YEAR 10 HANDBOOK

2026

BOX HILL HIGH SCHOOL

AD ALTIORA CERTAMUS

Our Vision

Box Hill High School is a learning community that fosters resilience, a passion for lifelong development and a commitment to impacting the world in positive ways.

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Our Values

Respect: We show respect for other members of our school community in the way we treat others and consider the perspectives of others. Fostering a sense of belonging, we value and support diversity and build a positive and safe environment.

Creativity: We celebrate creativity in all its forms, providing opportunities for students to explore what is possible for them and the world. We nurture innovation and curiosity by encouraging students to develop original ideas and processes.

Resilience: We strive to develop resilient individuals who are able to achieve in different situations and cope with challenges. We build the confidence to solve problems and connect failure to learning. We promote positive education to build skills for a strong mind and healthy body.

Growth: We believe all students can learn and grow. We approach the world with a growth mindset in order to become adaptive and autonomous learners. Through active participation and developing skills of self-regulation growth can be achieved. We strive to be our best.

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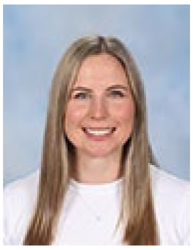
Middle School, Senior School and Pathways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- Year 10 electives
- Subject changes


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- VET
- Work placements
- Post-school pathways

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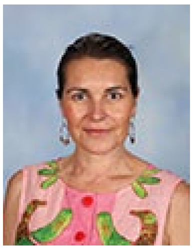
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- Subject-specific questions

Welcome

Box Hill High School takes pride in the academic, personal, and social success of its students and supports them to design educational pathways to achieve their dreams in life. At the conclusion of their senior studies, students depart Box Hill High School with a sense of direction and the skills and confidence to meet the life choices and challenges that lie ahead.

As senior members of the school community, students are expected to be positive role models by their consistent application to their studies and total commitment to all areas of the school's program. All VCE units require a minimum class attendance rate of 90% to achieve a satisfactory result and some academic Unit 1&2 subjects involve after school assessment to provide for fair and consistent assessment across classes.

All 10 – 12 studies require full commitment and dedication from students. The Middle and Senior School, Careers and Pathways, and Wellbeing teams are here to assist students to succeed throughout their final years of schooling.

Year 10 electives: Preparing for senior pathways

This handbook assists students in Years 9 to make informed decisions about their subject selections for next year. As a starting point we encourage you to read Where to Now? Your Guide to Senior Secondary School Pathways in Victoria in 2026. Students have only a small number of core subjects in Year 10 and their studies are able to become more focused on their areas of strength and interest. There is an opportunity for most students to study their first VCE subject and students should consider their plans for Year 11 and 12 when selecting a subject to study in Year 10. We strongly encourage students to revisit their Morrisby profile for senior subject suggestions and information about further study and career options prior to selecting their subjects.

During the decision-making process, students should consider and make selections based upon their:

- **Strengths**: what are you good at? In which subjects do you get the best results?
- **Interests:** which subjects to you like/enjoy most?
- **Aspirations**: where would you like to go in life? What would you like to keep learning about? Which industries or occupations have you imagined yourself in?
- **Options**: which subjects will keep your options open if you're unsure or change your mind?

Students are strongly discouraged from selecting subjects based on the assumption that a subject will be scaled up and lead to a higher ATAR.

Key Dates 2025

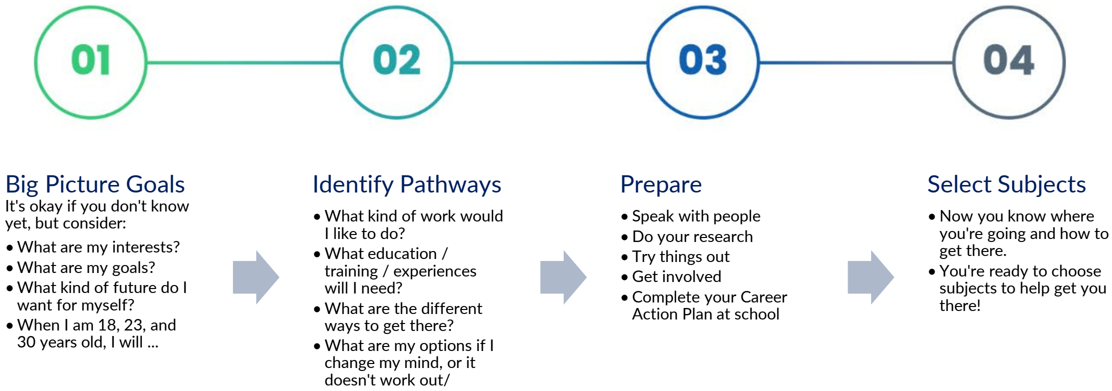
Term2, Week 10	Year level assemblies with a focus on subject selection and creating or updating a Career Action Plan.
Term 2, Week 11 **Wed 2/7** **5:00 pm – 7:00 pm**	Senior School Expo – Compulsory for all Year 9 and 10 students. Year 11 students and families are welcome to attend. Includes parent information session.
Term 3, Week 3 **Fri 8/8**	Students and parents, if available, attend an individual subject selection appointment with a course advisor to discuss their Career Action Plan and select their next year's subjects.
Term 3, Weeks 5 - 10	The school undertakes planning to determine which subjects will run in 2026 and some students may be consulted further regarding their selections. Further course advising where necessary if a subject cannot be offered or based upon a student's Semester 2 results.
Mid Term 4	Confirmation of students' subjects for the next year in preparation for HeadStart program in November.

The school offers a wide range of electives for students to afford students a rich and engaging curriculum. In most cases students can study their most-preferred electives, but there are times when a subject may not be available due to staffing or timetable constraints or insufficient student interest in a subject.

CHOOSING SUBJECTS

Planning Backwards

Subject selection in the final years of high school begins by planning backwards. You need to consider what you might like your life to be like in the future, set goals, and take actions to help get there. However, it's okay to not know exactly what you want to do, or to change your mind in the future. Good subject choices help us to keep options open while enabling future paths.



Program Charts & Course Advising

At BHHS, students entering Years 10 – 12 will attend course advising sessions. Course Advisors are experienced teachers and school leaders who assist students to make choices about their subjects. Students are supported to consider their own interests, possible pathways, and how to experience a range of subjects and learning areas during their time at Box Hill High School.

In preparation for these sessions, students will:

1. Attend an assembly in the first week of Term 3, covering key information.
2. Attend the Subject Selection Webinar.
   This session explains the subject selection process in more detail for each year level.
3. Attend the Senior Expo.
   Students and families can view subject displays, ask questions of teachers and the Careers Team.
4. Read the relevant year's handbook.
5. Discuss choices with their family.
6. Submit their Career Action Plan for that year on Compass.
7. Complete a program chart with their preferred subjects for the coming year.
   This includes reserve subjects in case their first preferences are not possible, as well as a non-binding plan of what subjects they intend on completing until the end of Year 12.

YEAR 10 COURSE STRUCTURE

In Year 10, students can select from a wide range of over 25 electives. Students can focus their studies to a significant degree towards areas that align with their interests, talents, and planned future study and pathways beyond school. This is still an opportunity to try out subjects before Years 11 and 12 when your course may become more narrowly focused.

Detailed subject descriptions for all subjects are provided at the end of this handbook.

Core subjects

English, Mathematics and Science are compulsory year-long subjects.

English

All students must study either English, English as an Additional Language (EAL) or Applied Literacy for the whole year.

Mathematics

All students study mathematics for the whole year. There are three course options available to students.

Semester One	Semester Two
Year 10 Maths	Pre-General Maths
Year 10 Maths	Pre-Methods Maths
Applied Numeracy	Applied Numeracy

Science

All students must study Science for the whole year. There are two course options available to students.

Semester One	Semester Two
Year 10 Science	Analytical Science
Year 10 Science	Science Around Us

Elective subjects

Students have six available slots for elective subjects, three choices for each semester. Some subjects such as languages, music, or VCE subjects take two slots because they run for the whole year.

In addition, all students will study either the Momentum Program, the Duke of Edinburgh Program or a Vocational Education and Training (VET) course on Wednesday afternoons.

Access to VCE Units 1 & 2 subjects

Most students are recommended to select a VCE Units 1 & 2 sequence to study in Year 10. Studying a VCE subject in Year 10 is a great way for students to learn the structure and assessment requirements of VCE studies in preparation for the study of a full VCE course in Year 11. Students will generally study the corresponding Units 3 & 4 sequence in Year 11, which provides them with an additional study score to contribute towards an ATAR.

The following VCE subjects can be studied by Year 10 students:

- Art: Making and Exhibiting
- Biology
- Business Management
- Drama
- Economics
- Geography
- Health and Human Development
- History
- Legal Studies
- Media
- Music Performance
- Physical Education
- Politics
- Psychology
- Systems Engineering
- Visual Communication Design

The following VCE subjects **require school approval** to study in Year 10:

- Chinese First Language
- Chinese Second Language Advanced
- Mathematical Methods
- Physics

Students with inconsistent application towards their studies in Year 10 or significant gaps in attendance are usually better prepared for Year 11 through the study of more Year 10 electives instead of an accelerated VCE study.

Students who are achieving outstanding results in Year 9 may be approved to study more than one VCE subject in Year 10. Students will be advised by the school if they have been identified for this pathway.

Students may select to study a VET subject or language subject not already offered at BHHS through an external provider. For more information see the section on external subjects.

Sample courses

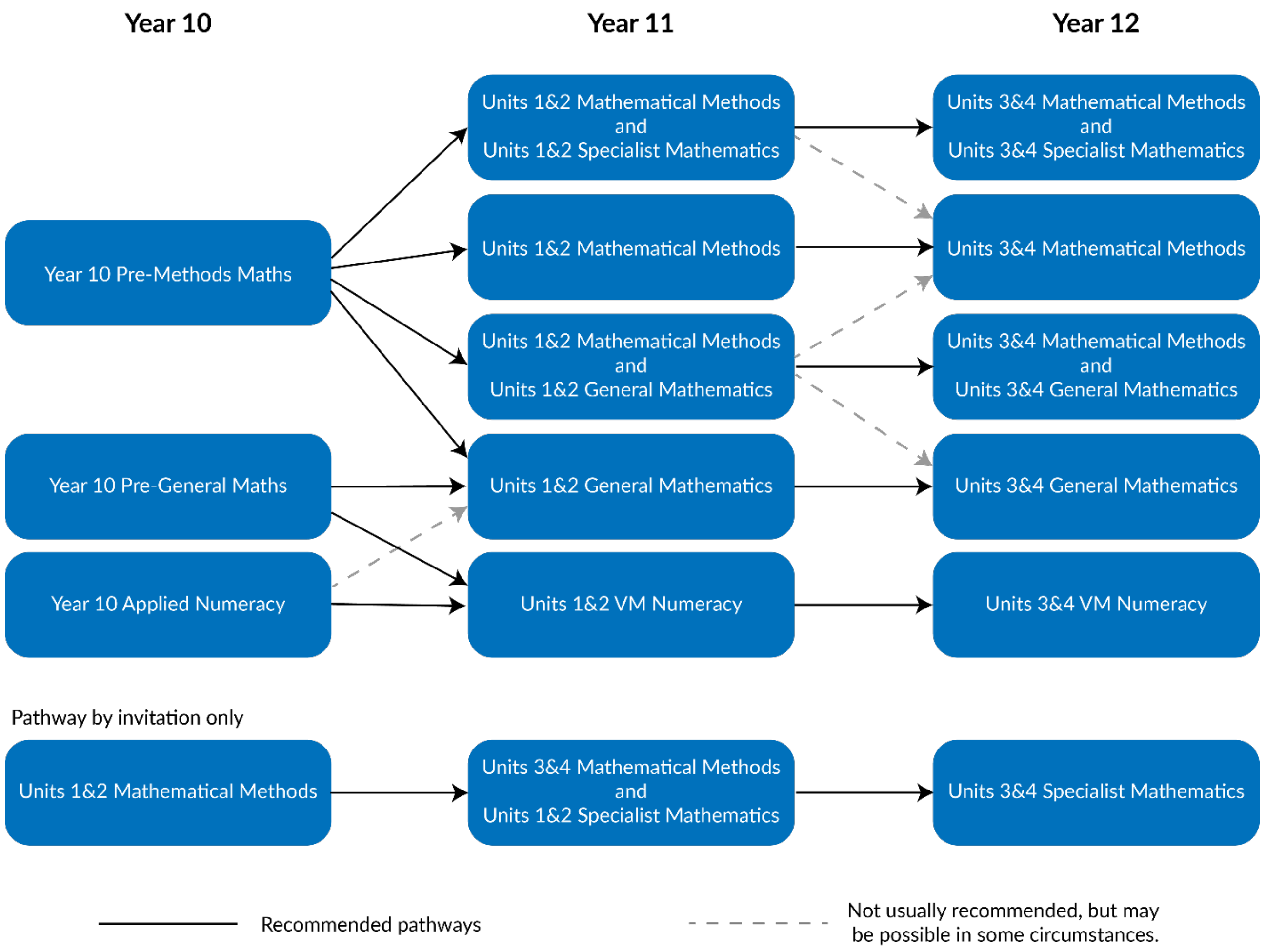
Semester One	English	Year 10 Maths	Year 10 Science	VCE Units 1 & 2 Psychology	Commerce: Money & Risk	Drama	Duke of Edinburgh
Semester Two		Pre-General Maths	Analytical Science		Youth Health issues	Art in Action	

Semester One	English as an Additional Language	Year 10 Maths	Year 10 Science	VCE Units 1 & 2 Chinese First Language	English Language Support	Advanced Algebra & Mathematical Thinking	Momentum Program
Semester Two		Pre-Methods Maths	Science Around Us			Art in Practice	

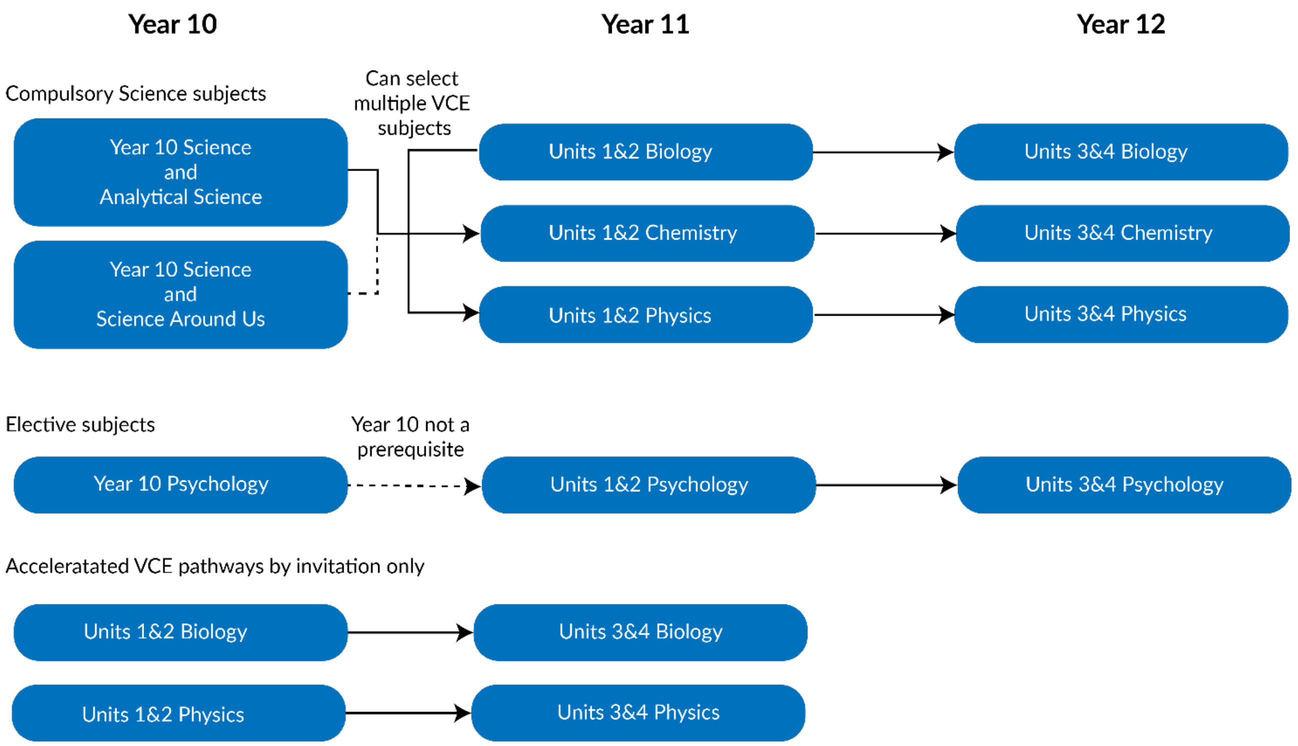
Semester One	English	Year 10 Maths	Year 10 Science	VCE Units 1 & 2 Biology	Drama	Architecture & Product Design	Momentum Program
Semester Two		Pre-Methods Maths	Analytical Science		Psychology	Media	

Semester One	Applied Literacy	Applied Numeracy	Year 10 Science	History: Power and Oppression	Sport Science	Print & Screen Design	VET Building and Construction
Semester Two			Science Around Us	Commerce: Money & Risk	Psychology	Art in Practice	

Mathematics Pathways



Science Pathways



External Subjects

Students can only enrol in external subjects if Box Hill High School is unable to offer that subject. In Year 10, students study external subjects in addition to their full school study load. In Years 11 and 12, external subjects are considered part of students' full school study load and they will have study periods factored into their school timetable.

- Languages other than German or Chinese may be studied through the Victorian School of Languages
- See below for information about Higher Education Studies within the VCE.

The Centre for Higher Education Studies (CHES)

The CHES provides senior secondary students with opportunities for greater stretch and challenge in their studies by allowing students access to first year university-level studies and select VCE subjects, accompanied by an innovative enrichment program.

- Higher Education Studies: first-year university subjects from a range of disciplines in partnership with universities.
- VCE Extended Investigation: a research-based, university preparation subject.
- VCE Algorithmics: a foundation for studying computer science and software engineering at tertiary level.
- Direct application to CHES with BHHS principal approval as a requirement.

Please see the entry under 'Additional Programs' for more detailed information.

Vocational Education and Training (VET) Subjects

Vocational Education and Training Delivered to Secondary Schools (VETDSS) allows students to commence, and in many cases complete, a nationally recognised TAFE qualification (Certificate II or III) as part of their VCE studies.

Year 11 VET courses are equivalent to Unit 1 & 2 studies and Year 12 VET courses are equivalent to Unit 3 & 4 studies. Year 1 is a prerequisite for Year 2 in all VET subjects. A VET subject is a compulsory component of the VCE Vocational Major and an optional component of the VCE. These subjects are offered by TAFE or other school providers and are run once per week, usually on Wednesday afternoons, although this can vary. Attendance each week is vital as one day of VET is equivalent to one week's worth of school classes and a set number of hours are required to pass VET subjects. To explore options, click here.

The VETDSS application process is separate from the BHHS subject selection process and runs to a different timeline. All students* must select a full Box Hill High School program at subject selection and put their name on the VET subject expression of interest list. These students will be contacted and guided through the VET subject application process when it opens.

There is high demand for VET courses in our local cluster, often with more applicants than places available. As such, VETDSS providers prioritise students in the following order:

1. Vocational Major students and Second Year VET students
2. Year 11 VCE students
3. Year 10 students

*Except: 1) Vocational Major students who must select a VET subject as part of their program;
2) students continuing into the second year of their VET program.

INDUSTRY MATRIX

This matrix is a general guide to how your preferred industry areas relate to your school subjects. Within each industry there are many occupations with differing requirements.

The best thing to do is select a broad range of subjects that will support your Plan A, B and C. It's important to note that many skills overlap across industries, and with the many pathways available to you, **this matrix is not exhaustive.**

Head to the Australian Government's Labour Market Insights website for more information.

	English	Maths	Sciences	Humanities	Technical and Applied	Health & Phys Ed	Creative Arts
Accommodation and Food Services	✓	✓		✓	✓		
Administrative and Support Services	✓	✓		✓			
Agriculture, Forestry and Fishing	✓	✓	✓	✓	✓		
Arts and Recreation Services	✓			✓	✓	✓	✓
Construction	✓	✓			✓		
Education and Training	✓	✓	✓			✓	✓
Electricity, Gas, Water, Waste	✓	✓	✓		✓		
Financial and Insurance Services	✓	✓					
Health Care and Social Assistance	✓	✓	✓		✓	✓	
Information, Media and Telecommunications	✓	✓	✓		✓		
Manufacturing	✓	✓			✓		
Mining	✓	✓	✓	✓	✓		
Other Services	✓			✓	✓	✓	✓
Professional, Scientific, Technical Services	✓	✓	✓	✓	✓		
Public Administration and Safety	✓	✓		✓	✓		
Rental, Hiring and Real Estate Services	✓	✓		✓			
Retail Trade	✓	✓	✓	✓			
Transport, Postal and Warehousing	✓	✓			✓		
Wholesale Trade	✓	✓		✓	✓		

Career Tools, Subject X Industry Matrix 2023

WHAT IS AN ATAR?

Further Study and ATAR

- The Australian Tertiary Admission Rank (ATAR) is the direct pathway from Year 12 into university study.
- The ATAR is an overall percentile rank reflecting a student's Year 12 achievement compared to the age group each year. For example, a student with an ATAR of 75 has achieved results above 75% of the Year 12 age group.
- Universities require an ATAR, but other pathways such as TAFE do not. However, these courses may still have other prerequisites such as completing your VCE or submitting a portfolio of work.
- The only purpose of the ATAR is to help universities choose which students they will offer a position to.
- The higher your ATAR, the more university options you will have open to you.
- University courses may have other admission requirements such as selection tasks, auditions, folios, or personal essays.

Study Scores

Each Unit 3/4 study will be scored out of 50. This is commonly known as a 'study score'. Once these scores are adjusted to account for different subject combinations, they are used to calculate the ATAR. This adjustment process is called 'scaling'.

The ATAR is calculated using:

- your English study score (or your best one if you take more than 1 English subject)
- your next best three permissible subjects (which together with the English study make the 'Primary Four'), plus
- 10 percent of your scores for a fifth and sixth subject

  These are added together to arrive at an aggregate score which becomes your ATAR.

  The ATAR is a percentile ranking. For example, if a student achieves an ATAR of 60, this indicates that they have performed better than 60% of students who completed their VCE in the same year.

Scaling

Scaling is a rigorous and unbiased mathematical process which adjusts students' results to ensure that the ATAR is an overall measure VCE performance in **all studies** and in **all combinations**. Study scores are scaled to consider the different levels of **competition** in different studies.

Scaling does not depend on the difficultly of the subject.

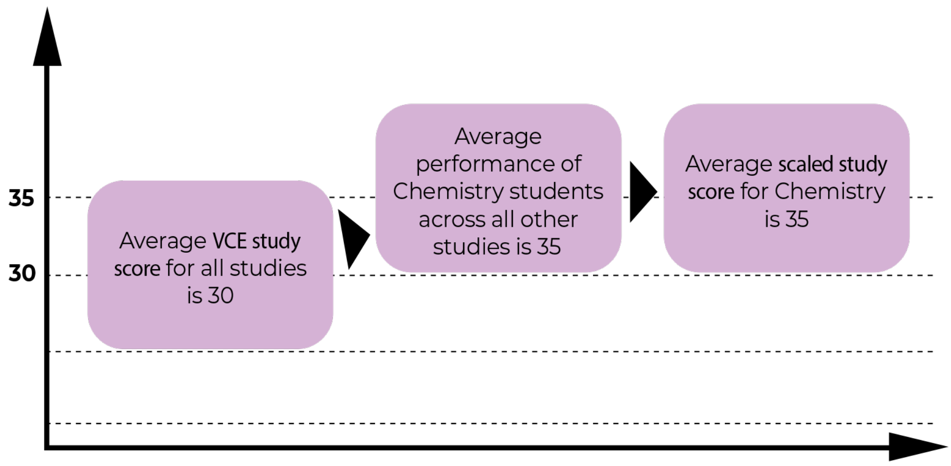
Scaling ensures you are neither advantaged nor disadvantaged based on the combination of Year 12 subjects you choose. **This means you should freely choose subjects you like and are good at without worrying about your ATAR.**

Detailed information about the ATAR and how it is calculated is available on the [VTAC website]().

Myth ✗	*Fact* ✓
These subjects are always .scaled up..so I.m going to choose those;	*The way scaling is calculated depends entirely on the average academic performance of all the students in the course that year. This can change from year to year. To get the best possible results and maximise your scaling, you should pick subjects you enjoy and will do well in.*
Those subjects are always .scaled down... so I.m going to avoid choosing them;	

I need to study 'difficult' subjects to get the best score and make sure my courses scale	*'Difficult' is a highly subjective term. Everyone has different strengths and interests. Students who achieve highly in VCE study a variety of subjects and have varied interests*

The basics of scaling: an example



Note: This diagram uses simplified figures and processes for the purpose of clarity. Refer to the details elsewhere in this publication and on the VTAC website for more details about the scaling process.

1. The average **VCE study score** for all studies is 30. Therefore, Chemistry VCE study scores are calculated with a fixed average of 30.
2. VTAC analyses the performance of Chemistry students in all their other studies, and calculates their overall average—across all their studies. In this example Chemistry students' overall average is 35.
3. Because the overall average for Chemistry students is higher than 30, we can see that it was harder for Chemistry students to obtain the average (or above) in Chemistry than it was in their other studies. This means, to be fair, the average for Chemistry needs to be adjusted to the new average of 35.
4. All Chemistry study scores are recalculated around the average of 35, producing **scaled study scores** for the study.

Adapted from: VTAC 2023 and UAC 2022

Entry Requirements – Prerequisites

As important as the ATAR, students' English and other prerequisite subject study scores are essential for admission to most courses. These are usually in English and Mathematics but can involve alternative or extra requirement such as folio presentations, interviews, pre-selection kits or tests. Even if a student achieves an ATAR high enough for selection into their dream course, they will not be selected if they do not meet the subject prerequisites.

Please keep prerequisites in mind when selecting subjects and refer to either the VTAC Prerequisites for 2026 which is organised by institution, or the Year 10 guide to VCE subject selection for 2026 university entry.

If a university course has subject prerequisites, it is because it is assumed knowledge and there will be more content related to that subject throughout the course. There is no one set of entrance requirements that covers all tertiary institutions and there are also differences among individual universities. For example, Accounting at Monash Clayton requires completion of Units 3/4 Mathematical Methods with a study score of 25 while Accounting at Monash Caulfield requires Units 3/4 General Mathematics with a 25.

English and Mathematics

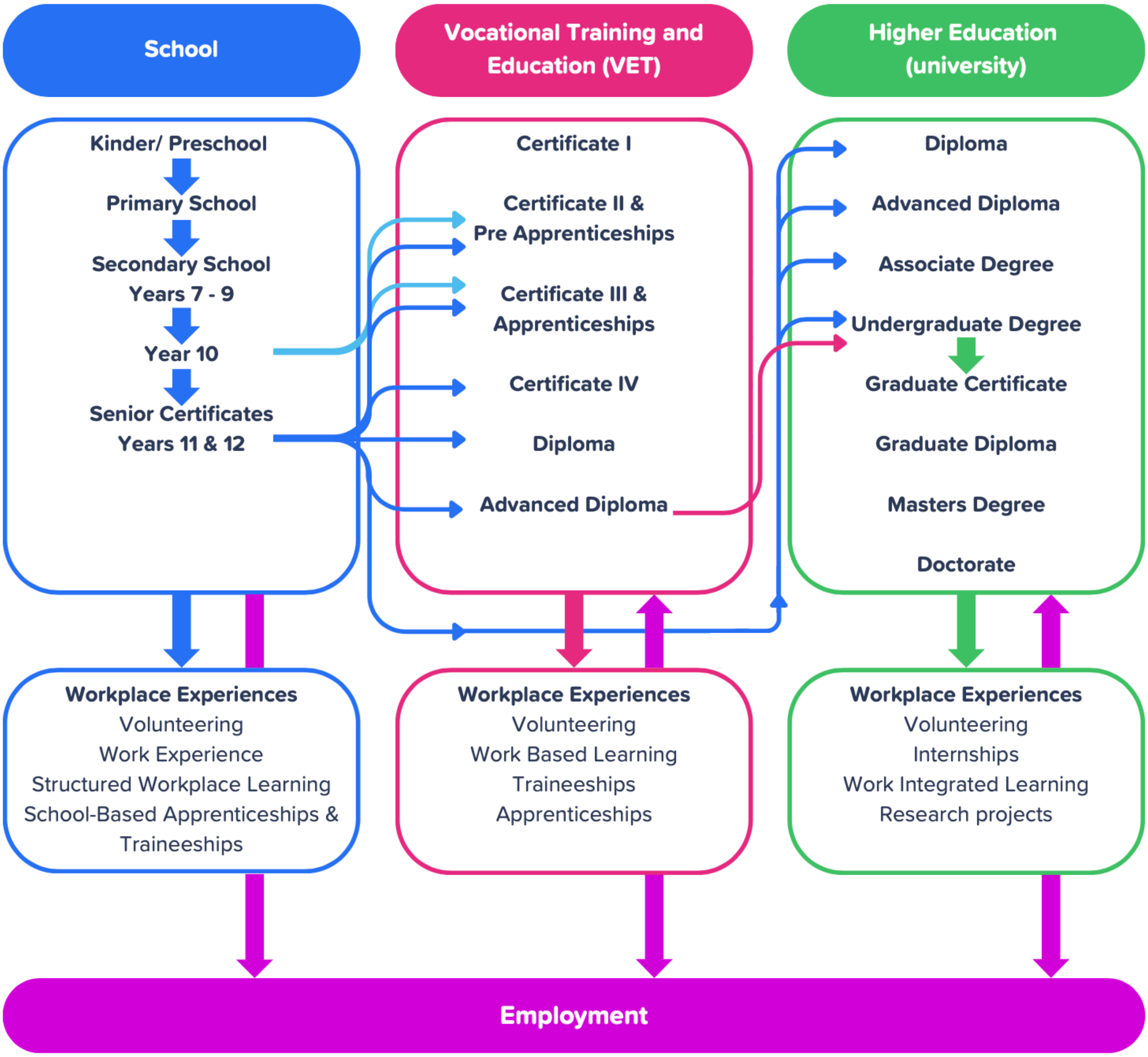
For most courses, the required study score in English is 25 and 30 for EAL, however this varies slightly between institutions and courses. If a student does not meet the English/EAL prerequisite, institution and course options will be extremely limited.

Mathematics can also be an important prerequisite for many courses. In general, BHHS encourages students to continue Mathematics into Year 11 to keep their options open. However, it is important the level of Mathematics a student chooses matches their ability. Year 10 students should seek the advice of their current Mathematics teacher and select the level of Mathematics they have been recommended for. Students who request a Mathematics subject change in Year 11 may not always be able to be accommodated due to timetabling and class number constraints.

In the time between selecting VCE subjects and applying to TAFE or university entry requirements and prerequisites can change, or a student may miss out on meeting the requirements. For these reasons, it is important for students to know which alternative routes or 'study pathways' can also lead to their dream destinations.

There are many ways to reach your goals. Sometimes the path is direct, sometimes not. The chart below highlights the many ways in which you can engage with training, education, and further study to reach your employment goals.

Don't forget that our careers team is a wealth of knowledge! You can schedule an appointment with the team to go over questions or concerns, and to find out more about your opportunities.



Career Tools, Pathways Map 2023

	Middle School	Senior School (VCE)	
	Year 10	Year 11	Year 12
English	• English • EAL • Applied Literacy • English Language Support* • Literature	• English • English Language • Literature • EAL • Bridging EAL	• English • English Language • Literature • EAL
Mathematics	• Maths • Pre-Methods Maths • Pre-General Maths • Applied Numeracy • Advanced Algebra & Mathematical Thinking	• General Mathematics • Mathematical Methods • Specialist Mathematics	• General Mathematics • Mathematical Methods • Specialist Mathematics
Science	• Science • Analytical Science • Science Around Us • Psychology	• Biology • Chemistry • Physics • Psychology	• Biology • Chemistry • Physics • Psychology
Humanities	• History: Heroes and Villains • History: Power and Oppression • How To Save The World • Creativity & Critical Thinking • Commerce: Money & Risk • Commerce: Rights, Rules and Resources • Mythbusters: Archaeology & Ancient Myth	• Accounting • Business Management • Economics • Geography • History • Legal Studies • Politics	• Accounting • Business Management • Economics • Geography • History • Legal Studies • Politics
Health & PE	• Sports Science • Coaching & Leadership • Youth Health Issues	• Health & Human Development • Physical Education	• Health & Human Development • Physical Education
Arts	• Architecture & Product Design • Art in Action • Art in Practice • Drama • Media • Music* • Print & Screen Design	• Drama • Media • Music Performance • Art Making & Exhibiting • Visual Communication Design	• Drama • Media • Music Performance • Art Making & Exhibiting • Visual Communication Design
Technology	• AI-driven Software Development • Systems Engineering	• Systems Engineering	
Languages	• Chinese Second Language* • Chinese Second Language Advanced* • Chinese First Language* • German*	• Chinese Second Language • Chinese Second Language Advanced • Chinese First Language • German	• Chinese Second Language • Chinese Second Language Advanced • Chinese First Language • German
Vocational Major		• VM Literacy • VM Numeracy • VM Work Related Skills • VM Personal Development Skills	• VM Literacy • VM Numeracy • VM Work Related Skills • VM Personal Development Skills
Personal development	Momentum Program Duke of Edinburgh Program		

* This subject must be studied for the whole year.

ENGLISH

Learning Focus

Through the study and discussion of texts, issues and themes, students develop their ability to express ideas in both written and spoken English. Texts include novels, films, podcasts and articles from the print media. By reading and exploring these texts, students broaden their vocabulary, develop their appreciation of our language and become critical thinkers, imaginative writers and confident speakers who can present a point of view and use our language for personal and creative expression. Students are encouraged to improve the clarity and fluency of their writing. They compose narratives, analytical responses, reflective commentaries and produce presentations in different forms.

Topics

Semester One

- Podcast creation and podcast transcript analysis
- Study of *Macbeth*

Semester Two

- Analytical writing: *Robbie Hood*
- Argument analysis
- Holocaust themed texts: oral presentation

ENGLISH AS ADDITIONAL LANGUAGE (EAL)

Learning Focus

English as an Additional Language (EAL) is designed to meet the needs of students who have a language background other than English, while still ensuring they are developing the necessary skills to prepare them for VCE. Students who qualify for EAL will complete this subject in place of mainstream English.

In EAL, students will study set texts, including novels, short story collections, films and articles from the media. They will use these to develop the skills to identify and explore the purposes and effects of different text structures and use this knowledge to create their own texts that inform, persuade and engage.

Topics/Learning Outcomes

- U1: Reading and responding to film as text
- U2: Analysing argument and persuasive language
- U3: Using language to persuade (Speech)
- U4: Reading and responding to text (novel)
- U5: Reading and creating

APPLIED LITERACY

Learning Focus

This is an applied learning subject with a focus on hands-on learning and learning through projects. Students will hone their essential literacy skills for effective communication and interaction with the world. They will develop these skills across the key areas of Reading and Viewing, Writing, and Speaking and Listening. Students will create different text types including podcasts and creative short stories, using the writing process of planning, drafting and proofreading. Students have explored the significance of textual features such as tone, context and audience, investigating how these impact word choice and understanding. Students have worked towards improving their knowledge and use of vocabulary, grammar, spelling and punctuation through reading and writing. They will engage with a variety of texts including both fiction and non-fiction, written, audio and multi modal.

This subject is an alternative pathway to core Year 10 English. It is suitable for students who have experienced difficulty with Year 9 English and their literacy development throughout high school, and it provides a highly supportive learning environment and an accessible curriculum designed to teach students at their point of need. Students studying this pathway will be able to continue with either VM Literacy or English in their VCE and will not be able to study English Language or Literature.

Additional Information

Access to this subject is by invitation and requires parent/carer approval because of the pathways restrictions it applies to VCE studies.

MATHEMATICS

Learning Focus

Year 10 Mathematics Core focuses on the fundamental skills needed for all levels of VCE mathematics. After completing the core topics needed in this subject, students will go on to complete either Pre-General or Pre-Methods in Semester 2 based on their subject selection.

Topics/Learning Outcomes

There are four main areas of focus:

1. Measurement
2. Linear algebra, equations and graphs
3. Simultaneous equations
4. Probability

Measurement
Students solve problems involving perimeter, area, surface area and volume for a range of 2D and 3D shapes.

Linear Algebra, Equations and Graphs

Students expand, factorise, simplify and substitute into a wide range of algebraic expressions, as well as simple algebraic fractions with numerical denominators. They solve related equations and linear inequalities with and without the use of digital technology. They explore the connection between tabular, graphical and algebraic representations of linear relations. They draw linear graphs and determine linear equations from graphs.

Simultaneous equations

Students solve simultaneous equations, using the substitution and elimination methods. They solve simultaneous equations with the use of CAS. They graph simultaneous equations involving inequalities. They convert real-world problems into linear equations then solve them with an appropriate technique.

Probability
Students review the work in probability with a focus on understanding visualisations that are commonly used in the real world, such as Venn Diagrams, Two-Way Tables, Tree Diagrams. They use symbols for complement, given, union, and intersection when representing probabilities in concise mathematical language.

PRE-GENERAL MATHS

Learning Focus

In Pre-General, students explore Year 10 mathematical ideas and concepts connected to the Year 11 and 12 pathways of General Mathematics or Vocational Major Numeracy.

Pre-General is suitable for students who have a clear pathway post-VCE and are certain they do not need Mathematical Methods or Specialist Maths for their future plans. For more information, please see the 'prerequisites' section of this handbook.

Students who are unsure should select Pre-Methods to keep their options open.

Topics/Learning Outcomes

There are four main areas of focus:

1. Statistics
2. Matrices
3. Financial Mathematics

Statistics
Students use quartiles and the interquartile range as a measure of spread, and construct and interpret boxplots to compare data sets. They relate box plots to corresponding dot plots and histograms. Students explore the association between two numerical variables using scatterplots, in particular with time as the explanatory variable. They discuss claims made using statistics in various media articles and other reports, on issues of interest.

Matrices
Students learn a new way to represent numbers: matrices, which are used to store, display, and manipulate information. They learn the different types of matrices and the arithmetic of it – how to add, subtract, multiply by a scalar and multiplication. They also learn how to find the determinant and the inverse of a matrix. Students then go on to use matrices to solve simultaneous equations.

Financial mathematics
Students solve problems involving profit and loss, simple and compound interest, with and without digital technologies. They apply these ideas to investigate and evaluate what the best financial deal is.

Additional Information

Students who select this subject will not be permitted to study Mathematical Methods or Specialist Mathematics in Year 11.

PRE-METHODS MATHS

Learning Focus

In Pre-Methods, students explore Year 10 mathematical ideas and concepts connected to the Year 11 and 12 pathways of Mathematical Methods and/or Specialist Mathematics.

Pre-Methods is suitable for students who are considering enrolling in VCE Mathematical Methods and/or Specialist Mathematics.

Students who are unsure if they should select Pre-General or Pre-Methods are encouraged to speak with their teacher, but as general advice should select Pre-Methods to gain an experience of what the subject pathway is like.

Topics/Learning Outcomes

There are three main areas of focus:

1. Indices and surds
2. Algebra, equations and graphs of Linear, Quadratic and Exponential relations
3. Trigonometry and the Unit Circle

Indices and surds
Students apply index laws and perform calculations with surds. This includes fractional powers and simplification of surds

Algebra, equations and graphs of linear, quadratic and exponentials functions
Students expand, factorise, simplify, and substitute into a wide range of algebraic expressions, include linear, quadratics, parabolas and exponentials. They solve related equations and inequalities, with and without the use of digital technology. They also explore the connection between the tabular, graphical, and algebraic representations of these relations.

Trigonometry and the Unit Circle
Students apply trigonometry and the Pythagoras' theorem to solve right-angled triangle problems including those involving direction and angles of elevation and depression, and three-dimensional problems. They also use the unit circle to define, graph, and solve the trigonometric functions and equations.

APPLIED NUMERACY

Learning Focus

This is an applied learning subject that emphasises hands-on learning and projects. Students build on their numeracy skills to be able to solve real-world problems involving fractions, percentages and proportion. They consolidate their understanding of data and its application in the real world, such as making sense of large data sets and communicating information to the public. They also develop their financial literacy by creating budgets, calculating profits, loss and interest on loans and investments.

Applied numeracy is an alternate pathway to the Core Year 10 Mathematics program and is available to students who would benefit from a highly supportive learning environment and an accessible curriculum because they are currently finding Year 9 Maths curriculum too challenging. Students taking this subject will only have VM Numeracy or General Mathematics as options for further mathematics study in the VCE and students will not be able to continue with Mathematical Methods or Specialist Mathematics.

Additional information

Access to this subject is by invitation and requires parent/carer approval because of the pathways restrictions it applies to VCE studies.

SCIENCE

Learning Focus

The Year 10 Science course at Box Hill High School provides students a good grounding in the three disciplines of Science – Biology, Chemistry and Physics. The course is structured so that the topics covered in Year 10 give students a strong foundation in the key scientific skills and knowledge required for VCE. In addition, this will assist students to make an informed decision on their possible Science pathway and career options.

All Year 10 students undertake Core Science in Semester 1.

Topics/Learning Outcomes

Term 1

- **Periodic Table and Atomic Theory**
  Atomic structure
  Element notation
  Electronic configuration
  Chemical bonding
  Periodic table

Term 2

- **DNA and Genetics**
  Structure of DNA
  Cell reproduction
  Genes, Chromosomes, and Inheritance
  Gene technology
- **Motion and Energy**
  Describing motion
  Changes in speed
  Newton's laws of motion
  Energy changes

ANALYTICAL SCIENCE

Learning Focus

This subject provides challenge and engages with some of the more abstract topics in science. It aims to prepare students thoroughly for VCE science pathways. Students apply their understanding of how different non-metals bond to explain the physical properties of substances and predict the products of a range of reactions. They analyse straight-line motion numerically and algebraically. They extend their understanding of the immune system through a consideration of the role of innate and adaptive immunity, including antibodies and antigens.

Topics/Learning Outcomes

- Immunology – comparing different diseases and control measures
- Kinematics – motion of objects and representing motion through graphical representations and equations
- Organic Chemistry – classifying and naming organic compounds

Additional information

Students must select either Analytical Science or Science Around Us.

SCIENCE AROUND US

Learning Focus

This easy to access subject explores science in the world we live in by connecting key scientific concepts to real-life applications. Through hands-on activities, case studies, and practical experiments, students will develop scientific literacy and critical thinking skills. The course is designed to make science relevant and accessible, helping students understand the role it plays in everyday decisions and global challenges. It is ideal for students who are curious about how things work and want to apply scientific thinking to their everyday lives.

Topics/Learning Outcomes

- Evolution
- Motion of cars
- Chemistry of fuels
- Food science
- Scientific literacy

Additional information

Students must select either Analytical Science or Science Around Us. Students who know already that they wish to select a VCE science in Year 11 are recommended to select Analytical Science.

ART IN ACTION

Learning Focus

In Year 10 Art in Action, students are provided with opportunities to recognise their potential as artists and develop their self-expression and creativity.
As they make and respond to visual artworks, students adapt ideas, visual images, and practices to create site specific, conceptual, and social art. As they experience Visual Arts, students draw on artworks from a range of cultures, times, and locations. Students analyse artworks to develop an understanding of meanings, messages and how artworks are communicated to audiences.

Sequence & Features

Year 10 Art in Action builds on the skills and knowledge introduced in Years 7 to 9 Art and 3D Art. This is a semester-long subject with four periods a week, allowing for the personal and conceptual development of artworks in response to environmental, societal, and participatory perspectives to prepare students for VCE Art Making and Exhibiting.

Practical / Fundamental Features:

- Art in Action includes thematic painting, conceptual sculpture and digital activist art.
- Developing a journal and documenting the Art-making process.
- Introduction to Art theory including forming connections with audiences, understanding contexts of artworks, including how meanings and messages are communicated in Art.

Skills or Requirements:

- Exploration of a range of Art materials
- Journal development
- Attend gallery excursion/s
- Theory tasks
- Written exam

Additional information

This subject prepares students for VCE Art: Making and Exhibiting. Students may not select this subject if they are studying Units 1&2 Art in Year 10.

Post-BHHS Pathways:
Art curatorship, Fine Arts, Art Conservation, Art Teaching, Professional Artist, Exhibition Design, Arts Law, Gallery Director, Gallery marketing, Gallery educator. If you are considering a pathway in the Arts, it is highly recommended that you complete both Art in Practice and Art in Action in year 10.

Do I need to be good at Art?
Art comes in a variety of forms, both 2D and 3D. You will be given the opportunity to explore a wide range of materials (manually and digitally) to challenge and strengthen your skills.

Can I skip from Year 10 to Year 12 Arts?
You are able to gain early entry to VCE Art Making and Exhibiting with recommendations from your Year 10 Art teachers.

ART IN PRACTICE

Learning Focus

In Year 10 Art in Practice, Students broaden their practical skills by learning to explore, develop and refine the use of materials, techniques and processes in a range of artforms.

The study allows students to explore their artistic practice by experimenting, developing, creating and engaging with the Visual Arts. They refine their personal aesthetic as an artist, working with a range of manual and digital materials in the creation of both 2D and 3D artworks.

Students engage with artworks from different galleries to gain an understanding of how galleries present and display artworks, including the roles of gallery staff, such as the role of an Art Curator, Conservator and Exhibition Designer.

Sequence & Features

Year 10 Art in Practice builds on the skills and knowledge introduced in Years 7 to 9 Art and 3D Art. This is a semester-long subject with four periods a week, allowing for the investigation and exploration of manual and digital materials and techniques in preparation for VCE Art Making and Exhibiting.

Practical / Fundamental Features:

- Art in Practice includes mixed material artworks, vinyl toy sculpture and digital painting.
- Developing a Visual Arts Journal and documenting the Art-making process.
- Introduction to Art theory including types of galleries, exhibition considerations and the characteristics of art materials.

Skills or Requirements:

- Exploration of a range of Art materials
- Journal development
- Attend Gallery excursion/s
- Theory tasks
- Written exam

Additional information

This subject prepares students for VCE Art: Making and Exhibiting. Students may not select this subject if they are studying Units 1&2 Art in Year 10.

Post-BHHS Pathways:
Art curatorship, Fine Arts, Art Conservation, Art Teaching, Professional Artist, Exhibition Design, Arts Law, Gallery Director, Gallery marketing, Gallery educator. If you are considering a pathway in the Arts, it is highly recommended that you complete both Art in Practice and Art in Action in year 10.

Do I need to be good at Art?
Art comes in a variety of forms, both 2D and 3D. You will be given the opportunity to explore a wide range of materials (manually and digitally) to challenge your skills and develop your experience and artistic approaches.

Can I skip from Year 10 to Year Arts?
You are able to gain early entry to VCE Art Making and Exhibiting with recommendations from your year 10 Art teachers.

Who should do Art?
If you have a passion for creativity or a future in the Arts industry, you will find the flexibility of this course allows for individual interests to develop.

ARCHITECTURE & PRODUCT DESIGN

Learning Focus

In APD you will explore two of the four fields of design from Visual Communication Design (VCD): industrial design and environmental design. While each have their own specific conventions, skills and knowledge, the skills you develop in one field will benefit the others.

Over the semester, you will complete several briefs, each around five weeks, covering architecture and product design. These briefs will enable you to develop confidence, curiosity, imagination and enjoyment through an engagement with visual communication design practices.

You will also explore the role of the designer in past and contemporary contexts. You will investigate where designers get their ideas from and how they respond to the needs of their time and place.

This subject is well-suited for students who enjoy solving problems and who like the structure of working to a set brief and students who have in interest in how the physical world operates.

Sequence & Features

Year 10 Architecture and Product Design builds on the skills and knowledge introduced in Years 7 to 9 VCD. This subject allows for extended investigation of these two design fields, in preparation for VCD Units 1 and 2.

Practical / Fundamental Features:

- Freehand drawing and rendering
- Technical drawing
- Digital design
- Design thinking and problem solving
- Concept model making
- Laser cut prototypes
- Using the design process with a focus on human-centred design

Skills or Requirements:

- Use of manual and digital folios
- Written investigation tasks
- Exam with both written and practical questions

Additional information

This subject prepares students for VCE VCD. Students studying Units 1 & 2 VCD in Year 10 should not select this elective.

Architecture and Product Design can provide pathways to training and tertiary study in design and design-related studies, industrial design, product design, engineering and architecture. If you are considering a pathway in the design, it is highly recommended that you complete both Architecture and Product Design and Print and Screen Design in Year 10.

Do I need to be good at drawing?
You will be taught how to use drawing to generate and develop ideas. When you are required to produce final presentations, you will also be able to make use of other methods, including photography, digital and model making.

Can I skip from Year 9 to Year 11 VCD?
While the skills you have developed in Year 9 will be benefit you for Year 11 VCD, the extra year of VCD in Year 10 will allow you to develop greater understanding and skill development, without the pressure of VCE.

Should I also take Year 10 Print and Screen Design (PSD) as well?
Students interested in take Units 1&2 VCD should consider taking both APD and PSD to be fully prepared.

PRINT & SCREEN DESIGN

Learning Focus

In PSD, you will explore two of the four separate fields of design: communication and Interactive Experiences. While each have their own specific conventions, skills and knowledge, the skills you develop in one field will benefit the others.

Over the semester, you will complete several briefs, each around five weeks' duration, covering print design, packaging, Illustration and interface design. These briefs will enable you to develop confidence, curiosity, imagination and enjoyment through an engagement with visual communication design practices.

You will also explore the role of the designer in past and contemporary contexts. You will investigate where designers get their ideas from and how they respond to the needs of their time and place.

This subject is well-suited for students who enjoy solving problems and who like the structure of working to a set brief and students who enjoy expressing themselves through type and images both manually and digitally.

Sequence & Features

Year 10 Print and Screen Design builds on the skills and knowledge introduced in Years 7 to 9 VCD. This subject allows for extended investigation of these two design fields, in preparation for VCD Units 1 and 2.

Practical / Fundamental Features:

- Freehand drawing and rendering
- Digital design
- Design thinking and problem solving
- Using the design process
- Experimentation with a wide range of methods, media and materials.

Skills or Requirements:

- Use of manual and digital folios
- Written investigation tasks
- Exam with both written and practical questions

Additional information

This subject prepares students for VCE VCD. Students studying Units 1 & 2 VCD in Year 10 should not select this elective.

Print and Screen Design can provide pathways to training and tertiary study in design and design-related studies, including communication, UX and UI design, Illustration and Branding. If you are considering a pathway in the Design, it is highly recommended that you complete both Architecture and Product Design and Print and Screen Design in year 10.

Do I need to be good at drawing?
You will be taught how to use drawing to generate and develop ideas. When you are required to produce final presentations, you will also be able to make use of other methods, including photography, digital and model making.

Can I skip from Year 9 to Year 11 VCD?
While the skills you have developed in Year 9 will be benefit you for Year 11 VCD, the extra year of VCD in Year 10 will allow you to develop greater understanding and skill development, without the pressure of VCE.

Should I also take Year 10 Architecture and Product Design as well?
Students interested in take Units 1&2 VCD should consider taking both APD and PSD to be fully prepared.

MEDIA

Learning Focus

Media is designed to provide an introduction to the themes and concepts of studying Media arts and communication. Students refine and extend their understanding and use of technical and symbolic codes such as camera, editing, lighting, sound mise en scene and narrative conventions in the production of media art works. As they use media technologies students extend the use of media elements such as time, space, sound, movement and lighting. They analyse the way in which audiences make meaning and how audiences interact with and share media products. Students experience media arts from a range of cultures, times and locations.

Topics/Learning Outcomes

Explore and represent ideas through media products
Students experiment with ideas and stories that manipulate media elements, and genre conventions to construct new and alternative viewpoints in images, sounds and text. They manipulate media representations to identify and examine social and cultural values and beliefs held in society.

Media practices and production processes
Students develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text to represent a story, purpose, meaning and style. They plan, structure and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of media elements, technologies and production processes.

Undertake and present media productions
Students plan, produce and distribute media artworks for a range of community and institutional contexts as well as different audiences. They consider social, ethical and regulatory issues within the media.

Respond and interpret
Students analyse and evaluate how technical and symbolic elements are manipulated in media artworks to challenge representations framed by social beliefs and values in different community and institutional contexts. They analyse and evaluate a range of media artworks from contemporary and historical periods to enrich their media making.

Additional information

This subject enhances storytelling and communication skills in English, and prepares students for VCE Media.

DRAMA: PERFORMANCE STYLES & PLAYMAKING

Learning Focus

Drama is a semester long elective in Year 10 developed to best prepare students for VCE. Students cultivate sophisticated approaches to producing, manipulating and responding to drama and studying theatre: independently, in groups and as a cohort.

Topics/Learning Outcomes

Students deeply explore the aesthetics of Drama as an art form through improvisation, scripted drama, stagecraft, rehearsal and performance. Students are also given the opportunity to develop their academic knowledge towards the study of theatre: its practitioners, histories and theories. Students learn about and draw on a range of performance styles relevant to practices of story-telling, historical and contemporary dramatic forms, and the development of their own dramatic narratives.

Practitioners and Performance Styles - Ensemble performance
Students explore a range of performance styles and their associated dramatic practitioners. Students harness stimulus material and play scripts through rehearsal room exploration to develop their own eclectic forms of theatre. They take responsibility for productions areas (lighting, sound, costume, set, prop, makeup) in a class performance. Students create ensemble performances harnessing conventions of Naturalism, Greek Theatre, Laban and Commedia Dell'Arte and develop their expressive and performance skills.

Analysing Professional Performance
Students view professional theatre performances (filmed) to evaluate and analyse the manipulation of dramatic elements, expressive and performance skills and production areas. Students are introduced to a range of theatrical styles and use this knowledge to further develop their own performance practice as well as writing about theatre using drama terminology.

Additional information

Year 10 Drama offers advanced opportunities for students to refine and synthesise their knowledge and skills towards performance, audiences, and analysis and evaluation of theatre styles towards VCE Drama, Theatre Studies and Media. We highly recommend undertaking Year 10 Drama prior to VCE Drama.

MUSIC

Learning Focus

Students will be given the opportunity to take part in and help in the organisation of a major public performance. They will be involved in creating, performing and interpreting instrumental and/or vocal works in a range of styles. Students who play an instrument will be encouraged to use their instrument in the classroom setting.

Topics/Learning Outcomes

Arts Practice
Students will rehearse, interpret and present music in a range of styles relevant to those studied in class, both solo and in a group. The students will have the opportunity to develop the organisational skills necessary to stage a concert. Students are expected to make and present music which explores themes, issues and ideas. Structure and present music works appropriate to chosen styles and forms. Students are expected to analyse and interpret the structure, content and aesthetic qualities of music works and the characteristics and role of music in different cultural and historical contexts.

Responding to the Arts
The study of the history of Rock' n Roll will be continued from the Year 9 course and lead up to the music of today. A discussion of the role of music within different cultural and historical contexts will be investigated as well as a study of the ways in which technological change has influenced the shape and direction of music historically and culturally.

Additional information

Year 10 Music is a whole-year subject and takes two elective slots. This subject prepares students for VCE Music. Students may not select this subject if they are studying VCE Units 1&2 Music.

ENGLISH LANGUAGE SUPPORT

Learning Focus

Students are given the opportunity to expand their knowledge of English through participation in learning activities that are designed to improve upon and consolidate their vocabulary, listening comprehension, and writing in a range of forms for different purposes. Students are exposed to unfamiliar texts, encouraged to discuss their ideas, and are given the opportunity to work through complex tasks. This subject complements their work in EAL and other subjects, providing opportunities for clarification, practice and refinement of skills within a supportive and scaffolded framework.

This subject is aimed at EAL students who would benefit from additional support to develop their English language skills.

Additional information

Access to this subject is by invitation.

LITERATURE: THE AMERICAN DREAM

Learning Focus

Year 10 Literature is not a prerequisite for VCE Literature but provides a foundation in the key knowledge and skills of the subject. Students undertake close analysis of a text and its construction. They examine the views and values expressed and develop their own interpretation of the text's meaning and significance. Through a critical appraisal of a film adaptation, they contrast the director's interpretation to their own. Students also respond creatively to texts by emulating the voice and style of a writer. Through this course, students will develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts. Texts studied provide an opportunity to explore the societal myths around money, class and gender.

Topics/Learning Outcomes

Close Analysis of a text

- Identify, explain and discuss how narrative viewpoint, structure, characterisation and language shape an interpretation of a text.
- Evaluate the social, moral and ethical positions in texts.

Critical Appraisal of an adaptation

- Compare and evaluate representations of individuals and groups in different socio-historical contexts.
- Reflect on, extend, endorse or refute others' interpretations of and responses to literature.

Creative Response

- Create literary texts with a sustained voice, selecting and adapting appropriate text structures, literary devices and language for a specific purpose and audience.
- Create imaginative texts that make relevant thematic and intertextual connections with other texts.

Additional information

This subject prepares students for VCE Literature.

PHYSICAL EDUCATION: SPORT SCIENCE

Learning Focus

Sport Science is the practical application of scientific principles and knowledge to exercise and sport. This course is designed for learners who wish to expand their skills and understanding in Sport Science through a theoretical and applied understanding of the factors which influence sporting performance. The course is underpinned by a focus on understanding the world of competitive sport and is delivered in the context of maximising outcomes for athletes through relating theoretical knowledge and concepts to their application in various performance settings.

Through the inclusion of three theoretical sessions and one practical session each week, the course examines four key areas: body systems, energy systems, biomechanics and fitness.

Topics/Learning Outcomes

Body Systems (Musculoskeletal and Cardiorespiratory Systems)

- Structure and function
- Adaptations to training
- Legal and illegal performance enhancement strategies

Energy Systems

- Energy pathways
- Energy sources
- Meeting energy requirements

Biomechanics

- Biomechanical concepts and their application

Fitness

- Components of fitness
- Methods of training
- Designing a training program

Additional information

This subject prepares students for VCE Physical Education.

Students enrolling in Units 1 & 2 VCE Physical Education in Year 10 should not select this subject.

PHYSICAL EDUCATION: COACHING & LEADERSHIP

Learning Focus

Coaching and Leadership is the practical application of coaching skills and knowledge to exercise and sport. This course is designed for learners who wish to expand their skills and understanding in coaching through a theoretical and applied understanding of coaching principles. The course is underpinned by a focus on understanding the complex role of coaches and is delivered in the context of maximising outcomes for athletes and teams through relating theoretical knowledge and concepts to their application in various performance settings.

Through the inclusion of two theoretical sessions and two practical sessions each week, the course examines three key areas: coaching styles, skill acquisition and learning principles and sport psychology.

Topics/Learning Outcomes

Skill acquisition and learning principles

- Motor skills
- Types of practice
- Information processing
- Feedback

Coaching Styles

- Coaching concepts
- Peer coaching

Sport psychology

- Goal setting
- Preparation for competition
- Managing arousal/stress and anxiety during sporting performance

Additional information

This subject prepares students for VCE Physical Education and can be studied while also studying Units 1 & 2 VCE Physical Education in Year 10.

HEALTH & DEVELOPMENT: YOUTH HEALTH ISSUES

Learning Focus

This subject explores factors which impact upon the health and wellbeing of young people. The course is designed for learners who wish to expand their skills and understanding of safety, risk and wellbeing through a theoretical understanding of behaviours and contextual factors that influence the health and wellbeing of individuals and communities. The course is underpinned by students developing their capacity to evaluate health information from a range of sources and apply it to health-related decisions and situations.

Topics/Learning Outcomes

Alcohol and Drugs

- Alcohol
- Major drugs
- Safe partying
- Drugs and the law

Sex, Gender, Sexuality and Respectful Relationships

- Sex
- Gender and society
- Sexuality
- Forming Respectful relationships

Nutrition

- Nutrients and their function
- Healthy Eating Models
- Sustainable food choices

Road Safety

- Driving in Australia
- Driving and the Law

Mental Health

- Mental health
- Resilience and confidence
- Health behaviours for the mind

Additional information

This subject prepares students for VCE Health and Human Development.

CREATIVITY & CRITICAL THINKING

Learning Focus

What is the truth? Distinguishing between fact and value judgement helps us to analyse issues and ask useful questions. This subject is designed to challenge concepts and engage with critical and creative thinking through application to real world problem solving. Students will have the opportunity to apply thinking across the learning areas, focusing on argument generation, research and the communication of ideas verbally and through writing. Students will be exploring the history of critical and creative thinking, space exploration, media literacy, current social issues and ethics. This subject is designed to challenge students.

Topics/Learning Outcomes

Students develop a personal project where they identify a social or global issue of interest to them and then propose a solution addressing this issue.

Are you ready to:

- think outside the box.
- feel safe to express innovative and creative ideas.
- feel comfortable doing hands-on learning.
- take ownership over your learning.
- work collaboratively with others.
- understand the ways that science, maths, the arts, and technology work together.
- become increasingly curious about the world around them and feel empowered to change it for the better.

Additional Information

There are no pre-requisites for this subject. Students who completed Year 9 Philosophy and Ethics will find it extends their thinking.

Engagement in this subject may encourage students to take up senior subjects incorporating STEAM elements or VCE Extended Investigation.

COMMERCE: RIGHTS, RULES AND RESOURCES

Learning Focus

Commerce: Rights, Rules and Resources involves the study of units in Legal Studies and Economics.

It aims to give students a grounding in the foundations of Australia's legal and political system. Students will explore how the Constitution is the basis of law making and the courts system in order to protect rights of people in Australia. They will also examine the role of the government and the Reserve Bank of Australia in managing the economy to improve living standards.

Topics/Learning Outcomes

- Structure of Australia's Federal Parliament
- How laws are made
- How laws are upheld through the courts
- Maintaining justice
- Budgetary Policy
- Monetary Policy
- Macroeconomic indicators of economic performance: inflation and economic growth

Additional Information

This subject prepares students for VCE Legal Studies, VCE Politics and VCE Economics.

COMMERCE: MONEY & RISK

Learning Focus

Commerce: Money & Risk involves the study of units in Business and Accounting. Students cover units related to Accounting, Personal Finance, and Business Management. It aims to equip students with skills to pursue a successful career path and develop their skills for growing and investing their money in the future. Students will examine risk and engage in the ASX Share Market Game as an immersive way to learn about investing in shares. Students will also consider how businesses manage their finances and explore concepts relating to financial records and documentation.

Topics/Learning Outcomes

- Record keeping for businesses, including source documents, balance sheets and cash journals
- Investment & risk management strategies, including an exploration of the Australian Share Market (ASX)
- Starting work, including superannuation, tax and payslips

Additional Information

This subject prepares students for VCE Accounting, VCE Business Studies and VCE Economics.

MYTHBUSTERS: ARCHAEOLOGY & ANCIENT MYTH

Learning Focus

Was the Trojan horse real? Did Atlantis exist? In Mythbusters we explore Ancient Greece and Rome – the stories they told and the evidence they left behind. We study their mythology and use archaeological evidence to investigate if any elements of that myth could have been true. We also explore the ancient Roman city of Pompeii, destroyed by a volcanic eruption, to learn more about everyday life for ancient Romans.

Topics/Learning Outcomes

Archaeology & Pompeii

- Archaeological Methods & Issues - how do archaeologists work? What kinds of sources can they discover? Is it ethical to dig up the past?

- Life in Pompeii - learn about how people lived in Pompeii, including houses, religion and engineering.

Mythology & Troy

- Gods, Heroes & Monsters – explore the different functions of mythology, and learn a range of new myths from the ancient world.
- The Truth of the Trojan War - combine your understanding of myth with what you have learned about archaeology to investigate if elements of mythology could, in fact, be true.

Sequence:
While there is no direct follow-on subject in VCE, students in this subject develop skills in analysis, critical thinking, time-management and research that are transferable across a range of disciplines.

Practical / Fundamental Features:
Mythbusters has a strong focus on independent research and class participation.

Skills or Requirements:
An interest in mythology, archaeology and research is the essential requirement! As this subject involves extended research and writing, students may need to discuss their suitability for this subject with their teachers.

Additional Information

This subject prepares students for VCE History and Literature.

HOW TO SAVE THE WORLD

Learning Focus

Is it all doom and gloom? Not yet! This subject offers the opportunity to understand current issues that affect large areas of the world for both people and environments. Students gain valuable insights into this planet and the ways in which we affect it and are affected by it. In this subject, you develop specific research and analytical skills with a solution focus. You will challenge your thinking and that of others to design recommendations so people can navigate an uncertain world.

Topics/Learning Outcomes

Environmental Change and Sustainability

- Understand challenges that affect sustainability of life.
- Navigate the complex world of threatened and endangered species.
- Respond to these major challenges through exploring Indigenous ways of thinking.
- Explore people's motivation for change and evaluate different solutions around the world.

Geographies of Wellbeing

- Examine the different ways of measuring and mapping human wellbeing.
- Consider how issues of poverty, literacy, and inequality affect wellbeing.

Sequence: This subject provides a foundation to VCE Geography (Units 1 – 4). Topics also provide a basis to understanding VCE Health and Human Development.

Practical / Fundamental Features

Fieldwork excursions; learn to use drones and geospatial technology (GNSS, GIS)

Additional Information

This subject prepares students for VCE Geography and future career pathways in the areas of environmental science, global politics, public health, social sciences, geology, agriculture, urban and regional planning, cartography, and meteorology.

HISTORY: POWER & OPPRESSION

Learning Focus

In this History course, students take an in-depth look at significant events of the 20th Century and how they have shaped the world we know today. Students will investigate many aspects of the Second World War including key battles, significant people, and the Holocaust. Students will also explore the universal call for civil and human rights that came after the war, and how this fight for equality continues today.

Year 10 History provides students with a great opportunity to develop the key skills required for VCE History, as well as giving context to the topics covered in Units 1-4. This course focuses on developing students' analytical and critical thinking ability, and their writing and research skills.

Topics/Learning Outcomes

There are two topics covered in the Power & Oppression course:

1. **World War II –** investigate the key battles, players and politics involved in the deadliest conflict in human history. This is an action-packed unit that features a depth study focus on the Holocaust and an individual inquiry project that enables students to study a war-related topic of their choice.

2. **Rights and Freedoms –** discover how the Civil Rights Movement in the USA and the campaign for First Nations Australian's rights shaped both countries. Explore how these movements relate to contemporary discussions of race, equality, respect and freedom.

Sequences: These subjects lead into History Units 1-4, and Global Politics Units 3/4 but are not prerequisites to any of these.

Practical/Fundamental Skills:

As part of our units on World War II and the Holocaust, students visit the Holocaust Museum to further their understanding of the experiences of those who lived through it.

Skills or Requirements:

This History subject welcomes students of all abilities as long as they have an interest in history and current affairs! This subject offers a great opportunity for students to improve their writing skills and prepare themselves for the rigors of VCE History. There will also be a number of assessment tasks that require good research skills and the ability to work independently on a range of tasks.

Additional Information

This subject prepares students for VCE History as well as post-school study in the areas of history, anthropology, sociology, gender studies, and literature.

HISTORY: HEROES & VILLAINS

Learning Focus

Students will explore significant historical events through the engaging framework of good vs. evil. While on the surface it may sound like this is simply 'strong man' history, the curriculum also examines the good and evil potentials of everyday people who make history (e.g. bystanders vs upstanders of the Holocaust). This also enables space for a citizenship studies component of the course and will emphasize modern connections with students' responsibilities to be instigators of positive social and cultural change.

Year 10 History provides students with a great opportunity to develop the key skills required for VCE History, as well as giving context to the topics covered in Units 1-4. This course focuses on developing students' analytical and critical thinking ability, and their writing and research skills.

Topics/Learning Outcomes

There are three topics covered in the Heroes & Villains course:

1. **Empires & Revolutionists –** investigate the age of empirical rule around the world and the wide-reaching effects of cultural oppression and political control over others.
2. **Good and Evil in War –** discover the role of victims, perpetrators, bystanders, upstanders. This may be done within the topic of WWII but may encompass other topics.
3. **Individual Study Inquiry Project -** Students propose a 'heroes and villains'-based topic of their choosing to be approved by the teacher that has not already been addressed in the curriculum.

Sequences:

These subjects lead into History Units 1-4, and Global Politics Units 3/4 but are not prerequisites to any of these.

Practical/Fundamental Skills:

As part of our units on World War II and the Holocaust, students visit the Holocaust Museum to further their understanding of the experiences of those who lived through it.

Skills or Requirements:

This History subject welcomes students of all abilities as long as they have an interest in history and current affairs! This subject offers a great opportunity for students to improve their writing skills and prepare themselves for the rigors of VCE History. There will also be a number of assessment tasks that require good research skills and the ability to work independently on a range of tasks.

Additional Information

This subject prepares students for VCE History as well as post-school study in the areas of history, anthropology, sociology, gender studies, and literature.

CHINESE

Chinese Streams, which one is right for you?

Chinese is offered in three different streams to accommodate students with Chinese background or prior learning. The following selection criteria apply:

- **Chinese Second Language:** Student has no Chinese background or completed any extracurricular study in a Chinese school.

- **Chinese Second Language Advanced:** Students eligible for Second Language Advanced in VCE (e.g. student has completed no more than seven years of education in a school where Chinese is the medium of instruction) **and** above standard students from Background classes with teacher approval.

- **Chinese First Language:** Student has completed more than seven years of education in China, Hong Kong, Macau or Taiwan.

***Please note that any students who wish to complete Unit 1 and 2 Chinese in Year 10 are required to have approval from a Chinese teacher based on their results in Year 9 Chinese or academic results from a community language school at the Year 9 level or above.**

*It is also important to note that students choosing Chinese at Year 10 will be expected to continue with their studies of this subject for the whole year.**

Learning Focus

In these Units students engage with a variety of topics related to their personal world, and the communities in which Chinese is spoken. This course is offered to both first and second language students.

The Languages curriculum centres on the two interconnected strands of Communicating and Understanding. 'Chinese' refers to Modern Standard Chinese, Pinyin Romanisation and simplified characters.

Topics/Learning Outcomes

All students at all levels engage with the curriculum strands as listed below, with variation depending on their level of study or background knowledge.

Communicating in Chinese:
- Socialising
- Informing
- Creating
- Translating
- Reflecting

Understanding:
- Systems of Language
- Language variation and change
- Role of Language and culture

Additional Information

This subject prepares students for VCE Chinese and is prerequisite for students to continue their Chinese studies at BHHS. * *In circumstances when a student wishes to move into another subject, approval must be granted by the Languages Domain Leader and the Head of Sub School.*

GERMAN

Learning Focus

In Year 10 students engage with a variety of topics related to their personal world, such as: family, hobbies and media, environment, healthy lifestyle as well as school and part time jobs. These topics lay the foundation for further study of VCE themes in Units 1-4. It is not recommended that students who have not completed Year 8 & 9 at Box Hill School or a minimum of two years of German studies select this subject.

As part of the PASCH program, two students may be awarded scholarships for a language course in a German-speaking country. The time and scope of the scholarship varies depending on current PASCH regulations. In addition, Year 10 students can participate in a three-week exchange program with our sister school Marienschule Lippstadt in Germany. Please note participation is subject to an application process.

The Languages curriculum centres on the two interconnected strands of Communicating and Understanding. German provides students with the opportunity to use language for communicative purposes in interpreting, creating and exchanging meaning. Students develop understanding about the role of language and culture in communication. Their reflections on language use and language learning are applied in a wide range of additional learning contexts.

*Note: Students choosing German will be expected to continue with their studies of this subject for the whole year.**

Topics/Learning Outcomes

Communicating in German

Socialising
- Initiate and maintain interactions with peers and adults to seek and offer ideas, opinions, feelings and information on a range of topics.
- Interact with others to make decisions and solve problems to complete tasks such as obtaining goods or services, engage in individual or group negotiation.

Informing
- Access and analyse information, feelings and opinions in a range of digital, print and multimodal texts.
- Present information and opinions in different modes appropriate to audience, context and purpose.

Creating
- Create a variety of texts to entertain, convey ideas, and express emotions.

Translating
- Translate and interpret aspects of informative and imaginative texts.
- Create bilingual texts such as captions, glossaries or footnotes to interpret cultural and linguistic aspects of texts.

Reflecting
- Interact with a range of German speakers and texts, being aware of audience and context.
- Reflect on self as a language user and discuss own and others' cultural identity

Understanding

Systems of language
- Extend knowledge of key features of the German grammatical and sound system.
- Identify, comprehend and create a range of different text types.

Language variation and change & Role of Language and culture
- Develop understanding of languages as fluid and changing, impacted by new influences over time.

Additional Information

This subject prepares students for VCE German and is prerequisite for students to continue their German studies at BHHS. * *In circumstances when a student wishes to move into another subject, approval must be granted by the Languages Domain Leader and the Head of Sub School.*

ADVANCED ALGEBRA & MATHEMATICAL THINKING

Learning Focus

In AAMT, students further extend mathematical ideas beyond the Year 10 curriculum which are crucial for successful achievements in VCE Mathematical Methods and Specialist Mathematics. Students are also further developing problem-solving skills through mathematical techniques including, Logic, Proofs, and Algorithmics.

Topics/Learning Outcomes

There are four main areas of focus in AAMT:

1. Logic and Algorithms
2. Geometric Proofs and Circle Geometry
3. Further Algebra and Polynomials
4. Probability and Counting Method

Logic and Algorithms
Student use logical connectives and truth tables to check the validity of arguments. They understand and utilise the basic constructs that are used to build algorithms including if-then blocks, for loops and while loops, and use pseudocode to describe algorithms.

Geometric Proofs and Circle Geometry
Students determine the angle sum of a polygon and write geometric proofs for similar triangles. They apply similarity factors for areas and volumes. They use circle geometry theorems to solve problems involving angles formed in arcs, segments and tangents of a circle.

Further Algebra and Polynomials
Students further their algebra skills to solve multiple-steps equations involving algebraic fractions. They understand the language of polynomials and apply long division to factorise polynomials. They apply Null Factor Law to solve factorised polynomials.

Probability and Counting Method
Students use Venn diagram, two-way table or tree diagram to display outcomes of two or more events and find associated probabilities. They identify and determine a conditional probability. They solve problems involving permutations and combinations and find probabilities of a discrete random variable. They define the probability distribution of a discrete random variable.

Prerequisites and Recommendations

AAMT does **not** replace Year 10 core mathematics. Students selecting AAMT must also select the Pre-Methods elective.

This subject is designed for students who love maths, as well as those who are considering extending themselves by completing VCE Mathematical Methods and/or Specialist Mathematics. AAMT is designed to widen your mathematical horizons.

PSYCHOLOGY

Learning Focus

Psychology is a multifaceted discipline that seeks to explain and understand human behaviour and mental processes. The Year 10 course introduces students to the sub-fields of Forensic Psychology, Clinical Psychology and Mental Health, and Neuroscience, as well as the development of scientific skills for VCE Psychology & Science.

Topics/Learning Outcomes

Psychology has practical components to assist students in their understanding of the mind and behaviour through the scientific method.

Topics:

- **Neuroscience:** Examine the biological basis of neural communication, including the role of the neuron, neurotransmitters, and neurohormones. How does the brain grow due to experience?

- **Forensic Psychology:** The intersection of the law and psychology examines dysfunctional aspect of human behaviour and the role of forensic psychologists in providing expert witness testimony. How reliable is eyewitness memory? Are members of the jury influenced by their own biases? Why is it that some people develop psychopathy & dangerousness? What type of behaviour is considered stalking and how has social media influenced stalking behaviours? What is the process of criminal profiling.

- **Clinical Psychology: D**iagnose common mental health problems and disorders. Develop an understanding of biological, psychological and social factors that can protect people from developing a mental health disorder.

- **Experimental Science:** Psychology involves practical work embedded throughout the course. Students design and conduct a controlled experiment to investigate mental processes and human behaviour. Science is Psychology is an interesting way to understand human behaviour, be critical and creative and build scientific communication skills.

AI-DRIVEN SOFTWARE DEVELOPMENT

Learning Focus

In this subject, students will learn about generative AI technologies, their techniques, applications and potential ethical issues, software design principles and techniques for developing software projects. They will explore the applications of recent AI developments to contribute to the design and production of software projects.

Topics/Learning Outcomes

Generative AI technology

- Generative AI technology
- Ethics in computing
- Research project

Software specification and design

- User requirements analysis
- Software specification
- Software design tools
- Software evaluation

Developing software

- Programming concepts – flow control, data structures, functions
- AI generated code
- Storing and retrieving data
- Software development project

SYSTEMS ENGINEERING

Learning Focus

Systems Engineering involves the combination of both electrical and mechanical systems. Students will study engineering design processes and learn about the application of material properties, mechanical systems and electrical systems to solving design problems. They will learn to work safely in a workshop and become competent in the safe use and care of tools. These skills will help students to creatively design, build, modify and evaluate working electromechanical systems. The knowledge developed in this subject will support further studies in Physics, Product Design, or Systems Engineering.

Topics/Learning Outcomes

This study enables students to:

- Develop an understanding of the systems engineering process and the range of factors that influence the design, planning, production, evaluation and use of a system.
- Understand the concepts of and develop skills in the design, construction, fault-finding, diagnosis, performance analysis, maintenance, modification, and control of technological systems.
- Acquire knowledge of materials, mechanical systems and electrical systems, and apply this knowledge to solve technological problems.
- Develop skills in the safe use of tools, measuring equipment, materials, machines and processes, including using relevant information and communications technologies, and understand the risk management processes.
- Acquire knowledge of project management and develop problem-solving skills.

DUKE OF EDINBURGH PROGRAM

Learning Focus

The Duke of Edinburgh Award is the world's leading youth development program, empowering all youth to explore their full potential.

The Award equips young people for life and work, challenging them to find their purpose, passion and place in the world while enhancing their educational and employment opportunities.

Students enter the Award at the Silver Level. To complete the Silver Level students must set and complete three goals in the areas of Physical Recreation, Skill Development and Voluntary Service. Students must also complete an Adventurous Journey which is completed as a five-day hike.

Two of the three chosen goals set by the students will take a minimum of 26 hours to complete with last taking a minimum of 52 hours. It is expected that on average a student completes one hour per week of their chosen goals.

The Duke of Edinburgh Award runs concurrent to the Year 10 Momentum Program and at times students will participate in activities organised for it, for example exam techniques and study tips sessions run by Elevate.

Please be aware that are additional costs associated with completing the Award. For any additional information or questions please contact Jake Barnett, jake.barnett@education.vic.gov.au.

MOMENTUM PROGRAM

Learning Focus

The Momentum program is an applied learning, personal development subject that runs during Wednesday afternoons. It aims to prepare students with personal skills and attributes that will propel them into success in their senior school years. All Year 10 students not completing the Duke of Edinburgh program or a VET subject study in the Momentum Program.

The program combines indoor and outdoor learning activities with a focus on personal growth and skill development. It challenges students to expand their horizons and develop themselves as active members of the community. Students develop their leadership and teamwork skills, physical and mental health and wellbeing, study skills, peer relationships, and explore possible career pathways.

The program extends BHHS's three learner behaviours beyond the typical classroom setting and asks students to consider how active participation, a growth mindset, and self-regulation will play a role in their lives outside of and beyond high school.

There are a significant number of excursions for this subject and some of these have additional costs.

Term themes:

Term 1: Belonging

Term 2: Life Skills

Term 3: Community Service and Sustainability

Term 4: Physical and Mental Health and Wellbeing

Topics/Learning Outcomes

While the program may change year-to-year to best meet the needs of the year level, common learning activities have included:

- Road Safety (Preparing for Ls)
- Mental Health
- Work experience
- Career exploration
- Applying for jobs (interviews, occupational health and safety, etc)
- Community Service
- Social violence in the community
- Indoor rock climbing
- Mount Dandenong hike
- Escape rooms
- Adult Multicultural Education Services
- Community Gardening
- Team building activities
- Respectful relationships and consent

CENTRE FOR HIGHER EDUCATION STUDIES (CHES)

Overview

The Victorian Government has established the Centre for Higher Education Studies (CHES) to provide senior secondary students from right across the state with opportunities for even greater stretch and challenge in their studies.

CHES will enable students to access first year university-level studies and select VCE subjects, accompanied by an innovative enrichment program. Through CHES, students can study a subject aligned to their skills and interests that may contribute to their ATAR, and potentially earn university credits, providing a head start on your undergraduate degree. To accommodate as many eligible students as possible, these programs will be available through a hybrid and flexible approach, with opportunities to study online, on-site at CHES, or a combination of the two.

Structure

CHES subjects and programs currently include:

Higher Education Studies: In partnership with universities, CHES will become a hub for Higher Education Studies (HES). These first-year university subjects will be offered across a wide range of disciplines. HES can contribute ATAR points and potential university credits, while you are completing VCE at school. This offers a valuable head start into university. The time requirement for a HES is equivalent to a VCE Unit 3/4 subject and there may be pre-requisite (or co-requisite) VCE subjects related to the selected HES.

VCE Extended Investigation: This exciting subject enables you to carry out extensive research in an area of choice based on your interests. You will be supported to develop and refine research skills, critical thinking, academic writing and presentation capabilities, offering excellent preparation for university.

VCE Algorithmics: Although technically a VCE subject, Algorithmics is a first-year university subject that involves solving real-world problems using computational methods. Algorithmics provides the foundation for studying computer science and software engineering at tertiary level and, on completion, some universities may offer students an accelerated tertiary pathway.

Year 10 enrichment electives: Four Year 10 enrichment electives are offered by CHES.

- Research Matters
- Critical Thinking for Creative Minds
- Introduction to Algorithmics
- LingoLab: Unveiling the Wonders of Real-world Language

Skills / Requirements

Higher Education Studies:
Students will not be required to undertake an entrance exam to enrol in any CHES programs, just an application. The application will consider key information provided by your school including your academic achievements, as well as a statement to confirm your suitability to undertake a CHES program and any special or extenuating circumstances that should be considered.

The student application includes two parts: one section to be completed by you and your parent/carer and another by your school. Your school Principal will be asked to share some of your academic data, a statement that confirms your suitability for a CHES program and any special or extenuating circumstances. Your application must be approved by your principal.

It is expected that you will have the capacity or potential for independent and collaborative learning. In addition, the HES that you're applying for should reflect your prospective study and career pathway.

Some HES studies require you to have completed a prerequisite VCE subject or require you to undertake a specific VCE subject whilst completing your HES (a co-requisite). A Higher Education Studies Handbook will be published on the CHES website shortly and will include further information about prerequisite and co-requisite VCE subjects.

To be eligible for a HES through CHES you must:

- be enrolled in VCE or IB in Victoria in the year you intend to participate (i.e., undertake at least one VCE Unit 3 and 4 whilst studying the HES)
- at the conclusion of your secondary studies you must have completed a minimum of four VCE Units 4 subjects or equivalent IB studies and
- meet the prerequisite or corequisite subject requirement for the HES as outlined in the CHES Higher Education Studies Handbook.

To be considered for any CHES program you must be currently undertaking the majority of your studies at a Victorian government school. You must also maintain your enrolment in a Victorian government school, as your main school, for the duration of your program at CHES.

Please note that universities may have additional eligibility criteria for each of their HES. The CHES Higher Education Studies Handbook will indicate if there are additional academic standards or other requirements for acceptance into specific subjects. Links to university webpages are included in the CHES Higher Education Studies Handbook.

Visit the CHES website for regular updates on programs, application processes, selection criteria and upcoming information evenings: **www.ches.vic.edu.au**

VCE Extended Investigation & VCE Algorithmics:

There are no subject prerequisites for VCE Extended Investigation Units 3 & 4. It is expected that students will possess the capacity or potential to develop critical thinking and independent research skills.

The only prerequisite for VCE Algorithmics Units 3 & 4 is that students must have successfully completed VCE Mathematical Methods Units 1 and 2 or be studying it concurrently with Algorithmics. It is also expected that students will have the capacity or potential for developing strong problem-solving skills.

For both VCE subjects, students can apply to study them in Year 11 or Year 12.

To be considered for a VCE subject through CHES students must be undertaking the majority of their studies at a Victorian government school. They must also maintain their enrolment in a Victorian government school, as their main school, for the duration of their studies at CHES.

It is possible to participate in more than one CHES subject per year, however this is a case-by-case decision made by your school. If approved, students may apply to enrol in both of the VCE subjects available. If this is the case, students will be able to select a first and second preference. If they are not accepted into their first preference, they may be eligible for the second preference.

The time requirements for CHES VCE subjects are equivalent to the time allocation for other VCE subjects. Students will be able to attend online or on-site for VCE classes with CHES. It is important to note that for VCE subjects, students will be required to maintain a minimum of 90% attendance of scheduled classes to gain satisfactory completion of a VCE Unit of Study. Students may choose to attend onsite, virtually, or a combination of both. Only approved absences and approved school activities (sports, excursions etc.) will be considered as legitimate absences for meeting the minimum of 90% attendance rule. For students participating in virtual classes the 90% attendance requirement also applies.

Additional Information

Where are CHES classes held?
VCE Algorithmics and VCE Extended Investigation will be taught by CHES teachers. The timetable will be confirmed later this year. It is anticipated that classes will be available both during and outside normal school hours to minimize clashes with your other VCE classes. We are implementing a hybrid and flexible (hy-flex) approach to scheduling and delivery of sessions to accommodate as many high-achieving students as possible from across the State.

In-person classes will be based in South Yarra. The campus is surrounded by public transport options, providing convenient access for many students. Additionally, students will be able to participate in classes at CHES from their home or school. Students engaging remotely will be able to interact with their teachers and peers who may be on-site or located elsewhere in Victoria.

Can I enrol in a CHES subject in Year 9 or 10, or earlier?
CHES VCE courses are designed for senior secondary students (i.e. Year 11 or Year 12 students). Applications to undertake a CHES course from students in Year 10 or below will only be considered for exceptional circumstances on a case-by-case basis.

Who teaches the HES subjects?
University staff (academics, lecturers and tutors) will deliver the curriculum, teaching and assessment of the HES subjects. CHES staff will provide ongoing support and guidance to you and will work closely with the university and your school to support your success.

VOCATIONAL STUDIES

Vocational Education and Training (VET)

Year 10 students may study a VET subject as part of their course. VET courses provide students with workplace skills and technical knowledge related to a specific industry. They lead to a nationally recognised qualification or credit towards one. Examples of VET courses include:

- Building and Construction
- Engineering
- Business
- Digital Media and Technologies
- Allied Health Assistance
- Hospitality
- Sport, Aquatics and Recreation

A VET course will contribute towards the completion of your VCE and some courses are scored, providing a study score that can contribute to an ATAR.

Generally, units 1 and 2 are studied in the first year of the certificate and units 3 and 4 are studied in the second year of the certificate. VET courses are delivered by TAFEs and Registered Training Organisations (RTOs), through the VDSS (VET Delivered to Secondary Schools) program. Courses delivered by external organisations will typically run their classes on Wednesday afternoons and students will need to make their own way to the provider. To explore options, click here.

Most VET courses run over two years and students are expected to commit to completing both years of the course.

Some VET programs have a mandated work experience component, this is usually part of a requirement for students to be assessed in the workplace.

Applying for VET

Students should see the VET Coordinator during course advising to apply to study a VET course. The VET application process is separate from the BHHS subject selection process and runs to a different timeline. All students must select a full Box Hill high School program at subject selection and put their name on the VET subject expression of interest list. These students will be contacted and guided through the VET subject application process when it opens.

There is high demand for VET courses in our local cluster, often with more applicants than places available. As such, VET providers prioritise students in the following order:

1. Vocational Major students and Second Year VET students
2. Year 11 VCE students
3. Year 10 students

Students will need to obtain a Unique Student Identifier (USI). This can be done for free at www.usi.gov.au.

Year 9 into Year 10 Subject Selection Chart - MAINSTREAM

<table>
<tr><td rowspan="4">Your preferences for next year</td><td colspan="8">Year 10</td></tr>
<tr><td rowspan="3">English
or
EAL
or
Applied Literacy</td><td rowspan="3">Pre-General Maths
or
Pre-Methods Maths
or
Applied Numeracy</td><td rowspan="3">Analytical Science
Or
Science Around Us</td><td colspan="5">Year 10 elective preferences</td><td rowspan="3">Momentum Program
or
Duke of Edinburgh
or
VET subject</td></tr>
<tr><td rowspan="2">Optional:
Units 1&2 VCE
Priority 1
____
Priority 2
______________</td><td>Priority 1
______________</td><td>Priority 2
______________</td><td>Priority 3
______________</td><td>Priority 4
______________</td></tr>
<tr><td>Priority 5
______________</td><td>Priority 6
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______________</td><td>Priority 8
______________</td></tr>
</table>

<table>
<tr><td rowspan="6">Planning beyond next year (no commitment)</td><td colspan="6">Year 11</td></tr>
<tr><td rowspan="2">English
or
EAL
or
English Language
or
Literature</td><td colspan="5">VCE electives</td></tr>
<tr><td>Units 3&4
______________</td><td>Units 1&2
______________</td><td>Units 1&2
______________</td><td>Units 1&2
______________</td><td>Units 1&2 or VET
______________</td></tr>
<tr><td colspan="6">Year 12</td></tr>
<tr><td rowspan="2">English
or
EAL
or
English Language
or
Literature</td><td colspan="5">VCE electives</td></tr>
<tr><td></td><td>Units 3&4
______________</td><td>Units 3&4
______________</td><td>Units 3&4
______________</td><td>Units 3&4 or VET
______________</td></tr>
</table>

The following VCE subjects may be selected by students who are approved to study a Units 1&2 VCE subject in Year 10:

- Art: Making and Exhibiting
- Biology
- Business Management
- Drama
- Economics
- Geography
- Health and Human Development
- History
- Legal Studies
- Media
- Music Performance
- Physical Education
- Politics
- Psychology
- Systems Engineering
- Visual Communication Design

The following VCE subjects **require school approval** to study in Year 10:

- Chinese First Language
- Chinese Second Language Advanced
- Mathematical Methods
- Physics

The following VCE subjects are **not available** to Year 10 students:

- Chemistry
- Chinese Second Language
- Bridging English as an Additional Language
- English
- English as an Additional Language
- English Language
- General Mathematics
- German
- Literature
- Specialist Mathematics