



# *Curriculum Handbook*

YEAR 10 2026





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# Introduction

From our Principal - Lila McInerney

*At Mercy College, we continue to cultivate a culture that promotes deep and purposeful learning. Guided by the Vision for Instruction from Melbourne Archdiocese Catholic Schools, we believe that “Every student is inspired and enabled to flourish and enrich the world”. This vision reflects our commitment to nurturing students who are curious, capable, and confident in their pursuit of knowledge and personal growth.*



Dear Parents/ Guardians and Students,

We live in a world that is constantly evolving, shaped by innovation, globalisation, and social change. In this dynamic landscape, young people need to be confident, creative, and independent learners - self-directed, ethical, spiritually grounded, and emotionally intelligent. They must be effective communicators, literate and numerate, able to collaborate and thrive in an interconnected world. Above all, they should be compassionate and responsible citizens, committed to building a just and caring society.

Year 10 is a pivotal year in a student's educational journey - a time of preparation, exploration, and growth. It offers a wide range of learning opportunities and challenges that help students build the skills, knowledge, and mindset needed for senior studies and life beyond school. At Mercy College, we provide a comprehensive and balanced curriculum that supports every student to achieve their personal best.

The Year 10 Curriculum Handbook is a key resource in the course planning and subject selection process. It outlines the requirements and expectations for Year 10 study and provides an overview of both core and elective subjects. These offerings are designed to engage students in deep thinking, encourage curiosity, and promote meaningful learning.

Students are encouraged to select subjects that reflect their strengths, interests, and aspirations. A well-considered learning program should offer both breadth and depth, helping students to develop their talents, challenge themselves, and prepare for future pathways. Subject selection at this stage is an important step in shaping their senior years and beyond.

Our curriculum is enriched by the Next Step program, co-curricular activities, and whole-school cultural, sporting, and religious celebrations. These experiences contribute to a vibrant and holistic education. The Work Experience program also plays a vital role in helping students explore career interests and begin to design their future.

At Mercy College, we value strong partnerships between families and the school. Working together, we can support our students to flourish - academically, socially, emotionally, and spiritually. We look forward to walking alongside you as we guide our students to realise their potential and embrace the possibilities ahead.

Lila McInerney  
College Principal

# Subjects

Students undertake a range of compulsory subjects. Compulsory subjects are either for a full year (two semesters) or semester length (two terms).

At Mercy College, Year 10 students undertake six compulsory year-long subjects and two semester length compulsory subjects.

In 2026, all Year 10 students will study the following:

## Full Year Subjects

Religious Education  
English  
Mathematics or Advanced Mathematics  
Next Step (Career Development)  
Physical Education  
Science  
Wellbeing Program

## Semester Length Subjects

History  
Personal Finance

Year 10 students must also choose six elective subjects. Each elective subject is studied for one semester (two terms). Three elective subjects are undertaken each semester.

Due to the significant oral component of language subjects, when a language (Indonesian or Italian) is selected, this subject may count for two elective selections and is undertaken for a full year.

All students are advised to select a balanced and broad range of subjects, in order to maximise the variety and scope in their individual learning program. Students are encouraged to consider subjects from each of the following blocks when selecting subjects.

## Block A - The Arts

Art  
Theatre Studies (Dance/Drama)  
Media  
Music Performance (Performance and Composition)  
Visual Communication Design

## Block B - Technology

Food Studies (Cafe Culture)  
Product Design (Design and Fashion)

# Subjects

## **Block C - English, Humanities, Health and Physical Education, Languages, Science**

Accounting and Economics

Biology

Chemistry and Physics

Creative Writing

Digi Tech and Sustainability

Geography

Health and Sports Science

Languages: Italian (counts as two electives)

Languages: Indonesian (counts as two electives)

Legal Studies

Politics

Psychology

## **Unit 1 and 2 Sequence (counts as four electives)**

Biology

Physical Education

Religion and Society

# Drafting a Program

Students are required to design an individual program plan. Initial subject choices should reflect a well-considered plan that provides a balanced course of study.

Things to remember:

- The subject selection process requires students to be proactive in seeking out information about subjects, before they make final subject selection decisions.
- In addition to choosing six elective subjects, students also need to identify four reserve elective subjects that they wish to undertake, should their first preferences be unavailable.
- Students may be requested to discuss their subject selections with a variety of College staff - including their Wellbeing Teacher, Learning and Wellbeing Leader, Deputy Principal or a member of the Leadership Team.
- Parents/Guardians and students are required to sign the 'Planning Your Year 10 Subjects' selection form.

*Some subject choices may not be possible and some subjects not offered, due to reaching maximum class sizes, under or over subscription, or timetable clashes. In these instances, students will be guided on their course planning to make alternative subject selections.*

Students must be aware of the requirements and expectations of the course planning and subject selection processes. Should they have any questions, they should consult their Wellbeing teacher in the first instance.

## Assessments and Reporting

Student assessment seeks to promote a positive attitude towards learning and to encourage the pursuit of personal excellence. It gives students advice on what they have done well and suggests strategies for further improvement. As such, assessment practices at Mercy College focus upon the positive aspects of student learning and provide the basis for further learning. Subject teachers, Learning and Wellbeing Leaders and Learning Area Leaders, continually monitor student performance and progress within the classroom.

A variety of assessment practices are embedded into the Year 10 curriculum, which are highlighted on each subject page. All the assessment practices, plus observations, provide the basis on which teachers report student progress.

### Learner Expectation Reports

Learner Expectation Reports are designed to provide feedback on a range of areas related to a student's learning, study habits and overall progress. These reports are made available to families during Terms One and Three, prior to Parent-Teacher-Student Conferences.

### Semester Reports

Semester reports are designed to provide feedback on a range of areas related to a student's learning across all subjects studied during the semester. These reports also provide an overview of the College's Wellbeing Program and feedback related to each student's overall approach to learning and their involvement in College events and co-curricular activities.





*Full Year  
Subjects*



# Religious Education

The Year 10 Religious Education program at Mercy College is based on Coming to Know, Worship and Love; the Religious Education Framework published by the Archdiocese of Melbourne.

At Year 10 level, the focus of study aims to bring students to consider how the Catholic tradition and other religious worldviews respond to global issues and challenges. Students are introduced to pre-VCE concepts such as the nature of religion in Australian society and how religion and ethics interact. Students will also respond to modern issues in our world through the vocation of social justice, underpinned by Catholic social doctrine, and the lived example of Jesus Christ.

## Duration of study:

- Full year

## Topics Studied:

- Religion in Australia
- Conscience and Decision Making
- Ethics and Morality
- Our Call to Community
- Respectful Relationships

## Examples of Learning Activities and Assessment Tasks:

- Small and large group discussions
- Reflective exercises
- Written responses
- Research assignments and presentations
- Analysis of issues
- Investigations of specific areas of interest

# English

The Year 10 English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade.

Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. Students create a range of imaginative, informative and persuasive types of texts.

The Year 10 English course aims to refine and develop skills and knowledge, to assist students to make a successful transition to VCE English.

## Duration of study:

- Full year

## Topics Studied in Semester One:

- Reading and Exploring Texts: The film *Jasper Jones*, directed by Rachel Perkins
- Exploring Argument

## Topics Studied in Semester Two:

- Reading and Exploring Texts: The novel *Night*, by Elie Wiesel
- Creating Texts
- Exploring Argument

## Examples of Learning Activities and Assessment Tasks:

- Reading/viewing and responding to a range of written, multimodal and visual texts
- Class discussion and small group activities
- Developing prepared oral presentations
- Creating and presenting original pieces of writing for a range of purposes and audiences
- Examinations

# Mathematics

The Year 10 Mathematics course is made up of six content strands: Number, Algebra, Measurement, Space, Statistics and Probability.

Each of these is further enhanced by the proficiency strands of Understanding, Fluency, Problem Solving and Reasoning. Students continue to work with the CAS calculators.

## Duration of study:

- Full year

## Topics Studied:

- Geometry - HeadStart
- Algebra, Equations and Linear Relationships
- Networks
- Indices
- Measurement and Surds (10A)
- Trigonometry
- Probability
- Statistics
- Quadratic Expressions and Equations
- Parabolas

## Examples of Learning Activities and Assessment Tasks:

- Tests
- Summary notes
- Modelling tasks
- Problem solving tasks
- Investigations
- Calculator skills
- Technology and computational thinking

# Advanced Mathematics

The Year 10 Advanced Mathematics course is the second year of a two-year Mathematics program for students who have completed Year 9 Advanced Mathematics. Students complete the rest of the Year 10 Mathematics course, as well as the Year 10A course as an extension.

The Year 10 Advanced Mathematics course is made up of six content strands: Number, Algebra, Measurement, Space, Statistics and Probability. Each of these is further enhanced by the proficiency strands of Understanding, Fluency, Problem Solving and Reasoning. Students continue to work with the CAS calculators.

## Duration of study:

- Full year

## Topics Studied:

- Surds (10A) - HeadStart
- Indices, Exponentials and Logarithms (10A)
- Algebra, Equations and Linear Relationships
- Geometry (10A)
- Trigonometry (10A)
- Measurement (10A)
- Quadratic Expressions and Equations
- Parabolas and Rates of Change (10A)
- Probability and Counting Techniques (10A)
- Polynomials, Functions and Graphs (10A)

## Examples of Learning Activities and Assessment Tasks:

- Tests
- Summary notes
- Modelling tasks
- Problem solving tasks
- Investigations
- Calculator skills
- Technology and computational thinking

# Physical Education

This subject aims to encourage life-long participation in physical activity, exploring the various benefits of exercise at different life stages. Students investigate the different components of fitness in relation to overall health and wellbeing, participating in a range of fitness based activities.

Learning is achieved through participation in fitness testing, fitness classes, various sports and recreational activities, as they examine the role Physical Activity and Sport play in the lives of Australians.

## Duration of study:

- Full year

## Topics Studied:

- Forms of Physical Activity
- Fitness Testing
- Fitness Classes
- Sport Education
- Striking Sports
- Community Recreational Activities

## Examples of Learning Activities and Assessment Tasks:

- Participation in a variety of sporting and fitness based activities
- Fitness assessment and development
- Experience in coaching and other various sporting roles
- Observation of skill and tactical development in activities/games
- Exposure to and completion of theoretical components

# Next Step

The Year 10 Next Step program aims to support students in their career planning for the future, as they explore the world of work and the options for future study. Identifying the skills and attributes that students have, as well as their interests, assists students to explore possible careers, and hence the pathways they could follow to enhance their future career opportunities.

## Duration of study:

- Full year

## Topics Studied:

### 1. Career Planning

In this topic students explore their interests and possible career direction/s, to assist them in developing an understanding of their career options and the requirements of specific careers, with the aim to support students in their senior studies subject selection options.

### 2. Work Experience

This topic incorporates the planning and preparation for Work Experience. During Activities Week, students undertake a placement in a workplace of their choice, with an aim to become more familiar with the world of work in a real world setting.

### 3. The World of Work

In this topic students explore and investigate the various aspects of the changing world of work and the soft and hard skills needed for success in the ever-changing world of work.

### 4. Real Industry Job Interview (RIJI)

In this topic students focus on preparing for their involvement in the Real Industry Job Interviews program (RIJI). The RIJI is done in conjunction with the Inner Northern LLEN and industry partners. The RIJI involves students applying for a potential first entry job, writing a cover letter and resume, and then attending a mock interview with volunteer local employers. The volunteer employers then provide written feedback to students.

## Examples of Learning Activities and Assessment Tasks:

- Large and small group discussions
- Analysis of a Career Collage
- Research tasks
- Resumes and Cover letters
- Inquiry based learning



# Science

The Year 10 Science course is focused on deepening students' understanding of fundamental scientific concepts from the three key areas of Science - Biology, Chemistry and Physics, in preparation for the VCE Sciences. The course also aims to develop students' ability to apply their understanding to real-world examples, and think critically about Science when encountering it in their everyday lives.

At Year 10, students explain the concept of energy conservation and model energy transfer and transformation within systems. They evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on earth. They explain the role of DNA and genes in cell division and genetic inheritance. They apply geological timescales to elaborate their explanations of both natural selection and evolution. They use atomic symbols and balanced chemical equations to summarise chemical reactions. They explain how different factors influence the rate of reactions. They give both qualitative and quantitative explanations of the relationships between distance, speed, acceleration, mass and force to predict and explain motion.

Students further develop their skills of scientific inquiry by designing and conducting scientific investigations. They analyse trends in data, explain relationships between variables and identify sources of uncertainty. They construct evidence-based arguments, and use appropriate scientific language and representations when communicating their findings and ideas for specific purposes.

## Duration of study:

- Full year

## Topics Studied:

- Chemistry - Chemical Reactions and Reaction Rates
- Biology – Genetics, Forensics and Evolution
- Physics - The Universe, Motion and Energy Changes

## Examples of Learning Activities and Assessment Tasks:

- Designing experiments
- Constructing and interpreting models
- Predicting patterns in data
- Designing and constructing structures for a purpose
- Critically analysing information about scientific advances
- Research and development of scientific understandings
- Response to structured questions
- Examination

# Wellbeing Program

The Wellbeing Program at Mercy College provides our students with the opportunity to build positive wellbeing in order to support the full flourishing of every individual.

This starts with our C.L.E.A.R Wellbeing Program which is facilitated through our daily wellbeing period. The pillars of this program are Community, Learning, Emotional Intelligence, Agency, and Relationships.

The program aims to foster a:

- CLEAR sense of wellbeing
- CLEAR understanding of how to support student wellbeing
- CLEAR ability to use these skills now and when students leave school

## Duration of study:

- Full year

## Topics Studied:

- Emotional literacy
- Personal strengths
- Positive coping
- Problem solving
- Stress management
- Help seeking
- Gender and identity
- Positive gender relations

## Examples of Learning Activities and Assessment Tasks:

- No assessment tasks



*Semester  
Length  
Subjects*

# History

Year 10 History provides a study of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. Students investigate the causes of World War II, the War in Europe and the War in the Pacific, in particular the nature of Australia's involvement and the significance of Australia's international relationships. They develop an understanding of the push and pull factors of post-war migration and how this impacted Australian society.

Students also focus on Indigenous rights and freedoms through a study of influential people and significant events in the 20th century, as well as areas that are a focus for continued civil rights action for Aboriginal and Torres Strait Islander peoples today.

## Duration of study:

- One Semester

## Topics Studied:

- Australia at War: World War II
- Rights and Freedoms

## Examples of Learning Activities and Assessment Tasks:

- Source Analysis
- Extended Response
- Present conclusions about historical interpretations
- Examination

# Personal Finance

In this Year 10 subject, students practice and develop their innovation skills. They explain the nature of innovation and why businesses need to create a competitive advantage. Students discuss ways that this may be achieved and the enterprising behaviours and capabilities that could be developed by individuals to assist the work and business environments.

Students also develop an understanding of financial literacy by prioritising short-term financial objectives and identifying how these objectives can be achieved. They identify ways consumers can protect themselves from risks through insurance and savings and identify different types of bank accounts. Students use simple cost-benefit analysis to recommend and justify a course of action.

## Duration of study:

- One Semester

## Topics Studied:

- Entrepreneurship
- Consumer and Financial Literacy
- The Future of Work

## Examples of Learning Activities and Assessment Tasks:

- Business investigations
- Research projects
- Budgets and other financial reports
- Pitching ideas and solutions
- Interpreting and using data
- Examination



*Electives  
Block A*



# Block A

## Art

The Year 10 Art course exposes students to a wide range of 3D art studies. Students will develop an awareness of the historical and cultural contexts of artists and art movements; the materials, techniques and processes of various artforms, art elements and principles; develop an artistic vocabulary and understand specific terminology.

Students will produce a folio of work incorporating the following techniques: resin, oil/soft pastels, various paints including acrylic and high flo and digital formats.

Students will explore a variety of themes, issues and ideas in their artworks and examine the work of artists who have worked in a similar style or medium.

The periods of art covered in this course will be Contemporary Art and Indigenous Art.

### Duration of study:

- One Semester

### Topics Studied:

- Art Period: Contemporary Art
- Art Period: Indigenous Art
- Art Period: Australian Art

### Examples of Learning Activities and Assessment Tasks:

- Installation Art
- Mixed Media Artwork
- Indigenous Painting
- Resin Mixed Medium Art

## Media

The Year 10 Media course explores different media products and investigates the relationship between them.

Students will analyse and evaluate ways that meaning is communicated through different media types.

Analysis of their own work, and the work of others, will explore different codes and conventions.

Students will use design software to create media products, developing skills in construction, representation, and reception of media products.

### Duration of study:

- One Semester

### Topics Studied:

- Media production
- Media representations

### Examples of Learning Activities and Assessment Tasks:

- Comparative Film analysis
- Media production
- Representations text
- Film analysis task

# Block A

## *Music Performance (Performance and Composition)*

The Year 10 Music Performance course focuses on the art of performance. Students learn about effective practice strategies, performance techniques and etiquette, which are discussed and demonstrated extensively in performance workshops. Through undertaking private instrumental lessons, students prepare for an end of semester recital, which combines solo and ensemble performance.

In addition, students learn relevant theory and aural skills, as well as complete a unit on the history of music, 'From Bach to Bernstein'. This subject is suitable for students who are learning an instrument or voice, and especially for those considering VCE Music.

Students enrolling in this unit must be enrolled in private instrumental or voice lessons through the school instrumental program, or through private lessons outside of school.

### **Duration of study:**

- One Semester

### **Topics Studied:**

- Practice strategies
- Performance technique
- Solo performance and group performance
- Theory and aural
- History of music 'From Bach to Bernstein'
- Written Musical Analysis

### **Examples of Learning Activities and Assessment Tasks:**

- 'What Makes a Good Performance?'
- Solo and Group Performance Recital
- Theory and aural test
- 'From Bach to Bernstein' composition

## *Theatre Studies (Dance/Drama)*

This semester based course mainly focusses on drama production analysis and theatrical performance. Students will be analysing production elements of a given performance text. These production elements include lighting, staging, acting, choreography, sound and costumes.

There will also be a focus on the roles and responsibilities in realising a theatrical performance. The roles studied include director, scriptwriter, producer, choreographer, sound and lighting designer, and backstage crew.

Students will present a performance based on their own devised scenario and script construction, to a live audience. They will model all roles including director, producer, choreographer, sound and lighting design, and backstage crew. After students present their own group created performances, they will reflect on the process of creating a devised performance based on structured questions.

### **Duration of study:**

- One Semester

### **Topics Studied:**

- Drama Production Analysis
- Roles In Theatrical Performance
- Performance and Analysis
- Theatrical performance Production Analysis.

# Block A

## *Visual Communication Design*

The Year 10 Visual Communication Design course aims to develop freehand drawing and rendering skills, as well as the development of computer skills using Adobe Creative Suite and Google SketchUp software.

Students work to design briefs and apply the design process to fulfil the requirements of the brief, through producing final presentations.

A variety of design elements and principles are studied and applied to both manual and digital drawing methods. Students look at existing examples of visual communications and use appropriate design terminology to describe, analyse and evaluate the effectiveness of designs.

### Duration of study:

- One Semester

### Topics Studied:

- Design Process
- Design Analysis
- Technical Drawing

### Examples of Learning Activities and Assessment

#### Tasks:

- Design folio task
- Technical drawing methods
- Design analysis

### Examples of Learning Activities and Assessment

#### Tasks:

- Terminology task
- Ensemble performance
- Reflective task



*Electives  
Block B*



# Block B

## *Food Studies (Cafe Culture)*

The Year 10 Café Culture course continues to explore more complex food production skills, with a focus on small scale food production.

Students investigate the microorganisms that cause food poisoning, their effects and preventive practices. They complete an overview of the governance and regulation behind the setting of the food standards to ensure a safe food supply and apply the principles of food safety programs such as HACCP to their practical work.

Students investigate the functional properties of ingredients and the physical and chemical changes that occur during preparation and cooking. They look at the mechanisms of food allergies and intolerances and make necessary modifications to recipes to prevent illness.

During practical lessons, students will use equipment and techniques appropriately, and demonstrate organisational and technical skills in relation to the preparation, cooking and presentation of food. Students will also follow the steps of the design process to develop design briefs, use research techniques, design workable solutions, evaluate an end product, processes and the equipment used.

### Duration of study:

- One Semester

### Topics Studied:

- Food safety and hygiene
- Functional properties of key ingredients
- Food allergies and intolerances
- Applying the design brief

### Examples of Learning Activities and Assessment Tasks:

- Investigation and design tasks
- Production activities
- Sensory analysis and evaluation of end products and processes used

## *Product Design (Design and Fashion)*

The Year 10 Design and Fashion course focuses on the development of a variety of complex garment construction skills and designing for creativity. Students will investigate and make judgments on the characteristics and properties of fibres and fabrics, tools and equipment, which can be combined to create designed solutions.

Students will critique the needs and opportunities from a client to develop a detailed design brief. They will investigate written and pictorial pattern instructions and use this knowledge to work independently through the construction phase.

Following an investigation of fashion illustration techniques, students will apply design thinking and creativity to develop a number of design options. Students will choose one option and construct this design to the specifications outlined in the design brief, with consideration taken for the production time, cost and risk associated with the production processes. Upon completion, students will evaluate their product and processes against pre established criteria.

### Duration of study:

- One Semester

### Topics Studied:

- The design process
- Fashion illustration
- Garment construction

### Examples of Learning Activities and Assessment Tasks:

- Establish a client profile and design brief
- Explore inspirations and fashion illustration techniques to design a number of design options
- Safely conduct appropriate testing of materials
- Production techniques using complex processes and equipment
- Analysis and evaluation of end product and processes used



*Electives  
Block C*



# Block C

## Accounting and Economics

In Year 10, students consider how the Australian economy is performing and the importance of its interactions and relationships with the Asia region and the global economy in achieving growth and prosperity. This includes the significance of trading relationships in supporting prosperous outcomes for the economy and the business sector.

Students explore the relationship between economic performance and living standards as well as the reasons why these differ across regions within and between economies.

Students consider the performance of the Australian economy and the business sector and how these might be measured in different ways. They examine why and how Australian businesses seek competitive advantages in different markets.

### Duration of study:

- One Semester

### Topics Studied:

- Accounting
- Economics

### Examples of Learning Activities and Assessment Tasks:

- Creating and interpreting maps and graphs
- Interpreting data
- Field work
- Research tasks

## Biology

The Year 10 Biology elective is designed to prepare students for VCE Biology through an in-depth exploration of key topics.

Through detailed lessons and hands-on experiments, this elective provides a solid foundation for advanced biological studies.

**Immunology and Immune Cells:** Students will learn about the immune system, how the body defends against pathogens, and the principles of vaccination.

**Cell Division:** This unit covers the processes of mitosis and meiosis, emphasizing their roles in growth, development, and reproduction.

**Protein Synthesis:** Students will study the mechanisms of transcription and translation, understanding how genetic information is translated into functional proteins.

### Duration of study:

- One Semester

### Topics Studied:

- Immunology and Immune Cells
- Cell Division
- Protein Synthesis

### Examples of Learning Activities and Assessment Tasks:

# Block C

## Chemistry and Physics

The Year 10 Chemistry and Physics elective is tailored to prepare students for VCE Physics and Chemistry by providing a solid foundation in key concepts. Engaging lessons and practical experiments ensure a comprehensive understanding, preparing students for advanced studies.

Chemistry:

1. Atomic Theory (Trends in the Periodic Table): Students will explore atomic structure and periodic trends, understanding element properties and behavior.
2. Balancing Equations and the Mole: This unit covers the principles of chemical reactions, focusing on equation balancing and the mole concept for quantifying substances.

Physics:

1. Motion: Students will study the fundamentals of kinematics, including velocity, acceleration, and the laws of motion.
2. Electricity: This unit introduces electrical concepts, such as current, voltage, resistance and simple circuits

**Duration of study:**

- One Semester

**Topics Studied:**

- Chemistry
  - Atomic Theory
  - Balancing Equations and the Mole
- Physics
  - Motion
  - Electricity

**Examples of Learning Activities and Assessment Tasks:**

## Creative Writing

This Year 10 subject exposes students to a range of different forms of creative fiction and non-fiction texts, and the intended purpose of these texts.

Students will explore a range of mentor texts and examine key features such as structure, theme and language techniques. Students will continue to develop their ability to replicate the forms of these texts in their own writing, including both written assessments and multimodal projects that focus on students' areas of interest.

The Creative Writing course will help to enhance creative writing skills, which extends and prepares students for VCE English Unit 1 (Crafting Texts) and Unit 3 (Creating Texts).

**Duration of study:**

- One Semester

**Topics Studied:**

- What is gothic literature?
- Gothic narrative structure
- Autobiographical writing

**Examples of Learning Activities and Assessment Tasks:**

- Reading and analysis of mentor texts
- Planning, drafting and publishing of creative fiction and nonfiction texts
- Creating and presenting multimodal assessments

# Block C

## *Digi Tech and Sustainability*

STEM at Year 10 exemplifies an inquiry based design and digital technology focus.

Students will investigate sustainability through researching the impacts of electric cars, bioplastics, biofuels and endangered elements.

Students will also investigate the role of robotic technology in society and experience the skills necessary to code directions for the robot to complete a task.

Students will also develop a product, focussed on solving a social justice/contemporary issue.

### Duration of study:

- One Semester

### Topics Studied:

- Problem based learning (PBL)
- Robotic design and programming
- Design a product to solve an issue

### Examples of Learning Activities and Assessment Tasks:

- Investigate sustainability issues
- Use coding to program a robot
- Investigate contemporary/social issues and design a product to solve the issue

## *Geography*

In Year 10, students examine the cost and benefits of tourism, by investigating the effects of people's travel, recreational, cultural or leisure choices on places, while taking into consideration the implications of this for the future.

They also explore the differences in human wellbeing in the local community throughout Australia, and in a global context. A study of the causes and effects of different standards of living is also undertaken, including the role and obligations of government and non-government organisations in providing foreign aid to improve human wellbeing.

### Duration of study:

- One Semester

### Topics Studied:

- Tourism
- Closing the Gap – Human Wellbeing

### Examples of Learning Activities and Assessment Tasks:

- Creating and interpreting maps and graphs
- Interpreting data
- Field work
- Research tasks

# Block C

## Health and Sports Science

This Year 10 subject focuses on developing knowledge, understanding and skills related to the three dimensions of health literacy:

1. Functional dimension - including researching and applying information relating to knowledge and services in order to respond to a healthrelated questions
2. Interactive dimension - including more advanced knowledge, understanding and skills to actively and independently engage with a health issue, and to apply new information to changing circumstances
3. Critical dimension – including accessing and critically analysing health information from a variety of sources, which might include scientific information, health brochures or messages in the media, in order to take action to promote personal health and wellbeing, and that of others.

This study also aims to develop the knowledge, understanding and skills to enable students to analyse how varied and changing personal and contextual factors affect opportunities linked to sport, health and wellbeing.

### Duration of study:

- One Semester

### Topics Studied:

- Introducing health and development
- Health status and health issues of Australians
- Food and nutrition
- Body systems - cardiovascular system, respiratory system and energy systems
- Sports psychology

### Examples of Learning Activities and Assessment Tasks:

- Written reports/structured questions
- Collaborative tasks
- Data analysis
- Media analysis
- Visual presentation
- Practical Laboratories

## Legal Studies

This course explores both criminal and civil law through the lens of both real and hypothetical cases. They consider elements of a crime, the role of precedent in creating consistency between similar cases, and sanctions that are used when a person is found guilty of an offence.

They also consider the role of civil law in managing disputes between individuals. Through case studies on defamation and negligence, students analyse the role of civil law in creating a cohesive society.

Students also evaluate the Australian Government's roles and responsibilities, including its international legal obligations. They analyse the Australian Constitution as the basis of the Australian system of government, the process for constitutional change and the role of parliaments and the High Court of Australia in protecting rights.

### Duration of study:

- One Semester

### Topics Studied:

- Criminal and Civil Law
- Precedent and the Role of the Courts
- Australian Constitution and the Protection of Rights

### Examples of Learning Activities and Assessment Tasks:

- Research tasks
- Extended responses
- Presentations
- Tests

# Block C

## Politics

In this new subject for 2026, students explore the political world, both domestically and globally. They are encouraged to think politically about the issues and policies that affect them now, and into the future.

They consider the way in which political actors such as leaders, political parties, lobby groups and the media use different types of power to impact the policy and legal decisions made in Australia. Students also consider barriers to democratic participation, particularly for young voters, and how these can be overcome to promote democratic principles. They develop an appreciation of their own rights, responsibilities and opportunities to participate as citizens in a democracy and as global citizens.

Students then consider politics from a global perspective, and the impacts of global actors such as states, intergovernmental organisations and transnational corporations on global politics. Students undertake a structured political inquiry, enabling them to explore the complexity of the global world, and develop reasoned and well balanced proposed responses.

### Duration of study:

- One Semester

### Topics Studied:

- National Political Actors and Power
- Democratic Participation and Engagement
- Global Political Actors and Power

### Examples of Learning Activities and Assessment Tasks:

- Source analyses and comparisons
- Research Tasks
- Political Inquiry
- Extended Responses
- Presentations
- Tests

## Psychology

This Year 10 unit introduces students to three specialist areas of psychology: psychology as a science, clinical psychology and forensic psychology.

As well as developing key knowledge, students develop skills such as the ability to:

- Use scientific processes to investigate hypothesis
- Apply theories and concepts to case studies and to everyday life
- Present information about a chosen mental illness, using appropriate resources, technology and subject specific language
- Critically analyse a media source, and apply the knowledge gained from relevant case studies.

### Duration of study:

- One Semester

### Topics Studied:

- Psychology as a Science
- Clinical psychology
- Forensic psychology

### Examples of Learning Activities and Assessment Tasks:

- Investigations on the 'Stroop Effect'
- Practising skills required by psychologists in a mock 'clinical interview'
- Analysis of case studies of people with mental illnesses
- Conducting research on selected mental illnesses
- Categorising types of stalkers
- Media appraisal on a movie covering forensic issues

# Block C

## *Languages in Year 10*

At Mercy College, the choice to pursue a language in Year 10 is optional. However, students are strongly encouraged to do so.

There are many benefits to studying a foreign language including:

- Providing challenge and enhancement
- Strengthening a student's English/first language skills
- Providing unique job opportunities and a point of difference on a resume
- The potential to increase the student's ATAR (should they continue the language in Years 11 and 12), as languages are scaled up

Students are encouraged to continue with the language they pursued in Year 9 at Mercy College - either Indonesian or Italian. This will count as two electives.

Students who speak another language at home (other than English), are also encouraged to consider studying this language via the Victorian School of Languages. Unlike Indonesian and Italian though, this would be counted as an additional subject, as it takes place outside of regular school hours.



# Block C

## Italian

The Italian program at Year 10 builds on the foundations of Italian Language learning in the Junior Years. The study includes listening, speaking, reading, viewing and writing.

Students produce, study and respond to spoken, written and visual texts, for a wide range of audiences and purposes. They develop communication skills and knowledge, and come to understand language used in social and workplace context. They examine aspects of life in Italy, and they broaden their language awareness from the varied classroom materials.

Activities include a wide range of listening, speaking, reading and writing tasks, as well as tasks that integrate these skills with intercultural understanding and language awareness.

### Duration of study:

- Full Year

### Topics Studied:

- I giovani (Young People in Italy)
- La Musica (Italian music - the evolution of Italian music from the 50's to current day)
- Il caffè (The importance of coffee culture in Italy)

### Examples of Learning Activities and Assessment Tasks:

- Listening/Reading/Viewing
- Writing
- Speaking

## Indonesian

Year 10 Indonesian aims to provide an enriching experience of the Indonesian language and culture.

Activities promote authentic communication in Indonesian through reading, viewing, and writing, speaking and listening. Students develop their writing skills in areas such as journal, letter and descriptive writing.

Their listening and speaking skills are developed through role plays and dialogues. Students' understanding of the culture of Indonesia is enhanced through various topics.

### Duration of study:

- Full Year

### Topics Studied:

- House and daily activities
- Weather
- Careers and future aspirations
- Festivals and celebrations

### Examples of Learning Activities and Assessment Tasks:

- Listening comprehension
- Reading comprehension
- Viewing comprehension
- Writing advertisement / role-play / letter / review / article / blog / speech



# *Accelerated VCE Subjects*

# Undertaking a Unit 1 & 2 Study

## *Purpose of acceleration*

- To provide experience in undertaking a Unit 1 & 2 VCE study
- To provide challenge and enhancement
- To provide six subjects to contribute towards the ATAR

## *Criteria*

Students who wish to study a VCE Unit 1 & 2 study in Year 10 should demonstrate:

- An excellent record of achievement in their Year 9 studies, including performance in examinations and coursework
- Punctual submission of work
- Excellent attendance
- High-level work habits, as per Semester 1 learner Expectation Reports
- Academic aptitude, especially in English, as per Semester 1 Report

## *Eligibility*

A student who is not achieving very high results in Year 9 will, at the school's discretion, be ineligible to study a Unit 1 & 2 subject in Year 10.

## *Steps in the Application Process*

1. Carefully read the section on Accelerated VCE Subjects (Undertaking a Unit 1 & 2 Study) in the Year 10 Curriculum Handbook.
2. Complete the Application Form. Copies are available on SIMON from the Director: Learning and Teaching and your Learning and Wellbeing Leader.
3. Using a display folder, insert the following:
  - Application Form
  - Planning Your Year 10 Subjects selection form
  - Parent/Guardian's letter, outlining how undertaking a Unit 1 & 2 study will enhance your learning
  - Any other information that may assist the panel in considering your application
4. Ensure that you and your parents/guardians have signed where indicated.
5. Label the front and the spine of your display folder with your name and homeroom.
6. Submit the application by Friday 8 August 2025 via reception.
7. Be prepared to discuss your application with the VCE Learning and Wellbeing Leader and the Director: Learning and Teaching.



# Biology 1 & 2

Biology seeks to understand and explore the nature of life, past and present. In this study, students explore the dynamic relationships between organisms and their interactions with the non-living environment. Students examine old and new research, models and theories, to understand how knowledge in biology has evolved and continues to evolve, in response to new evidence and discoveries. An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of inquiry tasks, develop key science skills and make links between theory, knowledge and practice.

As well as an increased understanding of scientific processes, students develop capacities that enable them to think critically, respect evidence-based conclusions, and gain an awareness of the ethical, social and political contexts of scientific endeavours.

## Unit 1 Description:

How do organisms regulate their functions?

In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

## Areas of Study:

1. How do cells function?
2. How do plant and animal systems function?
3. How do scientific investigations develop understanding of how organisms regulate their functions?

## Outcomes:

1. Students will be able to explain and compare cellular structure and function, and analyse the cell cycle, cell growth, death and differentiation.
2. Students explore how systems function through cell specialisation in vascular plants and in digestive, endocrine and excretory systems in animals; focusing on regulation of water balance in plants; and temperature, blood glucose and water balance in animals. Students examine how homeostatic mechanisms in animals help maintain their internal environment within a narrow range of tolerance levels, and consider malfunctions in homeostatic mechanisms.
3. Students adapt or design, and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence generated from primary data.

## Unit 2 Description:

How is Continuity of Life Maintained?

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependencies between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

## Area of Study:

1. How is inheritance explained?
2. How do inherited adaptations impact diversity?
3. How do humans use science to explore and communicate contemporary bioethical issues?

## Outcomes:

1. Apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance.
2. Students analyse advantages and disadvantages of reproductive strategies, and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem.
3. Students explore a contemporary bioethical issue relating to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival

# Physical Education 1 & 2

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical concepts of physical activity with practical application. This develops the knowledge and skills required to critically evaluate influences that affect their own and others' participation and performance in movement.

## Unit 1 Description:

The human body in motion

In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to movement. Through participation in practical activities, students explore and analyse the relationships between the body systems and movement, and how these systems interact and respond at various intensities. Students investigate possible conditions and injuries associated with the musculoskeletal system and recommend and implement strategies to minimise and manage such injuries and conditions. They consider the ethical implications of using permitted and prohibited practices to improve the performance of the body systems, evaluating perceived physiological benefits and describing potential harms.

## Areas of Study:

1. How does the musculoskeletal system work to produce movement?
2. What role does the cardiorespiratory system play in movement?

## Outcomes:

1. Participate in and analyse information from a variety of practical activities to explain how the muscular and skeletal systems function and interact to produce movement, and evaluate the use of performance enhancement substances and methods.
2. Participate in and analyse information from a variety of practical activities to explain how the cardiovascular and respiratory systems function and interact, and evaluate the use of performance enhancement substances and methods.

## Unit 2 Description:

Physical activity, sport, exercise and society

This unit develops students' understanding of physical activity, sport and exercise from a participatory perspective. Students are introduced to types of physical activity and the role that physical activity participation and sedentary behaviour plays in their own health and wellbeing, as well as in other population groups and contexts.

Through a series of practical activities, students experience and explore different types of physical activity promoted within and beyond their community. They gain an appreciation of the movement required for health benefits and the consequences of physical inactivity and sedentary behaviour. Using various methods to assess physical activity and sedentary behaviour, students analyse data to investigate perceived barriers and enablers, and explore opportunities to enhance participation in physical activity. Students explore and apply the social-ecological model to critique a range of individual- and settings-based strategies that are effective in promoting participation in regular physical activity. They create and participate in a personal plan with movement strategies that optimise adherence to physical activity and sedentary behaviour guidelines.

By investigating a range of contemporary issues associated with physical activity, sport and exercise, students explore factors that affect access, inclusion, participation and performance. Students then select one issue at the local, national or global level and analyse key concepts within the issue, including investigating, participating in and prescribing movement experiences that highlight the issue.

Students develop an understanding of the historical and current perspectives on the issue and consider the future implications on participation and performance.

## Area of Study:

1. How do Physical activity, sport and exercise contribute to healthy lifestyles?
2. What are the contemporary issues associated with physical activity and sport?

## Outcomes:

1. Collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour and conduct an FMA to create, undertake and evaluate a personalised plan that promotes adherence to the relevant physical activity and sedentary behaviour guidelines.
2. Explain a range of intrapersonal and interpersonal contemporary issues that influence access to, and inclusion, participation and performance in, physical activity and sport at the local, national and global levels.

# Religion and Society 1 & 2

## Unit 1 Description:

The role of religion in society

In this unit students explore the spiritual origins of religion and understand its role in the development of society, identifying the nature and purpose of religion over time. They investigate religion, including the totality of phenomena to which the term 'religion' refers, and acknowledge religion's contribution to the development of human society. They also focus on the role of spiritualities, religious traditions and religious denominations in shaping personal and group identity over time. Students examine how individuals, groups and new ideas have affected and continue to affect spiritualities, religious traditions and religious denominations. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas, truth narratives, spiritualities and religious traditions broadly and in the Australian society in which they live.

### Areas of Study:

1. The nature and purpose of religion
2. Religion through the ages
3. Religion in Australia

### Outcomes:

1. To be able to discuss the nature and purpose of religion and examine the aspects of religion as they apply to selected examples.
2. To be able to discuss the changing roles of religion and the interrelationship between religion and society over time.
3. To be able to discuss the presence of religion in Australia, past and present.

## Unit 2 Description:

Religion and ethics

In this unit students study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in societies where multiple worldviews coexist, in the light of these investigations.

### Area of Study:

1. Ethical decision-making and moral judgment
2. Religion and ethics
3. Ethical issues in society

### Outcomes:

1. To be able to explain the variety of influences on ethical decision-making and moral judgment in societies where multiple worldviews coexist.
2. To be able to analyse how ethical perspectives and moral judgments are formed within at least two spiritualities, religious traditions and/or religious denominations, in societies in which multiple worldviews coexist.
3. To be able to examine two or more debates on ethical issues in societies in which multiple worldviews coexist, and to which spiritualities, religious traditions and religious denominations contribute

## Notes

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# Planning your Year 10 Subjects

Use the following chart to plan your Year 10 studies. Your Wellbeing Teacher will provide you with another copy for submission.

NAME:	WELLBEING CLASS:	WELLBEING TEACHER:
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SEMESTER	COMPULSORY SUBJECTS					ELECTIVES
SEMESTER 1	RELIGIOUS EDUCATION	ENGLISH	MATHS OR ADVANCED MATHS	PHYSICAL EDUCATION	SCIENCE	ELECTIVE 1:
						ELECTIVE 2:
						ELECTIVE 3:
SEMESTER 2	RELIGIOUS EDUCATION	ENGLISH	MATHS OR ADVANCED MATHS	PHYSICAL EDUCATION	SCIENCE	ELECTIVE 4:
						ELECTIVE 5:
						ELECTIVE 6:

All students are required to select four additional reserve elective subjects that they would like to study, should their initial selections not be available.

ADDITIONAL SUBJECT CHOICE 1	ADDITIONAL SUBJECT CHOICE 2	ADDITIONAL SUBJECT CHOICE 3	ADDITIONAL SUBJECT CHOICE 4

SIGNATURES:

STUDENT:	PARENT/GUARDIAN:	WELLBEING TEACHER:
DATE:	DATE:	DATE:

# Planning your Year 10 Subjects

## With a Unit 1 & 2 Sequence

Use the following chart to plan your Year 10 studies. Your Wellbeing Teacher will provide you with another copy for submission.

NAME:	WELLBEING CLASS:	WELLBEING TEACHER:
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SEMESTER	COMPULSORY SUBJECTS					ELECTIVES
SEMESTER 1	RELIGIOUS EDUCATION	ENGLISH	MATHS OR ADVANCED MATHS	PHYSICAL EDUCATION	SCIENCE	HISTORY OR PERSONAL FINANCE
						UNIT 1: ELECTIVE 1:
SEMESTER 2	RELIGIOUS EDUCATION	ENGLISH	MATHS OR ADVANCED MATHS	PHYSICAL EDUCATION	SCIENCE	HISTORY OR PERSONAL FINANCE
						UNIT 2: ELECTIVE 2:

All students are required to select four additional reserve elective subjects that they would like to study, should their initial selections not be available.  
A unit 1 and 2 sequence cannot be included in the Additional Subject Choices.

ADDITIONAL SUBJECT CHOICE 1	ADDITIONAL SUBJECT CHOICE 2	ADDITIONAL SUBJECT CHOICE 3	ADDITIONAL SUBJECT CHOICE 4

### SIGNATURES:

STUDENT:	PARENT/GUARDIAN:	WELLBEING TEACHER:
DATE:	DATE:	DATE:



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