



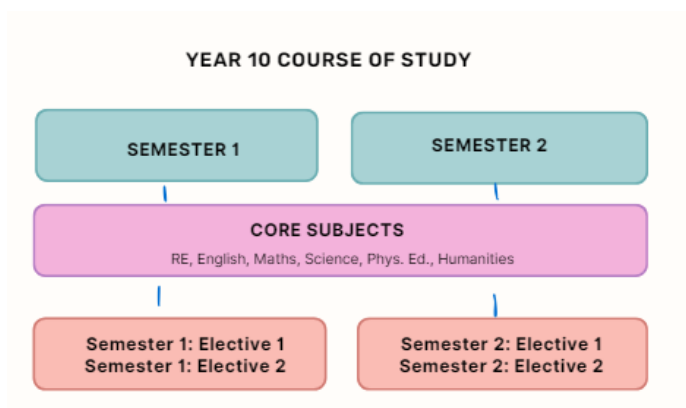
Sacré Cœur

## Year 10 Subject Information

### Welcome to Year 10

Throughout Year 10, students continue to deepen their understanding of the core subjects, whilst making further choices to shape their program around their interests and talents. Through the careers program, Year 10 Students are assisted and supported in considering their post-secondary pathways. This includes careers testing and participation in a work experience program. At year 10, students may apply to begin VCE studies with an enrolment in one VCE Unit 1&2 study, if approved.

### Year 10 Course of Study



### Year 10 Core Subjects

Core subjects are studied by all Year 10 students. Each core subject runs across the whole year.

#### Religious Education

In Year 10 Religious Education, you will delve into the Gospel of Mark and the formation of the Gospels, focusing on the Easter narrative and its portrayal in art and Passion paintings. You will explore Indigenous spirituality, examining the importance of culture, identity, land, kinship, and Dreamtime stories. A comparative study of world religions including Buddhism, Islam, Hinduism, Judaism, and Sikhism will provide insight into diverse beliefs and practices. The course will also cover Catholic Social Teaching (CST) and its emphasis on caring for creation, including discussions on the Universal Declaration of Human Rights (UDHR), Sustainable Development Goals (SDGs), and Pope Francis' message on environmental stewardship. Additionally, you will learn about monasticism, its historical significance, and its portrayal in modern media through "The Abbey." Through these topics, you will develop a deeper understanding of religious and spiritual concepts, promote empathy and critical thinking, and appreciate the diversity of cultures and beliefs in our world.

## English

In Year 10, students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, nonfiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media, and the differences between media texts. Literary texts that support and extend students in Year 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real world and fictional settings and represent a variety of perspectives.

## Maths (Mainstream)

In year mainstream 10 maths, students solve problems involving linear equations, inequalities and pairs of simultaneous linear equations and related graphs, with and without the use of digital technology. They represent linear and exponential functions numerically, graphically and algebraically, and use them to model situations and solve practical problems. Students compare univariate data sets by referring to summary statistics and the shape of their displays. Students solve quadratic equations and sketch related graphs. They expand binomial expressions and factorise monic and simple non-monic quadratic expressions. They use the unit circle to define trigonometric functions and graph these functions. They use exact values to evaluate simple trigonometric expressions. Students describe the results of two and three step random experiments both with and without replacements. They assign probabilities to outcomes and determine probabilities of events. Students investigate the concept of independence.

## Maths (General)

***NB: this subject is by invitation only, approved by the Head of Mathematics in consultation with parents***

In the percentages and financial applications unit, students work with numbers, converting between fractions, decimals and percentages and apply this to increasing and decreasing percentages for price discounts and mark-ups. Students solve income problems involving wages, salaries, commissions and tax and compare situations involving simple and complex interest. In the measurement unit, students solve problems involving perimeter and area of compound shapes and volume of rectangular prisms and cylinders with the use of digital technology. Pythagoras' Theorem is used to solve side lengths of right-angled triangles. In their study of data, students compare techniques for collecting and identify questions and issues involving different data types. They construct histograms, dot plots, box plots and stem-and-leaf plots with the use of digital technology. Students identify different measures of centre and spread and use these to describe and interpret the distribution of the data sets.

In the matrices unit, students identify the different properties of matrices and perform matrix operations of subtraction and addition, multiplication by a scalar, and matrix multiplication, by hand and using the Classpad calculator. They use these skills in applications of matrices. In the unit on linear relations, students represent real world linear models as tables of values, equations, and graphs and find solutions to problems related to different scenarios. Finally, in their study of bivariate data, students represent bivariate data sets as scatterplots and use functions on the Classpad to find statistical values to describe the relationship between the two numerical variables, and to determine linear regression equations to make predictions based on the data.

## Science

In Year 10 Science, students investigate the transmission of heritable characteristics from one generation to the next by analysing the function of both DNA and genes. They use models and diagrams to represent the relationship between DNA, genes and chromosomes. They describe mutations as changes in DNA or chromosomes and outline the factors that contribute to mutations.

In Chemistry, students investigate atomic theory by analysing the relationship between subatomic particles. The students use diagrams to show the electronic configuration of different elements. They describe the properties of ionic compounds and examine how they are formed. Through balancing charges they write ionic formulae. Students describe acid and base, precipitation and double replacement reactions and write worded and balanced chemical equations. Students examine and describe the nature of covalent molecules and through the aid of model and simulations analyse how they are formed.

Whilst studying Physics this semester, students investigate changes in an object's motion by considering the interaction between multiple forces. Students gather data to analyse everyday motion produced by forces, and the effect on displacement, velocity and acceleration. They use Newton's Laws of motion to describe the effects of interactions between objects

In Earth and Space Science students explore the features of the universe, including galaxies, stars and solar systems. They also investigate how the Big Bang theory can be used to explain the origin of the Universe.

## Physical Education

Year 10 Physical Education focuses on students engaging in a variety of recreational activities available within the local community. With one double practical session each week, the focus is on introducing students to activities that promote lifelong participation in physical activity. This is particularly significant as it is the students' final year of core physical education, aiming to instil a love for movement and healthy living beyond their school years.

Throughout the unit, students will explore different recreational activities that cater to a range of interests and abilities. These activities may include but are not limited to Tennis, Ultimate Frisbee, Lacrosse, Self Defence, Yoga, Pilates, Dance, Gym sessions, and team sports like basketball or soccer. The selection of activities will be based on their accessibility within the local community and their potential for continued engagement outside of school.

The unit will not only focus on developing physical skills and fitness but also on fostering an appreciation for the mental, social, and emotional benefits of regular physical activity. Students will learn about the importance of lifelong participation in maintaining overall health and well-being.

By the end of the unit, students will have gained exposure to a variety of recreational activities and will have developed an understanding of how these activities can contribute to a healthy and active lifestyle. They will also have the knowledge and skills to continue participating in these activities independently or within community groups after completing their core physical education requirements.

## Humanities

In **Accounting**, students will learn to classify assets and liabilities and calculate the owner's equity in a completed Balance Sheet vehicle understanding the importance of accounting for businesses.

In **Civics and Citizenship** students will investigate a comparison of key features of one Asian government and the Australian system of government focusing on laws and processes pertaining to international treaty obligations and modern threats to democracy.

In **Economics and Business** students will learn about concepts relating to Australian economic performance and living standards, inflation rates, an understanding of business entrepreneurs, human resource management and employment groups in the workplace.

In **Geography** students will investigate skills and concepts related to land and water environmental change and management, global responses to human wellbeing factors such as demographics and both governmental and intergovernmental responses.

In **History**, students study Australia in World War Two including a new unit on the Holocaust, rights and freedoms for First Nations People in Australia and a selected unit on the contemporary globalising world.

## **Year 10 Electives**

In Year 10, students study 4 semester-length electives (2 per semester). These electives come from the dramatic arts, creative arts, digital technologies, English (Literature), Languages, Music and Health & Physical Education learning areas. A list of electives with links to information about each can be found below:

- [Acting for the stage \(Semester 1\)](#)
- [Physical Theatre \(Semester 2\)](#)
- [Art: Drawing & Painting \(Semester 1\)](#)
- [Art: Ceramics and Printmaking \(Semester 2\)](#)
- [Brand Designs: Products and Packaging \(Sem. 1\)](#)
- [Grand Designs: Interior and Architecture \(Sem. 2\)](#)
- Digital Technologies (Sem. 1)
- Digital Technologies (Sem. 2)
- [French \(Sem. 1\)](#)
- [French \(Sem. 2\)](#)
- [Health \(Sem. 1\)](#)
- [Sports Science \(Sem. 2\)](#)
- [Japanese \(Sem. 1\)](#)
- [Japanese \(Sem. 2\)](#)
- [Literature: That's not my book \(Semester 1\)](#)
- Literature: Women of the World (Semester 2)
- [Media: Film and Magazine](#)
- [Music \(Sem. 1\)](#)
- [Music \(Sem. 2\)](#)
- [VCE Accelerated Study \(Unit 1 & 2\)](#) (see next page)

## Studying a VCE subject in Year 10

### Year 10 Accelerated Study Options (VCE Units 1&2)

If approved, students at Sacré Cœur may begin VCE studies in Year 10 with an enrolment in one VCE Unit 1&2 study. Selected VCE subjects are offered to Year 10 students and are listed below.

[Accounting](#)

[Biology](#)

[Business Management](#)

[Health and Human Development](#)

[Legal Studies](#)

[Media](#)

[Modern History](#)

[Music](#)

[Physical Education](#)

[Psychology](#)

[Theatre Studies](#)

A VCE unit is a semester in length (Unit 1= Semester 1; Unit 2 = Semester 2). Each VCE unit counts as one elective. Any student wishing to study a VCE Unit 1&2 subject in Year 10, must complete an application form (see page 9) and meet approval criteria. These criteria are outlined below.

#### **General Criteria**

To be considered for acceleration into a VCE study students must exhibit the following:

1. Evidence of sound organisational skills
2. Strong work and study ethic
3. Demonstrated talent in the subject area of the proposed VCE study (see subject specific criteria)
4. Commitment and motivation to undertake the associated responsibilities which accompany study at the VCE level
5. Excellent attendance record
6. Completion of application form (see page 9)

*Prerequisites for acceleration into Units 1 and 2 studies:*

Students seeking acceleration in any of the following subjects must achieve a **B average in English** during Semester 1, Year 9.

Applicants for acceleration in *Psychology* or *Biology* who do not meet this requirement may still be considered if they have attained an A average in Year 9 Semester 1 Science and Mathematics.

*Dramatic Arts*

- Theatre Studies
  - o Work Habits – (effort and behaviour) High in most subjects studied in Year 9

*Humanities*

- Accounting
  - o An average of B+ in Humanities Semester 1
  - o Work Habits – (effort and behaviour) High in most subjects studied in Year 9
- Business Management
  - o An average of B+ in Humanities Semester 1
  - o Work Habits – (effort and behaviour) High in most subjects studied in Year 9
- History
  - o An average of B+ in Humanities Semester 1
  - o Work Habits – (effort and behaviour) High in most subjects studied in Year 9
- Legal Studies
  - o An average of B+ in Humanities Semester 1
  - o Work Habits – (effort and behaviour) High in most subjects studied in Year 9

*Music*

- Music Performance: Entry is based on consultation with Music staff. Please make an appointment with Ms O'Grady (Head of Music) if you wish to accelerate in Music

*Physical Education and Health*

- Health and Human Development
  - o A minimum B+ in Year 9 Health & PE (Semester Test)
  - o Work Habits – (effort and behaviour) High in most subjects studied in Year 9
- Physical Education
  - o An average of B+ in Science Semester 1 Year 9
  - o A minimum B+ in Year 9 Health & PE (Semester Test)
  - o Work Habits – (effort and behaviour) High in most subjects studied in Year 9

*Science*

- Biology
  - o An average of B+ in Year 9 Semester 1 Science and Mathematics
  - o Work Habits – (effort and behaviour) High in most subjects studied in Year 9
- Psychology
  - o An average of B+ in Year 9 Semester 1 Science and Mathematics
  - o Work Habits – (effort and behaviour) High in most subjects studied in Year 9

### Process for submitting elective preferences

Students study 4 electives (2 per semester). Student must therefore identify and select:

- 4 preferences **and**
- 2 reserve preferences

Please note that it is important to rank elective units in preferential order. This means that choice 1 is the elective most preferred, choice 2 is the second most preferred, and so on. A full table of the electives is below. Please note that students who are accessing the learning enhancement program will do so during elective time. Therefore, please select learning enhancement as an elective in both semester 1 and semester 2.

### Year 10 Elective Subjects - 2026

|                                                 |        |                                      |        |
|-------------------------------------------------|--------|--------------------------------------|--------|
| ACTING FOR THE STAGE Y10 (S1)                   | 10ACT  | HEALTH Y10 (S1)                      | 10HEA  |
| PHYSICAL THEATRE Y10 (S2)                       | 10TTH  | SPORTS SCIENCE Y10 (S2)              | 10SPS  |
| ART 1: Drawing & Painting Y10                   | 10ART1 | JAPANESE 1 Y10                       | 10JAP1 |
| ART 2: Ceramics & Printing Y10                  | 10ART2 | JAPANESE 2 Y10                       | 10JAP2 |
| GRAND DESIGNS: Interior & Architecture Y10 (S2) | 10GRD2 | LEARNING ENHANCEMENT 1 Y10           | 10LE1  |
| BRAND DESIGNS: Products & Packaging Y10 (S1)    | 10BRD1 | LEARNING ENHANCEMENT 2 Y10           | 10LE2  |
| DIGITAL TECHNOLOGIES1 Y10 (S1)                  | 10DIG1 | LITERATURE 1: That's Not My Book Y10 | 10LIT1 |
| DIGITAL TECHNOLOGIES2 Y10 (S2)                  | 10DIG2 | LITERATURE 2: Women of the World Y10 | 10LIT2 |
| EXTERNAL STUDY 1 Y10                            | 10EXT1 | MEDIA: Video & Magazine Y10          | 10MEA  |
| EXTERNAL STUDY 2 Y10                            | 10EXT2 | MUSIC 3 Y10 (S1)                     | 10MUS3 |
| FRENCH 1 Y10                                    | 10FRE1 | MUSIC 4 Y10 (S2)                     | 10MUS4 |
| FRENCH 2 Y10                                    | 10FRE2 |                                      |        |

### Accelerated VCE Subjects - 2026

|                                     |       |                           |       |
|-------------------------------------|-------|---------------------------|-------|
| ACCOUNTING Unit 1                   | ACC01 | MEDIA Unit 1              | MEA01 |
| ACCOUNTING Unit 2                   | ACC02 | MEDIA Unit 2              | MEA02 |
| BIOLOGY Unit 1                      | BIO01 | MUSIC PERFORMANCE Unit 1  | MUP01 |
| BIOLOGY Unit 2                      | BIO02 | MUSIC PERFORMANCE Unit 2  | MUP02 |
| BUSINESS MANAGEMENT Unit 1          | BUS01 | PHYSICAL EDUCATION Unit 1 | PED01 |
| BUSINESS MANAGEMENT Unit 2          | BUS02 | PHYSICAL EDUCATION Unit 2 | PED02 |
| HEALTH AND HUMAN DEVELOPMENT Unit 1 | HH01  | PSYCHOLOGY Unit 1         | PSY01 |
| HEALTH AND HUMAN DEVELOPMENT Unit 2 | HH02  | PSYCHOLOGY Unit 2         | PSY02 |
| HISTORY (Modern) Unit 1             | HIS01 | THEATRE STUDIES Unit 1    | THS01 |
| HISTORY (Modern) Unit 2             | HIS02 | THEATRE STUDIES Unit 2    | THS02 |
| LEGAL STUDIES Unit 1                | LEG01 |                           |       |
| LEGAL STUDIES Unit 2                | LEG02 |                           |       |

## Timeline for subject selection process (Year 10 2026)

| Date                                                                                                               | Event / Task                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>Wednesday 18 June</b> (Period 2)                                                                                | Year Level assembly student information session for current Year 9s ( <i>Year 10 2026</i> )                                  |
| <b>Tuesday 24 June</b> (Period 5)                                                                                  | Senior Student Panel: Q&A                                                                                                    |
| <b>Tuesday 22 July</b> (Period 6):                                                                                 | Subject expo (Hall) / Info session (Kirby)                                                                                   |
| <b>Thursday 24 July: 9.00am</b>                                                                                    | Student web preferences OPEN                                                                                                 |
| <b>Thursday 24 July</b>                                                                                            | VCE information evening 7pm                                                                                                  |
|  <b>Thursday 7 August: 9.00am</b> | Student web preferences CLOSED – Selections DUE                                                                              |
|  <b>Thursday 7 August: 9.00am</b> | Application form for VCE accelerated study DUE<br><i>Form submitted to Director of Learning and Teaching (Mr Harrington)</i> |

Subject preferences will be submitted online via Web Preferences at  
[www.selectmysubjects.com.au](http://www.selectmysubjects.com.au)

The Web Preferences access guide will be emailed to students

### Key Contacts

[Mr. Peter Harrington](#) (Director of Learning and Teaching)

#### For subject enquiries:

[Ms. Anna Straford](#) (Religious Education)

[Ms. Erin Clements](#) (English)

[Ms. Rachel Lowinger](#) (Mathematics)

[Ms. Anna-Marie McGann](#) (Science)

[Ms. Suzanne Lawrence](#) (Humanities)

[Ms. Marika Davison](#) (Health and PE)

[Ms. Maria LaTorre](#) (Creative Arts)

[Ms. Séverine Peyronnet](#) (French)

[Ms. Debra Dunn](#) (Japanese)

[Ms. Kate Dillon](#) (Dramatic Arts)

[Ms. Deirdre O'Grady](#) (Music)

[Mr. Ashley Hall](#) (Digital Technologies)

[Ms. Leonie McLinden](#) (Learning Diversity)

[Ms. Claudia Ohlert](#) (Year 10 Coordinator)

[Ms. Megan Carter](#) (Year 9 Coordinator)

#### For careers enquiries:

[Ms. Pauline Steedman](#) (Careers)

#### For Web Preferences enquiries:

[Mr. Greg Savy](#) (Director of School Operations)

#### For VCE enquiries:

[Ms. Leah Tremewen](#) (VCE Coordinator)



Sacré Cœur

## Application for accelerated VCE Study (Unit 1&2)

NAME: \_\_\_\_\_ Homeroom: \_\_\_\_\_

VCE subject you wish to study \_\_\_\_\_

### Year 9 Semester 1 Examination Results:

|             |  |                                             |  |
|-------------|--|---------------------------------------------|--|
| English     |  | French                                      |  |
| Maths       |  | Japanese                                    |  |
| Science     |  | Elective<br><i>specify name of elective</i> |  |
| Humanities  |  | Elective<br><i>specify name of elective</i> |  |
| Health / PE |  |                                             |  |

### Average reported work habits across all subjects (*under 'student profile' on Y9 Sem 1 reports*)

| Work habit                                                                                  | H / M / L |
|---------------------------------------------------------------------------------------------|-----------|
| Organises time, completes work and meets deadlines,                                         |           |
| Works collaboratively                                                                       |           |
| Demonstrates initiative, learns independently, and makes the best of learning opportunities |           |
| Reflects on experience of learning and positively responds to feedback                      |           |

### Other Y9 assessment task results or achievements you wish to highlight:

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Please describe why you wish to study a VCE accelerated subject

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Outline your interest and experience in the subject you have chosen to study

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Describe what makes you a suitable candidate for accelerated VCE study

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Parent / guardian comment in support of this application

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Signed (student): \_\_\_\_\_

Signed (parent / guardian): \_\_\_\_\_

Date: \_\_\_\_\_