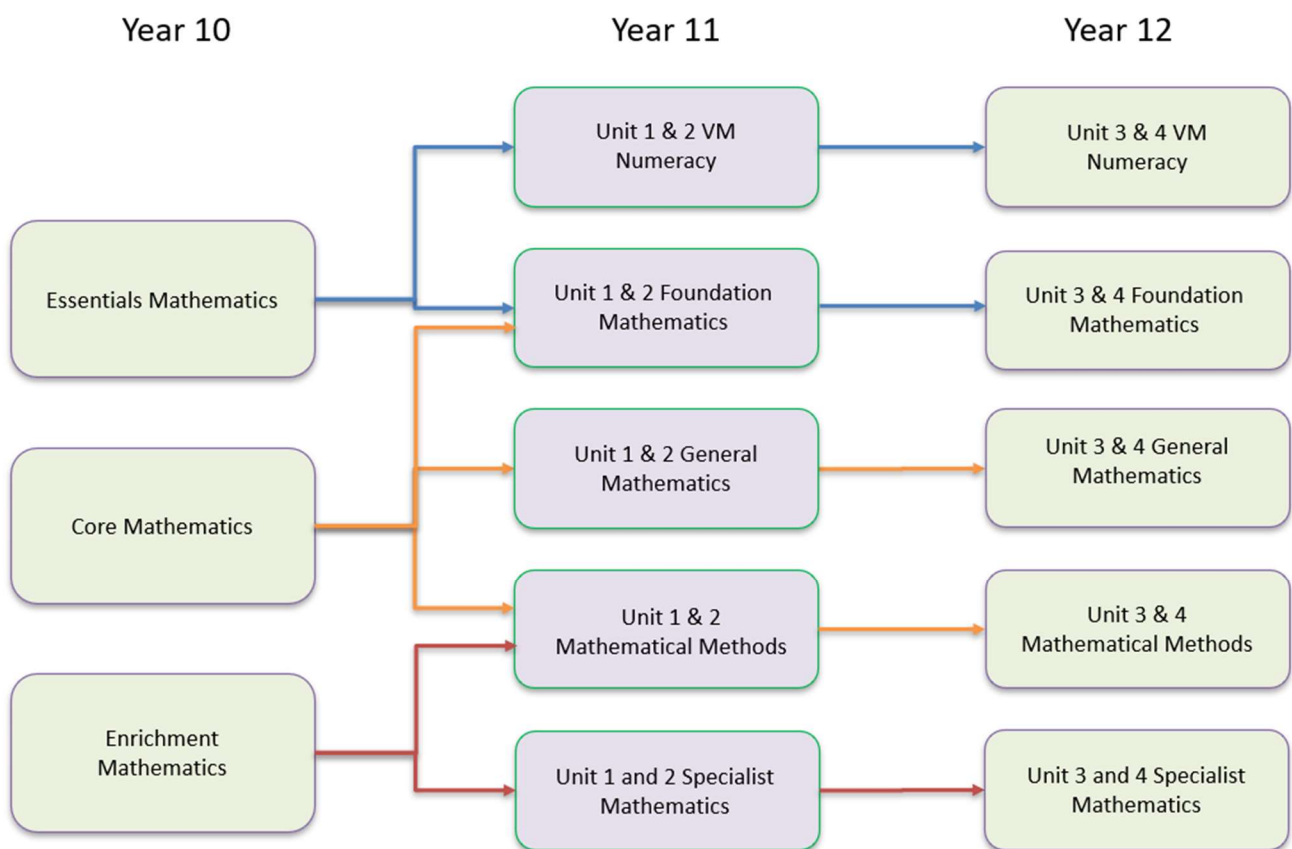
POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Literature
YEAR 11	English Units 1 & 2 Literature Units 1 & 2
YEAR 12	English Units 3 & 4 Literature Units 3 & 4

## Why choose this subject?

Literature helps students develop advanced literacy, communication, analytical and critical thinking skills through the study of a wide range of texts and ideas. Students learn to evaluate arguments, analyse language, express complex ideas clearly and engage thoughtfully with different perspectives. The subject encourages intellectual curiosity, creativity and independent thinking while providing excellent preparation for senior English studies and a wide range of university and career pathways where strong communication skills are essential.

# Mathematics

## Mathematics Subject Pathways



**Careers and Pathways  
Bullseye:**



# Essential Mathematics

## Subject overview

Year 10 Essential Mathematics extends the practical skills developed in Year 9 and focuses on using mathematics in real-world situations. Students will strengthen their understanding of financial mathematics, measurement, geometry, statistics, probability, and algebra through hands-on investigations and problem-solving activities. The course emphasises practical applications, critical thinking, and decision-making, helping students build confidence in using mathematics in everyday life, future study, and workplace settings.

## Units of Study

- Financial Math
- Measurement
- Geometry
- Statistics
- Probability
- Algebra

## What can this lead to?

A background in Essential Mathematics can lead to pathways in: Apprenticeships and traineeships; Trades and vocational education; Retail and customer service industries; Hospitality and tourism; Community and support services; Construction and manufacturing; Agriculture and horticulture; Logistics and transport; Entry-level business and administration roles; Everyday life, work and further training opportunities.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Essential Maths
YEAR 11	VM Numeracy Foundation Maths Units 1 & 2
YEAR12	VM Numeracy Foundation Maths Units 3 & 4

## Why choose this subject?

Essential Mathematics helps students develop practical numeracy, problem-solving and decision-making skills that can be applied in everyday life, the workplace and further training. The subject builds confidence in using mathematics and prepares students for a wide range of employment, apprenticeship, traineeship and vocational education pathways.

# Core Mathematics

## Subject overview

Year 10 Core Mathematics allows students to build on their knowledge of numbers, algebra, function, geometry and statistics. Students will engage in a range of approaches to mathematics and develop their fluency in concepts, procedures and processes by utilising reasoning skills, problem-solving and exploring connections between mathematics concepts. The fundamental mathematics skills you learn in this class will be useful in your daily life in the real world, regardless of the career path you choose to take and will provide rewarding learning opportunities.

## Units of Study

- Trigonometry
- Algebra
- Irrational Real Numbers
- Linear Relationships
- Quadratic Equations
- Non-Linear Relationships
- Geometry
- Measurement
- Statistics
- Coding

## What can this lead to?

A background in Core Mathematics can lead to pathways in: Business and administration; Trades and apprenticeships; Health and community services; Retail and customer service industries; Hospitality and tourism; Construction and manufacturing; Sport and recreation industries; Logistics and transport; A wide range of university, TAFE and employment pathways.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Core Maths
YEAR 11	VM Numeracy Foundation Maths Units 1 & 2 General Maths Units 1 & 2
YEAR 12	VM Numeracy Foundation Maths Units 3 & 4 General Maths Units 3 & 4

## Why choose this subject?

Core Mathematics helps students develop practical numeracy, analytical and problem-solving skills that can be applied in everyday life, further study and the workplace. Students learn how to interpret and analyse data, manage finances, use mathematical technology and solve real-world problems with confidence. These skills are highly valued across a wide range of careers and pathways, particularly in business, trades, health, hospitality, community services and vocational education.

# Enrichment Mathematics

## Subject overview

Year 10 Enrichment Mathematics explores the concepts covered in Year 10 Core Mathematics and expands upon them to provide students with deeper understanding of the content covered. In this subject, students will be challenged to expand their knowledge of algebra, measurement, statistics and a range of other mathematical concepts, through theory tasks and investigations. By completing this subject, students are developing key knowledge and skills to pick Mathematical Methods as a VCE subject.

## Units of Study

- Trigonometry
- Algebra
- Irrational Real Numbers
- Linear Relationships
- Quadratic Equations
- Non-Linear Relationships
- Geometry
- Measurement
- Statistics
- Coding

## What can this lead to?

A background in Enrichment Mathematics can lead to pathways in: Engineering (civil, mechanical, electrical, aerospace and software); Mathematics and statistics; Data science and analytics; Computer science and information technology; Actuarial studies; Economics and finance; Physics and other sciences; Architecture and design; Medicine and health sciences; Research and academic careers; Check [VTAC Course Search](#) for prerequisite information.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Enrichment Mathematics
YEAR 11	General Maths Units 1 & 2 Maths Methods Units 1 & 2 Specialist Units 1 & 2
YEAR 12	General Maths Units 3 & 4 Maths Methods Units 3 & 4 Specialist Units 3 & 4

## Why choose this subject?

Enrichment Mathematics is designed for students who enjoy being challenged and want to extend their mathematical thinking beyond the standard curriculum. It helps students develop strong analytical, logical and problem-solving skills through investigating complex mathematical concepts and applying them to real-world situations. Students learn to think critically, interpret data, identify patterns and communicate mathematical reasoning clearly. The subject builds resilience, precision and confidence when tackling challenging problems. These skills are highly valued in many university pathways and careers, particularly in engineering, science, technology, health, business, finance and data-related fields.



# Music

## Subject overview

In year 10 Music students will be provided with more opportunities to perform, in a variety of settings. Students will explore both band performances and solo performances, both critical to refine instrumental technique and respond to their peers in a band setting by developing their listening skills, teamwork and communication skills.

Students will explore digital composition, and begin manipulating sounds to communicate perspective, mood and character through their compositions. Expanding on previous years, students will continue to analyse music, with a focused lens on cultural music through a variety of contexts. Students will continue to expand their music theory knowledge and aural skills.

## Units of Study

- Band Performance
- Digital Compositions
- Solo Performance
- Musicianship Skills

### What can this lead to?

A background in Music can lead to pathways in: Music performance and composition; Sound production and audio engineering; Music teaching and education; Performing arts and entertainment industries; Songwriting and music production; Event and arts management; Film, television and media production; Community arts and cultural programs; Music therapy.

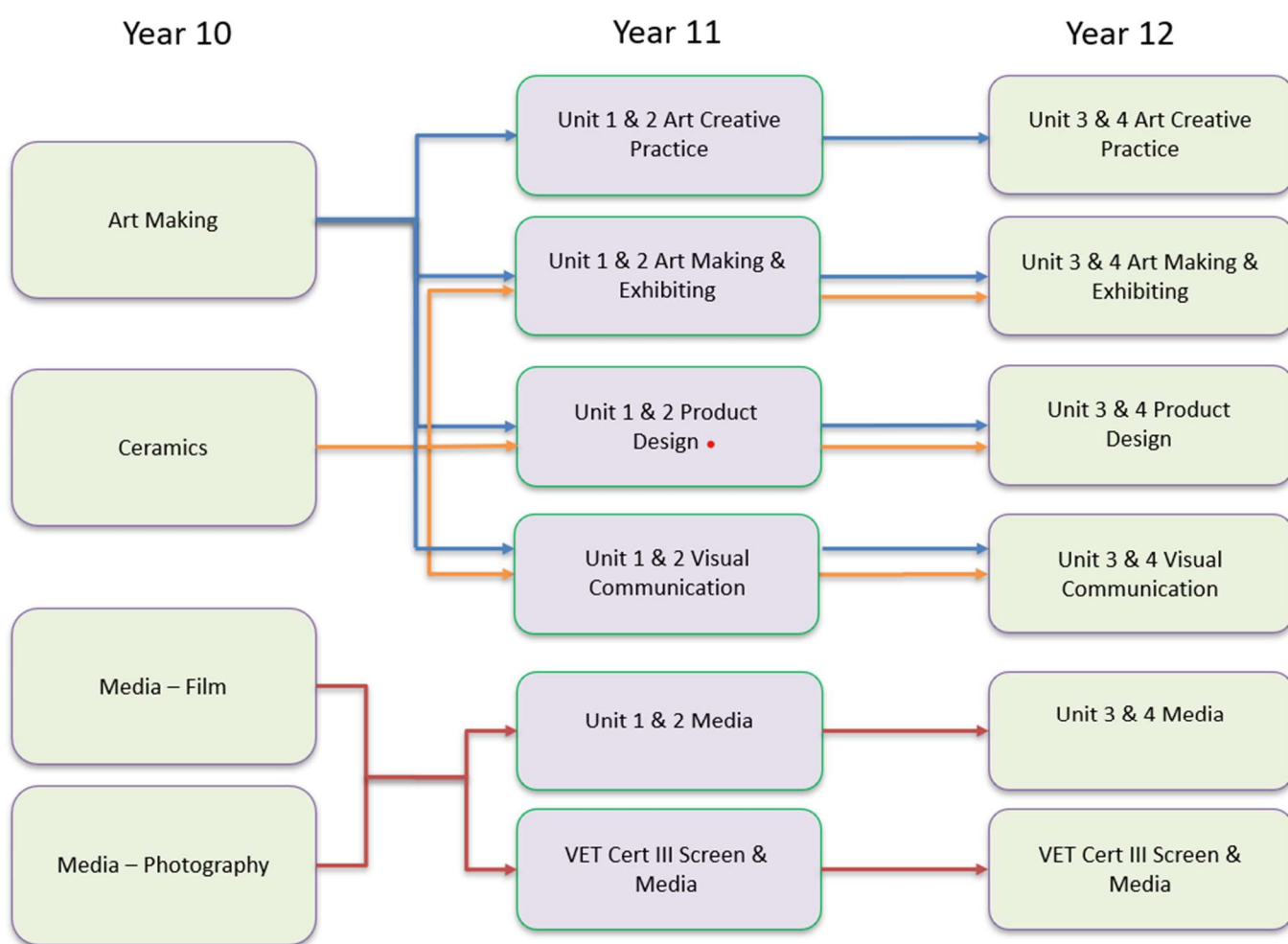
POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Music
YEAR 11	Music Units 1 & 2 VET Certificate III in Music (Performance) VET Certificate III in Music (Sound Production)
YEAR 12	Music Contemporary Performance Units 3 & 4 Music Repertoire Performance Units 3 & 4 VET Certificate III in Music (Performance) VET Certificate III in Music (Sound Production)

### Why choose this subject?

Music helps students develop strong creativity, communication, teamwork and problem-solving skills through performing, composing and analysing music. Students build confidence, discipline and self-expression while learning to work collaboratively and think creatively. These skills are highly valued in many university pathways and careers, particularly in the creative arts, education, media, entertainment and communication industries.

# The Arts

## Visual Arts Subject Pathways



**Careers and Pathways**  
**Bullseye:**



# Art Making

## Subject overview

In Art Making, students develop and refine their artistic practice by exploring and generating creative ideas, experimenting with a wide range of materials, techniques, processes, and technologies, and creating artworks that communicate personal, cultural, social, or conceptual meaning. Through different art form projects and practical tasks, students investigate how artists use visual language, artistic conventions, and presentation methods to engage audiences and express ideas effectively. They analyse and reflect on their own artworks and the work of others, considering historical, contemporary, and cultural influences on artistic practice. Students also develop problem-solving, critical thinking, and visual communication skills while planning, presenting, and evaluating artworks for different purposes and audiences.

## Units of Study

- Charcoal Portrait
- Water Colour Still Life
- Pop Art Collage
- Acrylic Paint Landscape

## What can this lead to?

A background in Art Making can lead to pathways in: Fine Arts and Visual Arts; Graphic Design and Illustration; Animation and Digital Arts; Photography; Fashion and Textile Design; Interior and Industrial Design; Arts Education and Teaching; Gallery, Museum and Curatorial Work; Creative Industries and Media; Freelance Art Practice and Creative Entrepreneurship.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Art Making
YEAR 11	Art Making & Exhibiting Units 1 & 2 Art Creative Practice Units 1 & 2 Product Design & Technologies Units 1 & 2 Visual Communication Design Units 1 & 2
YEAR 12	Art Making & Exhibiting Units 3 & 4 Art Creative Practice Units 1 & 2 Product Design & Technologies Units 3 & 4 Visual Communication Design Units 3 & 4

## Why choose this subject?

Art Making helps students develop strong creativity, visual communication, critical thinking and problem-solving skills through the creation and presentation of artworks. Students learn how to generate and refine ideas, experiment with a range of materials and techniques, evaluate their own work and respond to feedback. They also gain an understanding of how artworks are displayed and interpreted in galleries and exhibitions. These skills are highly valued in many university pathways and careers, particularly in the arts, design, media, education and creative industries.

# Ceramics

## Subject overview

In Year 10 Ceramics, students develop and refine their artistic practice by exploring and generating creative ideas, experimenting with a wide range of clays and glazes, techniques, processes, and technologies, and creating ceramic artworks that communicate personal, cultural, social, or conceptual meaning. Through different ceramics projects and practical tasks, students investigate how ceramic artists use visual language, artistic conventions, and presentation methods to engage audiences and express ideas effectively. They analyse and reflect on their own ceramic artworks and the work of others, considering historical, contemporary, and cultural influences on ceramic practice. Students also develop problem-solving, critical thinking, and visual communication skills while planning, presenting, and evaluating ceramic artworks for different purposes and audiences.

## Units of Study

- Folio Preparation
- Wheel throwing
- Ceramic jewellery
- Ceramic exhibition

## What can this lead to?

A background in Ceramics can lead to pathways in: Fine arts and visual arts; Ceramic design and production; Industrial and product design; Sculpture and contemporary art; Arts education and teaching; Interior design and decorative arts; Creative industries and entrepreneurship; Gallery and museum work; Community arts programs; Craft and small business ownership.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Ceramics
YEAR 11	Art Making & Exhibiting Units 1 & 2 Product Design & Technologies Units 1 & 2 Visual Communication Design Units 1 & 2
YEAR 12	Art Making & Exhibiting Units 3 & 4 Product Design & Technologies Units 3 & 4 Visual Communication Design Units 3 & 4

## Why choose this subject?

Ceramics helps students develop strong creativity, patience, problem-solving and fine motor skills through the design and creation of three-dimensional artworks. Students learn how to plan, experiment, refine ideas and respond to challenges throughout the creative process. They also develop persistence, attention to detail and confidence in expressing their ideas through visual art. These skills are highly valued in many university pathways and careers, particularly in the arts, design, education and creative industries.

# Media – Film

## Subject overview

In Year 10, students explore how media can shape ideas, perspectives and meaning for different audiences. They analyse and evaluate the ways media artists from different cultures, times and contexts construct representations through media arts works, including the contributions of Aboriginal and Torres Strait Islander creators and producers. Students develop practical production skills using media technologies, languages and processes to create their own media works across a range of genres and styles. They reflect on their creative decisions and consider how media can both celebrate and challenge perspectives of Australian identity and contemporary society.

## Units of Study

- Purposeful Media
- Post Production
- The Critic

### What can this lead to?

A background in Media can lead to pathways in: Film and television production; Journalism and communications; Digital media and content creation; Photography and videography; Advertising and marketing; Graphic design and creative industries; Public relations and social media management; Animation and multimedia production; Broadcasting and radio.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Media - Film
YEAR 11	Media Units 1 & 2 VET Certificate III in Screen & Media
YEAR 12	Media Units 3 & 4 VET Certificate III in Screen & Media

### Why choose this subject?

Media - Film helps students develop strong creativity, communication, collaboration and critical thinking skills through designing and producing media content. Students learn how to plan projects, use digital technologies, analyse media messages and communicate ideas effectively to different audiences. These skills are highly valued in many university pathways and careers, particularly in media, communications, marketing, design and creative industries.

# Media – Photography

## Subject overview

In Year 10 Photography, students explore how images shape ideas and construct visual narratives to challenge or celebrate societal perspectives. Over two terms, students develop practical production skills across three continuous phases: mastering DSLR mechanics through the manual control of shutter speed, aperture, and ISO to produce experimental portfolios; brainstorming and shooting narrative-driven conceptual photographs; and utilizing digital editing software to refine. In year 10 Photography, students explore how images shape ideas and construct visual narratives to challenge or celebrate societal perspectives. Over two terms, students develop practical production skills across three continuous phases: mastering DSLR mechanics through the manual control of shutter speed, aperture, and ISO to produce experimental portfolios; brainstorming and shooting.

## Units of Study

- Technical Mastery
- Conceptual Production
- Photo Editing

### What can this lead to?

A background in Media - Photography can lead to pathways in: Film and television production; Journalism and communications; Digital media and content creation; Photography and videography; Advertising and marketing; Graphic design and creative industries; Public relations and social media management; Animation and multimedia production; Broadcasting and radio.

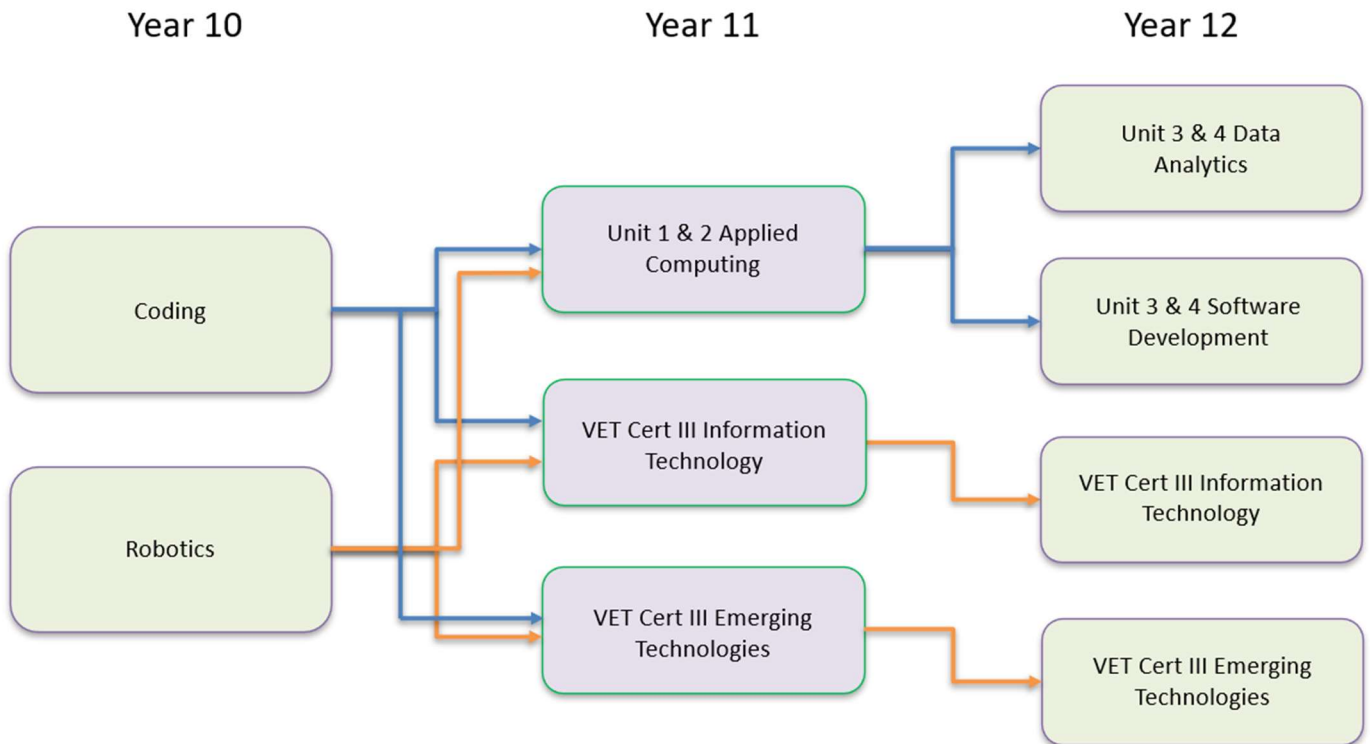
POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Media - Photography
YEAR 11	Media Units 1 & 2 VET Certificate III in Screen & Media
YEAR 12	Media Units 3 & 4 VET Certificate III in Screen & Media

### Why choose this subject?

Media helps students develop strong creativity, communication, collaboration and critical thinking skills through designing and producing media content. Students learn how to plan projects, use digital technologies, analyse media messages and communicate ideas effectively to different audiences. These skills are highly valued in many university pathways and careers, particularly in media, communications, marketing, design and creative industries.

# Technology

## Digital Technology Subject Pathways



**Careers and Pathways  
Bullseye:**



# Digital Technology: Coding

## Subject overview

In Coding, students will develop their understanding of programming across a variety of different languages and contexts.

Through this subject, students will continue to refine their understanding of how to design programs to suit the needs of a variety of consumers, in addition to designing programs that can run with or without user input.

Students will explore coding from both a front and back-end development perspective, specifically focusing on how to develop programs that promote positive user experience (UX).

Students will develop active problem-solving skills as they attempt to design programs that can work across platforms and environments, in addition to scaling these programs to work in wider real-world contexts.

## Units of Study

- Visualising Data
- Programming in the real world
- Cybersecurity

## What can this lead to?

A background in Digital Technology can lead to pathways in: Software development and programming; Computer science; Cybersecurity; Data science and analytics; Artificial intelligence and machine learning; Game development; Web and mobile app development; Information technology and network administration; Systems engineering; Digital innovation and technology industries.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Digital Technology: Coding
YEAR 11	Applied Computing Units 1 & 2 VET Certificate III in Emerging Technologies VET Certificate III in Information Technology
YEAR 12	Applied Computing: Data Analytics Units 3 & 4 Applied Computing: Software Development Units 3 & 4 VET Certificate III in Emerging Technologies VET Certificate III in Information Technology

## Why choose this subject?

Digital Technology: Coding helps students develop strong computational thinking, problem-solving, logical reasoning and analytical skills through designing, creating and testing digital solutions. Students learn how to break down complex problems, write and evaluate code, work collaboratively on projects and think creatively to develop innovative solutions. The subject encourages persistence, attention to detail and adaptability while building skills that are highly valued in many university pathways and careers, particularly in technology, engineering, business, science and the rapidly growing digital industries.

# Digital Technology: Robotics

## Subject overview

In Robotics, students will look at how Robotics and Electronics intertwine. Students will look at how key principles of robotics are used across a variety of different real-life contexts, in addition to developing their understanding of engineering principles and design.

In addition to this, students will examine how computers and networks work and how robotics and automation are an ever-developing part of the modern digital landscape.

## Units of Study

- Robotics and Design
- How systems work
- The future of robotics

## What can this lead to?

A background in Robotics can lead to pathways in: Robotics engineering; Mechatronics engineering; Mechanical, electrical and electronic engineering; Automation and advanced manufacturing; Software development and programming; Artificial intelligence and machine learning; Aerospace and defence industries; Computer science and information technology; Industrial design and product development; Research and emerging technology industries.

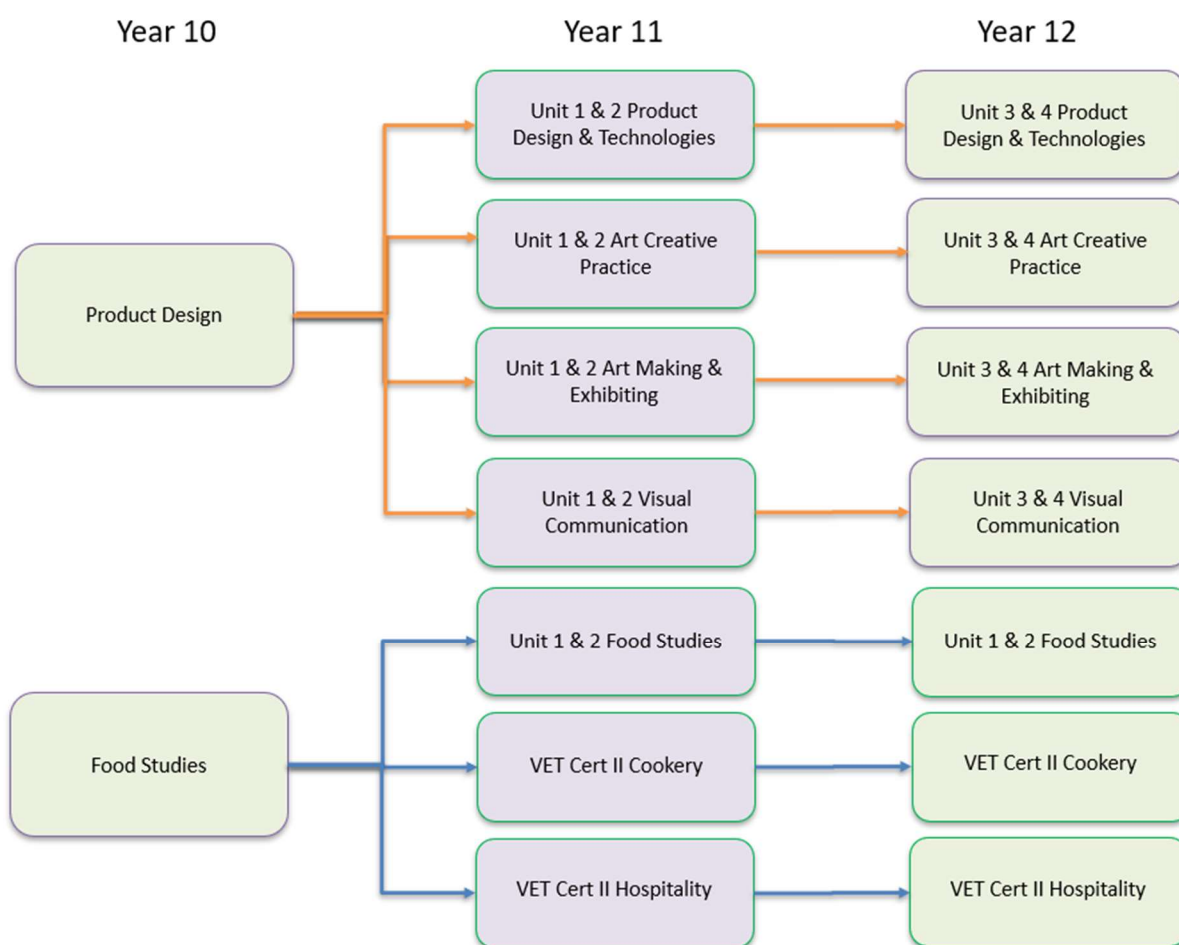
POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Digital Technology: Robotics
YEAR 11	Applied Computing Units 1 & 2 VET Certificate III in Emerging Technologies VET Certificate III in Information Technology
YEAR 12	Applied Computing: Data Analytics Units 3 & 4 Applied Computing: Software Development Units 3 & 4 VET Certificate III in Emerging Technologies VET Certificate III in Information Technology

## Why choose this subject?

Digital Technology: Robotics helps students develop strong problem-solving, analytical, technical and teamwork skills through designing, building and programming robotic systems. Students learn how mechanical, electronic and software components work together to create automated solutions, while applying creativity and critical thinking to real-world challenges. The subject encourages innovation, resilience and project-based learning, helping students build skills that are highly valued in many university pathways and careers, particularly in engineering, technology, manufacturing, computing and emerging industries.

# Technology

## Design Technology Subject Pathways



**Careers and Pathways**  
**Bullseye:**



# Design Technology: Product Design

## Subject overview

Product Design is about learning how to design and make products that solve real problems. In Year 10, students build skills in sketching ideas, using tools and materials safely, creating products, and explaining their design decisions. They learn how to follow the design process — researching, planning, making, testing, and improving their work. Students also explore sustainability, teamwork, and modern technologies. The main goal is to help students become confident, creative, and independent designers who can develop practical products for real users.

## Units of Study

- The Design Process
- Redesigning product failures
- Collaborative project
- Self-design project

## What can this lead to?

A background in Product Design and Technology can lead to pathways in: Industrial and product design; Engineering and manufacturing; Architecture and building design; Construction and trade industries; Furniture design and cabinet making; Interior and spatial design; Graphic and digital design; Project management; Advanced manufacturing and technology industries.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Product Design
YEAR 11	Product Design & Technologies Units 1 & 2 Art Making & Exhibiting Units 1 & 2 Art Creative Practice Units 1 & 2 Visual Communication Design Units 1 & 2
YEAR 12	Product Design & Technologies Units 3 & 4 Art Making & Exhibiting Units 3 & 4 Art Creative Practice Units 1 & 2 Visual Communication Design Units 3 & 4

## Why choose this subject?

Product Design and Technology helps students develop strong creativity, practical problem-solving, project management and design thinking skills through the process of researching, designing, producing and evaluating products. Students learn how to generate ideas, work with a range of materials and technologies, manage projects and respond to real-world design challenges. The subject encourages innovation, critical thinking and attention to detail while developing skills that are highly valued in many university pathways and careers, particularly in design, engineering, manufacturing, architecture, construction and technology industries.

# Design Technology: Food Studies

## Subject overview

In Food Studies, students learn how to apply knowledge of the sensory and functional properties of food, along with the nutrition principles required to assist in the selection and preparation of food. They do this through the design and preparation of food for specific purposes and consumers. They also develop understandings of contemporary technology-related food issues considering ethical factors, including sustainability in food systems. Students explore issues such as food security within Australia, food wastage, food packaging, ultra-processed foods and food transport. Through theoretical and practical sessions, students develop essential skills in analysis, problem-solving, and communication, preparing them for further studies in Units 1-4 in VCE Food Tech.

## Units of Study

- Food Ethics
- Food Sustainability
- Food Security in Australia
- Food Packaging
- Food Labelling
- Nutritional Knowledge

## What can this lead to?

A background in Food Studies can lead to pathways in: Nutrition and dietetics; Hospitality and commercial cookery; Food science and technology; Health sciences; Catering and event management; Public health and community health; Food product development; Agriculture and food production; Hospitality management; Teaching and education.

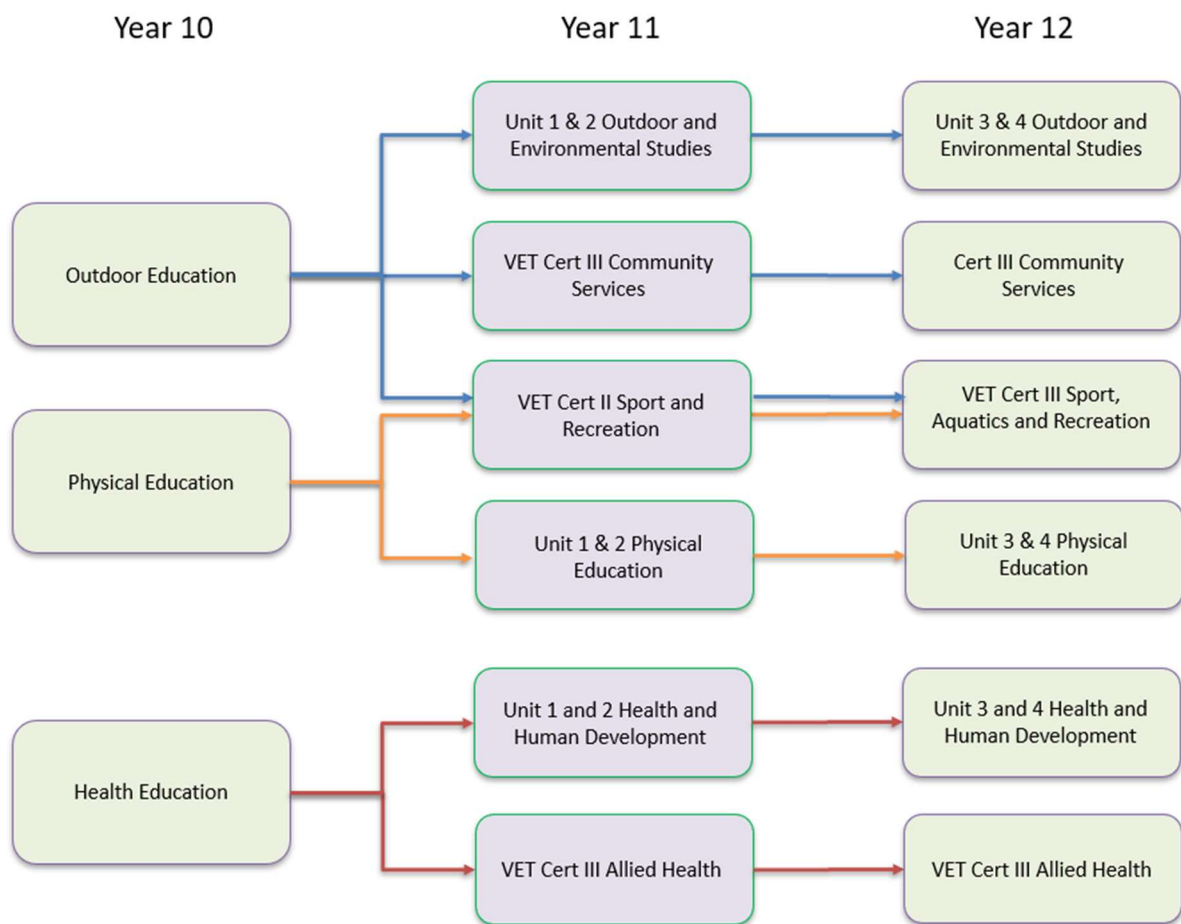
POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Food Studies
YEAR 11	Food Studies Units 1 & 2 VET Certificate II in Cookery VET Certificate II in Hospitality & Certificate II in Cookery (dual program)
YEAR 12	Food Studies Units 3 & 4 VET Certificate II in Cookery VET Certificate II in Hospitality & Certificate II in Cookery (dual program)

## Why choose this subject?

Food Studies helps students develop strong practical, organisational, problem-solving and decision-making skills through planning, preparing and evaluating food products. Students learn about nutrition, food safety, sustainability and the factors that influence food choices in society. The subject encourages creativity, teamwork and critical thinking while building valuable life skills and preparing students for a wide range of universities, vocational and career pathways in health, hospitality, food science and community services.

# Health & Physical Education

## Subject Pathways



### Careers and Pathways

**Bullseye:**



# Health Education

## Subject overview

Within year 10 health, students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to situations in the home, in the school and the community. Through undertaking these learning opportunities, students build their knowledge and skills to be healthy, active and responsible members of their respective communities.

## Units of Study

- Relationships, self and others
- Health and Wellbeing
- Health Skills in the Real World

## What can this lead to?

A background in Health Education can lead to pathways in: Public health and health promotion; Social work and community services; Psychology and counselling; Nutrition and dietetics; Health science and research; Education and teaching; Government and health policy roles; Allied health practices

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Health Education
YEAR 11	Health & Human Development Units 1 & 2 VET Certificate III in Allied Health Assistance (Partial)
YEAR 12	Health & Human Development Units 3 & 4 VET Certificate III in Allied Health Assistance (Partial)

## Why choose this subject?

Health Education helps students develop strong research, analytical, communication and critical thinking skills through investigating health issues and exploring factors that influence wellbeing. Students learn how to interpret data, evaluate health information and understand the role individuals, communities and governments play in improving health outcomes. The subject encourages informed decision-making and a deeper understanding of human development, while preparing students for a wide range of university pathways and careers in health, education, community services and the social sciences.

# Outdoor Education

## Subject overview

Year 10 Outdoor and Environmental Studies builds directly on the Year 9 program, where students explored environments, recreation, and human impacts on natural settings. This subject extends that learning by developing a more analytical and evaluative understanding of outdoor environments, sustainable use, and responsible participation in outdoor recreation.

Aligned with the Victorian Curriculum F–10 (VicCurric 2.0), particularly the Health and Physical Education strand and Personal and Social Capability, students investigate how environmental systems function, and how humans interact with and influence these systems, and how sustainable practices can be implemented in outdoor contexts.

Students also develop leadership, teamwork, decision-making, and risk management skills through both theoretical inquiry and practical outdoor experiences. The subject emphasises environmental responsibility, critical thinking, and the ability to evaluate and propose solutions to real-world environmental challenges.

## Units of Study

- Systems of the Natural World
- Adventure, Leadership and Risk
- Humans and the Future of Our Environment

### What can this lead to?

A background in Outdoor Education can lead to pathways in: Outdoor education and recreation; Environmental science and conservation; Parks and wildlife management; Adventure tourism and ecotourism; Fitness, health and wellbeing industries; Teaching and education; Environmental sustainability and land management; Community and youth work; Sport and recreation management.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Outdoor Education
YEAR 11	Outdoor and Environmental Studies Units 1 & 2 VET Certificate III in Community Services (partial) VET Certificate II in Sport & Recreation & Certificate III in Sport, Aquatics and Recreation [DUAL PROGRAM]
YEAR 12	Outdoor and Environmental Studies Units 3 & 4 VET Certificate III in Community Services (partial) VET Certificate II in Sport & Recreation & Certificate III in Sport, Aquatics and Recreation [DUAL PROGRAM]

### Why choose this subject?

Outdoor Education helps students develop strong leadership, teamwork, communication and problem-solving skills through practical outdoor experiences and environmental investigations. Students learn resilience, independence, planning and decision-making while developing a greater understanding of sustainability and the natural environment. These skills are highly valued in many university pathways and careers, particularly in education, environmental science, recreation, tourism, health and community services.

# Physical Education

## Subject overview

Throughout Physical Education in Year 10, students develop their knowledge and skills to propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity plays in health and wellbeing and health, and plan appropriate interventions to improve the health, happiness, and physical activity of their communities.

## Units of Study

- Body Systems
- Body in Motion
- Physical Activity for Life

## What can this lead to?

A background in Physical Education can lead to pathways in: Sports science and exercise science; Physiotherapy and allied health; Personal training and fitness industries; Teaching and physical education; Coaching and sports development; Recreation and leisure management; Health promotion and wellbeing; Occupational therapy and rehabilitation; Nutrition and health sciences; Professional sport and athletic performance;

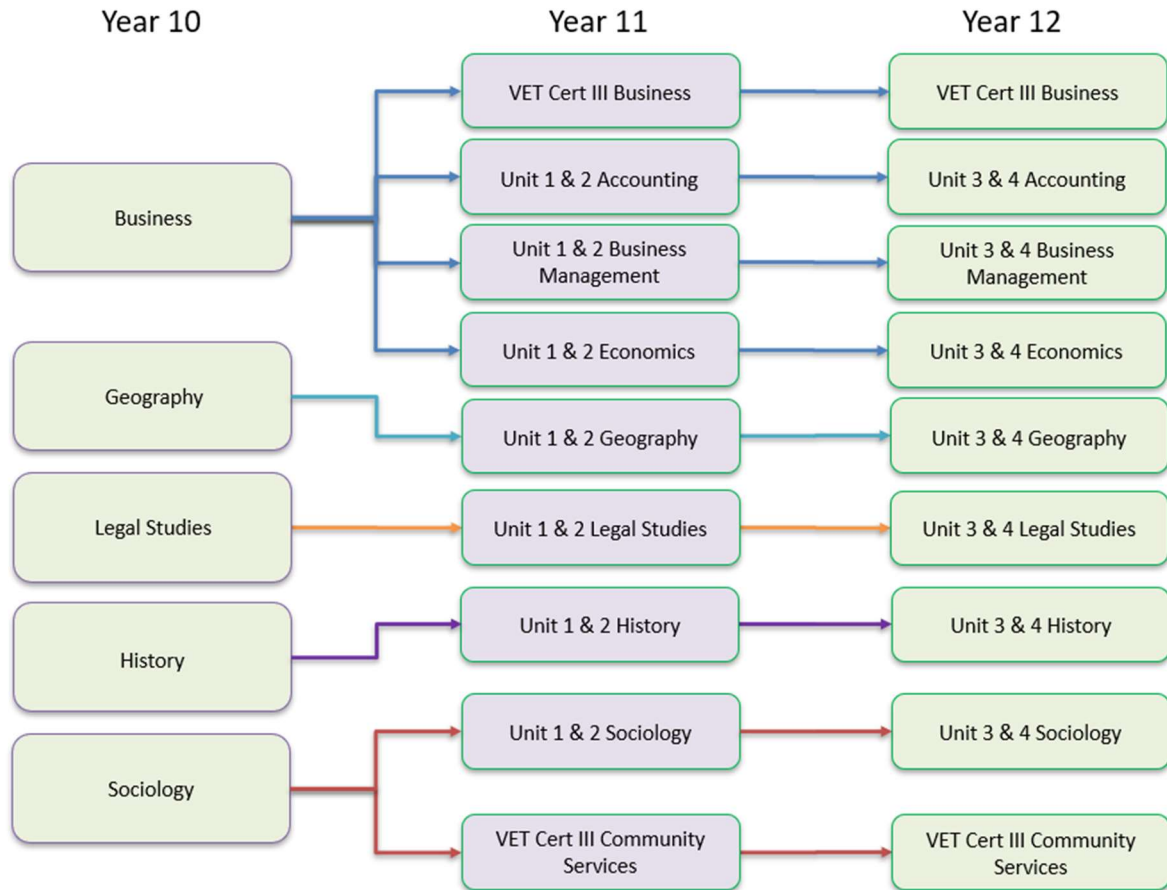
POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Physical Education
YEAR 11	Physical Education Units 1 & 2 VET Certificate II in Sport & Recreation & Certificate III in Sport, Aquatics and Recreation [DUAL PROGRAM]
YEAR 12	Physical Education Units 3 & 4 VET Certificate II in Sport & Recreation & Certificate III in Sport, Aquatics and Recreation [DUAL PROGRAM]

## Why choose this subject?

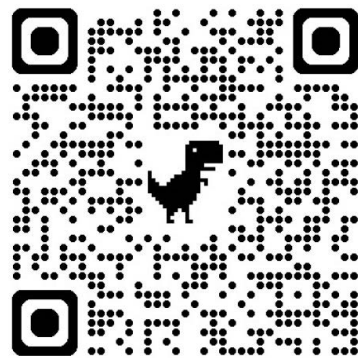
Physical Education helps students develop strong teamwork, leadership, communication and problem-solving skills through practical activities and the study of human performance. Students learn how the body responds to exercise, how to improve performance and how physical activity contributes to overall health and wellbeing. These skills are highly valued in many university pathways and careers, particularly in health, sport, fitness, education and recreation industries.

# Humanities

## Subject Pathways



Careers and Pathways  
Bullseye



# Business

## Subject overview

Year 10 Business gives students the opportunity to explore how the economy works and how government decisions impact people, businesses and Australia's future. Students investigate economic policy, living standards, international trade and Australia's role in the global economy. Through research, data analysis and source investigation, students develop critical thinking and real-world skills that help them better understand the world around them.

## Units of Study

- Economic policy
- Economic performance
- International trade
- Australian economy (small and large business within Australia)
- Living standards
- Accounting
- Introduction to VCE Business Management

## What can this lead to?

A background in Business can lead to pathways in: Business and commerce; Marketing and advertising; Human resources and management; Entrepreneurship and small business ownership; Accounting and finance; Retail and customer service industries; Project and event management; Hospitality and tourism management; Economics and international business; Administration and leadership roles.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Business
YEAR 11	Accounting Units 1 & 2 Business Management Units 1 & 2 Economics Units 1 & 2 VET Certificate III in Business
YEAR 12	Accounting Units 3 & 4 Business Management Units 3 & 4 Economics Units 3 & 4 VET Certificate III in Business

## Why choose this subject?

Business helps students develop strong communication, teamwork, leadership and problem-solving skills through analysing real business situations and decision-making processes. Students learn how businesses adapt to change, manage people and resources, and respond to challenges in a competitive environment. These skills are highly valued in many university pathways, apprenticeships and careers, particularly in business, management, marketing, finance and customer service industries.

# Geography

## Subject overview

Year 10 Geography expands on students' knowledge about the relationship between people, places, and environments in Australia and around the world. Students learn about environmental and human geography. In environmental geography, students explore the ways that humans change the environment and manage it so that future generations can have the same experience. Human geography explores the different experiences of people around the world to help explain why people have different levels of health, economic, and political wellbeing. Students will have the opportunity to hone geographical skills including using maps and data to make judgements, describing patterns around the world, using scale to interpret different aspects of the world, and investigate real-life case studies to support judgements.

## Units of Study

- Environmental Management
- Human Wellbeing

## What can this lead to?

A background in Geography can lead to pathways in: Environmental science and sustainability; Urban and regional planning; Climate science and meteorology; Tourism and international studies; Conservation and natural resource management; Emergency management and disaster response; Geospatial technology and mapping; Teaching and education; Agriculture and land management; Government, community and environmental policy roles.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Geography
YEAR 11	Geography Units 1 & 2
YEAR 12	Geography Units 3 & 4

## Why choose this subject?

Geography helps students develop strong research, analytical and problem-solving skills through investigating real-world environmental and social issues. Students learn how to interpret data, analyse trends, conduct fieldwork and think critically about global challenges and sustainable solutions. These skills are highly valued in many university pathways and careers, particularly in environmental science, planning, education, tourism, government and community services.

# History

## Subject overview

In Year 10 History, students investigate key changes in Australia and the wider world since 1945 through two connected units: the struggle for Aboriginal and Torres Strait Islander peoples' rights and freedoms, and Australia's role in an increasingly globalised world. Students explore how individuals, groups and governments have responded to injustice, conflict, and global change, and evaluate the extent to which society has changed over time.

The course examines significant movements such as Indigenous activism, the Freedom Ride, land rights, and reconciliation, alongside global developments including Australia's changing place in the world and the rise of modern terrorism and global security challenges.

## Units of Study

- Aboriginal and Torres Strait Islander Peoples right and freedom (1938-present)
- The globalising World (1945-Present)

## What can this lead to?

A background in History can lead to pathways in: Teaching and education; Law and legal studies; Journalism and media; Politics and international relations; Archaeology and museum studies; Public policy and government; Writing, publishing and communications; Sociology and social sciences; Tourism and cultural heritage industries; Research and academic careers.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	History
YEAR 11	History Units 1 & 2
YEAR 12	History Units 3 & 4

## Why choose this subject?

History helps students develop strong research, analytical, communication and critical thinking skills through investigating past events and evaluating evidence from different perspectives. Students learn how to construct arguments, analyse sources, write clearly and think independently about complex issues. These skills are highly valued in many university pathways and careers, particularly in law, education, journalism, politics, communications and the social sciences.

# Legal Studies

## Subject overview

Legal Studies provides students with an introduction to the Australian Legal System and the way in which laws operate in society. Students will develop the ability to analyse real life cases, to understand legal terminology and ideas, and apply their knowledge of theoretical concepts. The subject explores the role of courts, parliament and Australia's engagement with international legal bodies such as the ICC. Year 10 Legal Studies engages with Victorian Curriculum for Civics and Citizenship. This subject will be an introduction to key areas for the VCE subject - Legal Studies.

## Units of Study

- How do the courts work?
- The limits of sovereignty

## What can this lead to?

A background in Legal Studies can lead to pathways in: Law and legal practice; Criminology and criminal justice; Policing and law enforcement; Politics and government; Human rights and advocacy; Social work and community services; Public policy and international relations; Business and corporate compliance; Journalism and media; Public administration and regulatory roles.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Legal Studies
YEAR 11	Legal Studies Units 1 & 2
YEAR 12	Legal Studies Units 3 & 4

## Why choose this subject?

Legal Studies helps students develop strong analytical, communication and critical thinking skills through examining legal cases, interpreting laws and evaluating different perspectives on justice and fairness. Students learn how to research information, construct evidence-based arguments and understand the impact of laws on individuals and society. These skills are highly valued in many university pathways and careers, particularly in law, politics, policing, business, government and community services.

# Sociology

## Subject overview

Sociology is the study of society, culture, human behaviour, social relationships, and the ways social practices influence everyday life. Students will explore topics such as culture, identity, social groups, inequality, social movements, work, technology, and the changing nature of Australia's society.

Analytical, research and communication skills will be employed in this subject. Students will build critical thinking skills by evaluating social issues and applying sociological concepts to real world contexts. This subject will build skills in analysing sources such as statistics, media, and other studies to help students understand identity, inequality, work, and social change in modern society

## Units of Study

- Understanding Society and Identity
- Inequality and Social Change
- Sociology of Work

## What can this lead to?

A background in Sociology can lead to pathways in: Social work and community services; Psychology and counselling; Criminology and criminal justice; Teaching and education; Human resources and workplace relations; Journalism and media; Politics and public policy; Youth work and welfare services; Research and social sciences.

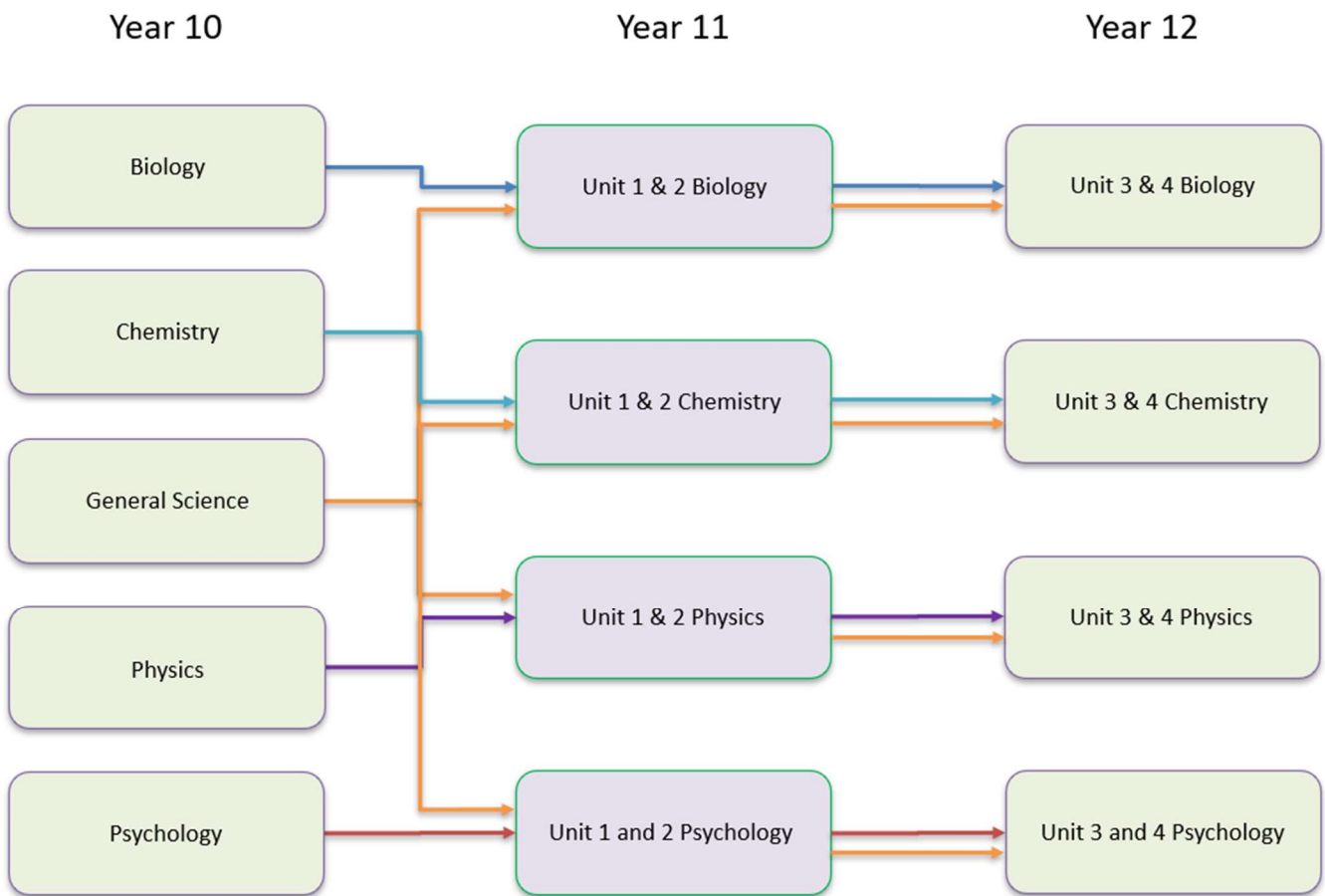
POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Sociology
YEAR 11	Sociology Units 1 & 2 VET Certificate III in Community Services (partial)
YEAR 12	Sociology Units 3 & 4 VET Certificate III in Community Services (partial)

## Why choose this subject?

Sociology helps students develop strong research, communication, analytical and critical thinking skills through examining social issues and understanding different perspectives. Students learn how to interpret data, evaluate evidence, discuss complex ideas and analyse the ways society influences individuals and communities. These skills are highly valued in many university pathways and careers, particularly in social sciences, education, community services, government, media and human services.

# Science

## Subject Pathways



**Careers and Pathways  
Bullseye:**



# Biology

## Subject overview

Year 10 Biology will explore how living organisms reproduce, inherit traits and evolve over time. Students will learn about topics such as reproduction, genetics and evolution, while developing important scientific inquiry and communication skills. Students will analyse real-world biological concepts including DNA, inheritance patterns, mutations, biodiversity and adaptations of Australian animals. Practical activities, models, research investigations and scientific data analysis will help students build their understanding of how biology connects to everyday life and future scientific developments.

## Units of Study

- Reproduction
- Genetics
- Evolution

## What can this lead to?

Biology can lead to careers in health sciences such as medicine, nursing, physiotherapy, sports science and allied health. It can also support pathways into research and laboratory sciences including microbiology, biochemistry, genetics and medical research, as well as specialised fields such as veterinary science, forensic science, marine biology, ecology and environmental science.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Biology
YEAR 11	Biology Units 1 & 2
YEAR 12	Biology Units 3 & 4

## Why choose this subject?

Biology is ideal for students who are curious about living organisms, the human body, and the natural world. This subject helps students develop scientific investigation, analytical thinking and problem-solving skills while preparing them for a wide range of science, health and environmental pathways in the future.

# Chemistry

## Subject overview

Year 10 Chemistry introduces students to the fundamental principles of matter and chemical change. Students explore the organisation of the periodic table, the development of atomic theory, and how different types of bonding influence the properties of substances. They learn to identify and represent chemical reactions, apply mole concepts and stoichiometry to solve quantitative problems, and investigate factors that affect reaction rates. Through practical experiments and scientific inquiry, students develop essential skills in analysis, problem-solving, and communication, preparing them for further study in senior chemistry.

## Units of Study

- Periodic Table
- Atomic Theory
- Types of bonding
- Chemical reactions
- Rates of Reaction
- Stoichiometry
- Environmental chemistry

## What can this lead to?

Chemistry can lead to careers in medicine, pharmacy, engineering, environmental science and forensic science. It also supports pathways into research and laboratory sciences such as biochemistry, chemical engineering, biotechnology, food science and materials science.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Chemistry
YEAR 11	Chemistry Units 1 & 2
YEAR 12	Chemistry Units 3 & 4

## Why choose this subject?

Chemistry is ideal for students who are curious about how substances interact and how science explains the world around us. This subject develops analytical thinking, practical laboratory skills and problem-solving abilities while preparing students for a wide range of science, health and engineering pathways.

# General Science

## Subject overview

Are you unsure which science is your preference? Do you want to learn a little bit about everything? If your answer to these questions is yes, then General Science is for you! Over the space of one semester, you will explore a range of topics from each of our science domains; Biology, Chemistry, Physics, and Earth and Space Science. You will conduct a range of experiments and participate in practical activities that will test your understanding of the scientific method and build your general science knowledge.

*Important note: we do not recommend completing this subject at the same time as any other year 10 science subjects.*

## Units of Study

- Biology – Genetic Inheritance and Evolution
- Chemistry – The Periodic Table and Rates of Reactions
- Physics – Newton's Laws of Motion
- Earth & Space Science – Earth's Spheres

## What can this lead to?

A background in General Science can lead to pathways in: Biology, Chemistry and Physics; Environmental science; Health and medical sciences; Nursing and allied health; Engineering and technology; Agriculture and environmental management; Laboratory and technical careers; Food science and biotechnology; Education and teaching; a wide range of science, health and technology-related careers.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	General Science
YEAR 11	Biology Units 1 & 2 Chemistry Units 1 & 2 Physics Units 1 & 2 Psychology Units 1 & 2
YEAR 12	Biology Units 3 & 4 Chemistry Units 3 & 4 Physics Units 3 & 4 Psychology Units 3 & 4

## Why choose this subject?

General Science helps students develop strong observation, analytical, problem-solving and critical thinking skills through practical investigations and scientific inquiry. Students learn how to ask questions, collect and interpret evidence, evaluate information and communicate scientific ideas effectively. The subject encourages curiosity about the world around us and provides a strong foundation for further study in science, health, technology and environmental fields. These skills are highly valued across many university, vocational and career pathways.

# Physics

## Subject overview

Have you ever wondered how rockets launch into space, how electricity powers your devices, or what happens inside a black hole? In Year 10 Physics, students will explore the forces, energy, and phenomena that shape our universe through hands-on investigations, experiments, and real-world problem solving. Students will investigate motion, forces, energy, radiation, astronomy, and electricity. They will explore Newton's Laws of Motion and examine how modern technologies rely on the principles of physics. Students will explore nuclear radiation and its uses in medicine and power generation, as well as fascinating questions about the origin of the universe, stars, galaxies, and black holes. Students will examine how physics connects to everyday life, including car safety features, renewable energy technologies, household electricity systems, and Aboriginal and Torres Strait Islander scientific knowledge and innovations

## Units of Study

- Motion and Kinetic Energy
- Radiation
- Astronomy
- Electricity

## What can this lead to?

A background in Physics can lead to pathways in: Engineering (civil, mechanical, electrical, aerospace and biomedical); Medicine, radiation therapy, optometry and other health sciences; Environmental science and renewable energy industries; Aviation and aircraft maintenance engineering; Technical trades and technology industries (electronics technician, sound technician, telecommunications); Research science and physics research (postgraduate and PhD study); Data science, computing and emerging technologies; Defence, space and advanced manufacturing industries.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Physics
YEAR 11	Physics Units 1 & 2
YEAR 12	Physics Units 3 & 4

## Why choose this subject?

Physics helps students develop strong analytical, mathematical, problem-solving and critical thinking skills through practical experiments, investigations and applying theories to real-world situations. Students learn how to collect and analyse data, think logically, communicate scientific ideas and work collaboratively. These skills are highly valued across many university courses, apprenticeships and careers, particularly in science, engineering, health, technology and trade industries.

# Psychology

## Subject overview

In Year 10 Psychology, students gain skills and knowledge of how to support and maintain mental wellbeing. They examine the brain and how it enables them to interact with the world around them. Students will also identify different parts of the brain and explain their roles in influencing how they think, feel and act. Students explore scientific research methods by examining both how scientific studies are conducted in psychology, as well as planning and carrying out their own research. Students will engage in a range of activities that explore the branch of forensic psychology. Skills and knowledge acquired in this unit can be carried into VCE psychology and beyond, into fields including research psychology, forensic psychology, education, social work and sports psychology.

## Units of Study

- Conducting Research in Psychology
- Brain Structure and Function
- Mental Wellbeing
- Forensic Psychology

## What can this lead to?

A career in the field of: Psychology, Health Sciences, Education, Counselling, Sociology, Youth Work, Social Work.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Psychology
YEAR 11	Psychology Units 1 & 2 VET Certificate III in Community Services (partial)
YEAR 12	Psychology Units 3 & 4 VET Certificate III in Community Services (partial)

## Why choose this subject?

Psychology helps students develop strong communication, research, analytical and critical thinking skills through investigating human behaviour and mental processes. Students learn how to evaluate evidence, interpret research findings, understand different perspectives and apply psychological concepts to real-world situations. The subject encourages curiosity about why people think, feel and behave the way they do, while building empathy and a deeper understanding of human wellbeing. These skills are highly valued in many university pathways and careers, particularly in health, education, community services, business and the social sciences.

# Languages

## Subject Pathways

Students wishing to undertake a Language study can do so by enrolling in their chosen language at the Victorian School of Languages (VSL). VSL offers students the opportunity to study over 40 different languages. This is not offered as part of the Walcom Ngarra Secondary School program. For more information, please visit <https://www.vsl.vic.edu.au/>

Students choosing to study a language at the Victorian School of Languages may incur an additional fee.

# Vocation Education – Trade Taster

## Subject overview

This Year 10 Multi-Industry Pathway Program is delivered by AGA and provides an opportunity for students over 15 years of age to get hands-on experience to understand what working in each trade is like and gain some skills and see what suits them.

Centered on a hands-on construction project, students are guided through the stages of a basic construction job. Students will gain practical experience while building key competencies such as Teamwork, Work Health and Safety (WHS), estimation, and technical trade skills.

Throughout the semester, the program will have designated sessions where the students explore the different industries in detail and overviews of the Certificate II pre-apprenticeships, and examples of future roles of fully qualified trades people in the future. This subject requires an application to be submitted.

<https://aga.com.au/coursespagelist/year-10-multi-industry-pathway-program/>

## Why Choose the Trade Taster?

- Gain better understanding of the industry and career options
- Be motivated to continue to study / undertake further training
- Increase self-confidence, maturity, independence
- Gain specific skills related to units of competency

## What can this lead to in VCE?

- VET Building and Construction
- VET Electrotechnology
- VET Plumbing

## Additional Information

- This program is limited to FIVE students per semester
- Students will attend offsite on Friday from 9.30am to 2.30pm
- Students will need to arrange their own transport to and from Deer Park
- Students will have study sessions to complete work missed on Friday

Program Name	Unit Code	Unit Name	Unit Hours
UEE22020 - Certificate II in Electrotechnology (Career Start)	UEERE001	Apply environmentally and sustainable procedures in the energy sector	20
AUR20720 - Certificate II in Automotive	AURTTK102	Use and maintain tools and equipment in an automotive workplace	20
22614VIC - Certificate II in Building and Construction	CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	20
22614VIC - Certificate II in Building and Construction	VJ23312	Prepare for work in the building and construction industry	18
22569VIC - Certificate II in Plumbing (Pre-apprenticeship)	VJ23051	Prepare to work in the plumbing industry	20
<i>*Units of competency and courses/qualifications may change, based on changes to training package/ accredited programs and availability of resources.</i>			<b>Total</b>
			<b>98</b>

## Required Resources:

- ✓ Steel Capped Boots
- ✓ Drill cotton work pants
- ✓ Work shirt

# Appendix

- 1. Appendix 1: Entering your subjects on Griddle Choices [Instructions]**
- 2. Appendix 2: Special Provisions Application/Nomination form**
- 3. Appendix 3: VCE Early Commencement Application Form**
- 4. Appendix 4: Year 10 Trade Taster Application Form**
- 5. Appendix 5: Year 10 Course Planning Map**

Contact Us:

Website: [www.wnsc.vic.edu.au/](http://www.wnsc.vic.edu.au/)

Email: [Walcom.Ngarrawa.SC@education.vic.gov.au](mailto:Walcom.Ngarrawa.SC@education.vic.gov.au)

Phone Number: (03) 8000 6688

Address: 20 Frome Crescent Werribee 3030

Postal Address: 20 Frome Crescent Werribee 3030

Office Hours: 8:00am to 4:00pm

# Special Provision Application/Nomination Form

Timely submission of this form and accompanying medical report, or other evidence, is very important. Please complete both pages of this form and submit it to the College.

PERSONAL DETAILS			
Family name	Given name/s	Date of birth	Form Group
		/ /	

The College provides Special Provision for students affected by illness, impairment or personal circumstances. The College utilises the guidelines provided by the Victorian Curriculum and Assessment Authority (VCAA) to determine appropriate accommodations. Prior to completing the section below we recommend you refer to the VCAA website for Special Provision categories, evidence requirements and appropriate provisions:

<https://www.vcaa.vic.edu.au/administration/special-provision/Pages/SpecialExaminationArrangements.aspx>.

APPLICATION CATEGORY AND CONDITIONS			
Special Provision Category and Condition(s) should be supported with relevant documentation			
Category	Conditions	Category	Conditions
<b>Cognitive</b>	<input type="checkbox"/> ADD/ADHD <input type="checkbox"/> ASD <input type="checkbox"/> Auditory Processing disorder <input type="checkbox"/> Dyslexia <input type="checkbox"/> ID: Learning disability <input type="checkbox"/> Other (please specify) _____	<b>Physical</b>	<input type="checkbox"/> Cerebral palsy <input type="checkbox"/> Diabetes <input type="checkbox"/> Epilepsy <input type="checkbox"/> Other (please specify) _____
<b>Sensory</b>	<input type="checkbox"/> Hearing impairment <input type="checkbox"/> Vision impairment <input type="checkbox"/> Other (please specify) _____	<b>Social and/or Emotional</b>	<input type="checkbox"/> Anxiety <input type="checkbox"/> ASD <input type="checkbox"/> Depression <input type="checkbox"/> Selective mutism <input type="checkbox"/> Obsessive compulsive disorder <input type="checkbox"/> Oppositional defiant disorder <input type="checkbox"/> Other (please specify) _____
<b>Other: Including non-medical circumstances, injury, misadventure, grief</b>			

**SPECIAL PROVISION TYPE REQUEST**

Type of Special Provision requested should be supported with relevant documentation

- Extension
- Extra time
- Alternative format papers
- Assistance
- Assistive technology

- Comparable assessment
- Drink
- Diabetes management

- Individual instructions
- Medication
- Physical equipment and environment

- Computer
- Reader
- Rest breaks
- Scribe
- Seating variation

- Variations to venue
- Vision aids
- Other (please specify):  
\_\_\_\_\_

**Please sign below and return to College Administration:****SIGNATURES**

Student's Name:

Parent/Carer's name

Signature:

Date: / /

Signature:

Date: / /

**OFFICE USE ONLY**

Staff Name:

Signature:

Date:

**Special Provision approved**

- Yes
- No

- Parent, student, teacher and HOD emailed decision
- Compass Chronicle Note completed
- Documents scanned & uploaded to Admin & CASES

**SPECIAL PROVISION TYPE APPROVED**

Type of Special Provision approved supported with relevant documentation

- Extension
- Extra time
- Alternative format papers
- Assistance
- Assistive technology

- Comparable assessment
- Drink
- Diabetes management

- Individual instructions
- Medication
- Physical equipment and environment

- Computer
- Reader
- Rest breaks
- Scribe
- Seating variation

- Variations to venue
- Vision aids
- Other (please specify):

Detailed description of approved Special Provision:

# Application for VCE Early Commencement

**Full Name:** \_\_\_\_\_

Please write below the Year 11 Unit 1 & 2 VCE subject you would like to apply for (*VCE General Mathematics or VCE Biology for 2027 are offered*):

---

The following application details the prerequisite steps for consideration for approval to a VCE Early Commencement subject.

## Step 1 - Student results, reports, achievements and recommendations

### Compulsory

Please attach/complete the following:

- Personal Written Statement
- Parent/Guardian statement of support
- Teacher recommendation

### Optional

The following items may strengthen your application for entry to an Early Commencement VCE subject:

- Additional Evidence (folio or work, projects, advanced programs and/or other work samples etc.)
- Community engagement (Extracurricular interests, achievements, community activities etc.)

**Teacher Recommendation:** Based on the student's academic achievement and/or excellent work ethic and motivation I am of the opinion they will be able to excel in a U1/2 subject considering the workload and assessment requirements.

**Teacher Signature:**

**Date:**

**Student Statement** - please explain why you wish to undertake the above subject.

*Consider things such as: your Year 9 academic results (including attitude and effort), why you believe you will be successful in this VCE Unit, what personal traits and academic skills do you have that will assist you?*

**Parent/Guardian statement of support:** In a few sentences, please indicate your support for your child undertaking a VCE subject in 2025.

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date: \_\_\_\_\_

*Please Note:*

*The Teaching and Learning Team, in consultation with relevant staff, will assess all applications and will then advise students accordingly. All positions are subject to student numbers, staffing and room availability.*

# Year 10 Trade Taster Application Form

**Full Name:** \_\_\_\_\_ **Current School:** \_\_\_\_\_

The Year 10 Multi-Industry Pathway Program is delivered by AGA, and provides an opportunity for students over 15 years of age to get hands-on experience to understand what working in each trade is like and gain some skills and see what suits them. It is delivered at AGA in Deer Park on a Friday, and students must find their own way to and from the campus. It will run from 9.30am to 2.30pm.

**Please note there are only 5 available spots each semester due to the program's popularity.**

Students must

- be at least 15 years of age
- Able to make their own way to Deer Park on a Friday
- Purchase Cotton Drill pants, Work shirt and Steel Capped boots
- Have a laptop
- Commit to attending every Friday of the semester
- Complete missed work during the study periods provided

## Compulsory

**Student Statement** - please explain why you wish to undertake the above subject.

*Consider things such as your future aspirations, subjects you have enjoyed in Y9, your personal attributes that will help you be successful...*

**Parent/Guardian statement of support:** In a few sentences, please indicate your understanding of the expectations for students attending the Trade Taster subject.

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date: \_\_\_\_\_

## Year 10 Course Planning Map

Use this sheet to help you plan and visualise your Year 10 program for 2027.

Name:	My Interests/Hobbies:
My Intended Career Pathway:	Subjects I have enjoyed:

Year Long Compulsory Subjects		Year Long Early Commencement Options via Application
English (Choose one) <input type="checkbox"/> English <input type="checkbox"/> EAL	Mathematics (Choose one) <input type="checkbox"/> Essential Mathematics <input type="checkbox"/> Core Mathematics <input type="checkbox"/> Enrichment Mathematics	VCE Early Commencement Option  <input type="checkbox"/> Subject: _____  <input type="checkbox"/> Application Form

Electives							
Science Elective	Humanities Elective	Arts Elective	Tech Elective	HAPE Elective	Free Choice	Free Choice	Free Choice