



# St Brigid's College

## **Year 10 Handbook**

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## Year 10 Senior Course Guide

In Year 10 you will complete compulsory and elective subjects over the school year.

Our curriculum aims to provide a broad range of choices to enable you to acquire skills and knowledge for a successful transition into Years 11 and 12.

This handbook provides a guide to subject selection. Your final selection requires much consideration and investigation by you and your parents. We encourage families to discuss your options and aspirations and take advantage of the opportunities offered at school.

If you have any difficulty or further questions you should talk with your Teacher Advisor, Class Teachers or any member of the Subject Selection Staff. **We are here to help and support you.**

### Subject Selection Contacts

| Senior Pathways Coordinator |                                                                            |
|-----------------------------|----------------------------------------------------------------------------|
| Louise Hobbs                | <a href="mailto:lhobbs@stbc.vic.edu.au">lhobbs@stbc.vic.edu.au</a>         |
| Careers Coordinator         |                                                                            |
| Lesley Lannen               | <a href="mailto:llannen@stbc.vic.edu.au">llannen@stbc.vic.edu.au</a>       |
| Learning and Teaching Team  |                                                                            |
| Tamika Burdett              | <a href="mailto:tburdett@stbc.vic.edu.au">tburdett@stbc.vic.edu.au</a>     |
| Madeleine Chaplin           | <a href="mailto:mchaplin@stbc.vic.edu.au">mchaplin@stbc.vic.edu.au</a>     |
| Fiona Combe                 | <a href="mailto:fcombe@stbc.vic.edu.au">fcombe@stbc.vic.edu.au</a>         |
| Michelle Dooling            | <a href="mailto:mdooling@stbc.vic.edu.au">mdooling@stbc.vic.edu.au</a>     |
| Louise Hobbs                | <a href="mailto:lhobbs@stbc.vic.edu.au">lhobbs@stbc.vic.edu.au</a>         |
| Lorraine Leonforte          | <a href="mailto:lleonforte@stbc.vic.edu.au">lleonforte@stbc.vic.edu.au</a> |

### Choosing Your Subjects

In Year 10 we offer a range of compulsory (core) and elective subjects. Early in Term 3 you will take part in activities to assist you to choose your 2027 subjects. We encourage you to:

- Study a broad range of subjects that you may enjoy and find challenging
- Talk to other students who have studied subjects in which you are interested
- Talk to subject teachers who are eager to share with you what their subjects are about
- Talk to any of the Subject Selection Team.

We invite you and your parents/guardians to attend to the **Year 10 Information Night**.

You will complete and submit your Year 10 Pathway Planners. Individual interviews will be completed as required or requested.

### **Compulsory Subjects (Core)**

In Year 10, you must study the following subjects:

- English
- Health
- Mathematics
- Pastoral Care
- Pathways to the Future
- Religious Education
- Science

You must choose one semester of a Humanities elective unless you have selected a VCE Humanities option.

### **Electives**

You may combine your electives in a number of ways.

- 8 different semester long subjects
- 4 subjects for both semesters
- A combination of your choice.

### **Subject Changes**

You will normally select subjects for the full year, but there may be some scope for elective subject changes mid-year, depending on existing class numbers and timetabling. You must speak with a member of the Learning and Teaching Team for this to occur.

### **VCE subjects**

Although you may undertake a course of study in keeping with your year level, you may wish to undertake one VCE Unit 1 and 2 sequence. If you do this, it will replace two of your electives and leave you with one study period to assist you in that subject.

Please indicate this on the **Year 10 Pathway Planner** that will be posted in the Year 9 Careers Time Google Classroom.

## Subject Selection – Steps

Step 1 – Read this Handbook thoroughly. Read other materials that are posted on the **Year 9 Careers Time Google Classroom**.

Step 2 – **Consider your options:**

- What subjects are you good at? Which do you enjoy?
- What are your interests?
- What skills do you have? What are you good at?
- What is important to you?
- What do you hope to achieve at school?
- What subjects challenge you?
- Will I choose a VCE subject?
- Do I want to start a VET program?
- What are your aspirations after secondary school?

Step 3 – **Attend** the Year 10 Information Night with a parent/guardian.

Step 4 – **Ask questions**, speak to subject teachers or Mrs Lannen (Careers Coordinator).

Step 5 – Participate in school sessions.

Step 6 – Complete and submit your **Year 10 Pathway Planner** on the Google Classroom.

Step 7 – Attend your **Subject Selection Interview** with a parent/guardian (if required or requested). If you plan to study a VCE subject, you may be required to attend an interview.

Step 7 – **Submit** your subject selections online through Web Preferences, using your provided username and password.

## Subjects

### Mathematics

The selection of Mathematics for Year 10 is a collaboration between **students and teachers**. You are asked to have a conversation with your Year 9 Maths teacher **before** picking your Year 10 Mathematics option.

This will be discussed in your subject selection interview to ensure the correct level is picked for any future aspirations. You may choose to get a head start on your VCE by choosing a VCE Mathematics option/subject.

#### Mathematical Sequence – Year 10 to 12

| Year 10                                                                                                                                                                                  | → | Year 11                                                                                                                                                                                                                                                                                              | → | Year 12                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 10 Mathematics                                                                                                                                                                      |   | <ul style="list-style-type: none"><li>• VCE General Mathematics Unit 1 and 2</li><li>• VCE Foundation Mathematics Unit 3 and 4</li></ul>                                                                                                                                                             |   | <ul style="list-style-type: none"><li>• VCE General Mathematics Unit 3 and 4</li><li>• VCE Foundation Maths Unit 3 and 4</li></ul>                                                                                                             |
| Year 10A Mathematics                                                                                                                                                                     |   | <ul style="list-style-type: none"><li>• VCE General Mathematics Unit 1 and 2</li><li>• VCE Mathematical Methods Unit 1 and 2</li></ul> <b>and/or</b> <ul style="list-style-type: none"><li>• VCE Specialist Mathematics Unit 1 and 2</li></ul>                                                       |   | <ul style="list-style-type: none"><li>• VCE General Mathematics Unit 3 and 4</li><li>• VCE Mathematical Methods Unit 3 and 4</li></ul> <b>and/or</b> <ul style="list-style-type: none"><li>• VCE Specialist Mathematics Unit 3 and 4</li></ul> |
| <ul style="list-style-type: none"><li>• VCE General Mathematics Unit 1 and 2</li><li>• VCE Mathematical Methods Unit 1 and 2</li><li>• VCE Specialist Mathematics Unit 1 and 2</li></ul> |   | <ul style="list-style-type: none"><li>• VCE General Mathematics Unit 3 and 4</li></ul> <b>and/or</b> <ul style="list-style-type: none"><li>• VCE Mathematical Methods Unit 3 and 4</li></ul> <b>and/or</b> <ul style="list-style-type: none"><li>• VCE Specialist Mathematics Unit 3 and 4</li></ul> |   | <ul style="list-style-type: none"><li>• VCE Mathematical Methods Unit 3 and 4</li></ul> <b>and/or</b> <ul style="list-style-type: none"><li>• VCE Specialist Mathematics Unit 3 and 4</li></ul>                                                |

For students to be eligible to accelerate to VCE General Mathematics Unit 1 and 2 in Year 10, they must achieve a minimum of 80% average on their Year 9 Mathematics assessment tasks. We will allow for some teacher discretion but the guideline for selection is 80%. If students are completing VCE General Mathematics, it is recommended that they complete Year 10A Mathematics.

## **Year 10 Mathematics**

This subject covers work from a range of strands. Topics include linear relations, geometry, measurement, trigonometry, financial mathematics, and statistics. It has a homework component and focuses on developing skills in calculator use and the basic problem solving that is required for General Mathematics.

This stream may suit you if you are:

- Someone who understands the importance of mathematics as part of their VCE or VCE VM pathway
- Wishing to undertake General Mathematics Units 1 and 2 in Year 11 or VCE VM Numeracy
- Beginning a pathway into VCE General Mathematics Units 3 and 4.

## **Year 10A Mathematics**

The subject covers work from a range of strands. Topics include linear and non-linear relations, geometry, probability, polynomials, and algebraic techniques. You are encouraged to use appropriate technology in all areas. This subject has a strong expectation on homework and personalised study to uphold the expectations of the course and its content level. There is a large focus on technology usage on the CAS TI-Nspire CX, to enhance mathematical workings. The subject also focuses on problem solving application tasks and incorporates basic modelling tasks that are required for Mathematical Methods. A demonstration of a high level of mathematical capability in Year 9 Mathematics is essential.

This stream may suit you if you are:

- Someone who has a strong interest in Mathematics and enjoys the challenge of the harder algebraic-based mathematics
- Wishing to undertake Mathematics Methods or Specialist Mathematics in Years 11 and 12 and/or students who have chosen to study VCE General Mathematics Units 1 and 2 as an elective in Year 10.

Enrolment into this subject will depend on your mathematical ability and previous results will be taken into account prior to entry.

**Requirements:** This subject requires a TI-Nspire CAS calculator.

## Arts Electives

### Year 10 Electives:

- Art
- Drama
- Media
- Music
- Photography
- Visual Communication
- VET Screen and Media
- VET Visual Arts
- VET Music



### Senior Pathways:

- VCE Art Creative Practice
- VCE Visual Communication and Design
- VCE Drama
- VET Screen and Media
- VET Visual Arts
- VET Music

## Art

### Semester 1 – Year 10 ART Elective

Explore art through time to see how it influences work by contemporary artists. Apply traditional art forms such as oil painting in a contemporary way. Explore non-traditional art forms and materials to re-interpret historical artworks and communicate ideas.

### Semester 2 – Year 10 ART Elective

Explore and respond to the symbolism used in artworks from different times and cultures and investigate how artists have used symbolism to communicate ideas about identity. Develop your own symbolism and apply it to your artworks. Explore different art forms, techniques and art styles and find ways to develop ideas for artworks.

## Drama

### Semester 1 – Introduction to Drama throughout History, Movement and Improvisation

Explore drama as an art form through improvisation and scripted drama whilst refining and extending understanding of roles, characters, relationships, and situations. Extend the use of voice and movement to sustain belief in character. Explore space and time, language, ideas, and dramatic action whilst engaging with diverse performance styles and ways of presenting drama from different cultures, times and locations. Study modern adaptations of Shakespeare's works. Explore meaning and interpretation, forms and elements and how drama can influence and challenge lives.

### Semester 2 – Introduction to Non-Naturalism and Ensemble Performance

Study and select from a variety of monologues written by established playwrights from both the classical and modern era. Revisit the naturalistic style of Stanislavski and his system to ask the 'Magic If?' in rehearsing, blocking, workshopping, presenting, and performing a monologue. Non-naturalism is a broad term for all performance styles that are not dependent on the life-like representation of everyday life. Explore these styles through a range of performance activities in small groups to interpret a stimulus and create a small ensemble performance.

## Literature

### Semester 1

Literature helps students understand and explore the meaning of stories and texts by looking at how they're written, the time and place they were created, and how people respond to them. Through reading and discussing different kinds of texts from a range of cultures and time periods, students learn to think deeply, write creatively, and develop their own ideas. They practice interpreting whole texts, closely analysing parts of them, considering different viewpoints, and creating their own responses. Literature encourages students to enjoy reading, think critically, and express themselves clearly and confidently.

You will study different texts in each semester.

Pick this subject if you are someone who:

- loves to read and discuss different texts
- wants to develop your thinking and writing skills
- wants to know more about how writers write
- wants to expand your understanding of different types of texts, including poetry, plays, short stories and memoirs.

### Semester 2

Literature helps students understand and explore the meaning of stories and texts by looking at how they're written, the time and place they were created, and how people respond to them. Through reading and discussing different kinds of texts from a range of cultures and time periods, students learn to think deeply, write creatively, and develop their own ideas. They practice interpreting whole texts, closely analysing parts of them, considering different viewpoints, and creating their own responses. Literature encourages students to enjoy reading, think critically, and express themselves clearly and confidently.

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## Media

### Semester 1 – Films And Genres

Develop knowledge of the 'rules' of creating multiple types of film genres. Explore how filmmakers apply certain codes and conventions within specific genres of film to help their audience understand, follow and enjoy their films. See these 'rules' at work across a number of film studies and apply this knowledge when making short films.

### Semester 2 – Villains and Superheroes

Study the creation and fundamentals of the villain/superhero narrative that is so popular in today's society. Incorporating the study of film, comics and gaming in order to demonstrate elements of story construction and narrative progression, you will also explore how production elements such as lighting and sound can be used to create captivating media texts. Develop skills in the construction of film and/or print media texts.

## Music

### **Semester 1 – Find Your Sound & Shape the Story**

In this semester, students develop their musical identity, creativity and confidence through two engaging units. Term 1 focuses on solo and ensemble performance, with students building technical control on their chosen instrument or voice, learning effective rehearsal strategies and exploring how musicians communicate, listen and collaborate to create a polished performance. In Term 2, students shift into the role of media composers as they explore creating a soundtrack for a film clip, video game sequence or advertisement. Guided by a creative brief, they experiment with sound design, layering, digital tools and musical elements to craft an original work that enhances mood and storytelling. Throughout the process, students reflect on their creative decisions and evaluate how effectively their soundtrack meets the intended purpose, making this elective a rich and inspiring pathway for developing musicians.

### **Semester 2 – Raise Your Voice**

In this semester, students explore how musicians use protest and social justice songwriting to express powerful ideas and inspire change. Students listen to and analyse a range of artists and genres to discover how musical elements, lyrics and cultural influences shape meaning. They learn core songwriting techniques—crafting melodies, structuring songs and writing purposeful lyrics—before creating their own original protest or social justice song that communicates a message they care about.

## Photography

### **Semester 1 – Painting with Light**

Explore the development of photography since its origins. Experiment with a variety of different methods of creating images whilst increasing understanding of the underlying elements of photography of light and exposure. A range of photographers are looked at and analysed to understand composition and what is seen in a photo.

### **Semester 2 – Digital Camera Photography**

Become familiar with the different controls on digital cameras and how they affect images. Digital file handling skills are also developed through the use of Photoshop as another tool to extend creativity and skills. Creatively explore the photographic art elements and participate in some selected forms of photography (journalistic, landscape, fashion, artistic) dependent on the current opportunities available. The modern context of photography is also explored engaging in the questioning of what is 'real'.

## Visual Communication Design

### **Semester 1 – Technical Drawing for Industry**

Develop technical drawing skills which will be relevant for you if you are considering working in the industries of building, plumbing, electrical, cabinet making, architecture, landscape design, product design, and engineering. Apply drawing systems including plans and elevations, orthogonal drawing, isometric, planometric and perspective drawing using manual or digital drawing methods. These technical drawing skills can also be applied to Wood Electives in Years 8 – 10, VCE Visual Communication and Design, and VCE Product Design Technology – Wood.

### **Semester 2 – Design Me This...**

Expand your creativity using design thinking and the design process. Develop your skills using a variety of materials, methods and media used by graphic designers and illustrators. Work to a 'brief' and refine your designs exploring design elements and principles, materials, methods, and media.

## Health and Physical Education Electives

### Year 10 Electives:

- Physical Education
- VET Sport and Recreation



### Senior Pathways:

- VCE Physical Education
- VCE Outdoor and Environmental Studies
- VCE Health and Human Development
- VET Sport and Recreation
- Uni Step-Up Exercise Science
- Uni Step-Up Health

## Health and Physical Education

### Semester 1 – Sports Coaching, Sports Psychology and Biomechanics

Focus both internally and externally as you explore your passion around physical activity and physical education. Gain a better understanding of yourself, by exploring the most recent studies in the field of Sport Psychology, including topics such as goal setting, motivation, visualisation/mindfulness, and anxiety.

Through theoretical and practical participation, you will develop a basic understanding of skill acquisition, coaching styles, fair play, and sportspersonship. You will actively work with primary school children to implement these skills, evaluating and improving your own coaching performance.

### Semester 2 – Fitness and Training, Injury Prevention and Nutrition

Both theoretical and practical components in the field of fitness and training will be studied. You will actively explore different fitness training methods, using both onsite and offsite facilities, and this can be tailored to your sport specific needs. You will study fitness components, body systems, injury prevention and nutrition to support you in designing, implementing and critiquing your own individualised training program.

## Humanities Electives

### Year 10 Electives:

- Humanities
- VET Small Business



### Senior Pathways:

- VCE Legal Studies
- VCE Business Management
- VCE History
- VCE Accounting
- VET Small Business
- Uni Step-Up Business

You must choose one semester of a Humanities elective unless you have selected a VCE Humanities option listed above.

| Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Semester 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Semester 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>War and Change in the Modern World (History and Geography Unit – 1750 to post-WWII)</b></p> <p>Asia from 1750 – Students explore key developments in China, Japan, Vietnam, India and Indonesia from 1750, focusing on colonisation, revolution, nationalism, and the end of empire. They examine how these forces reshaped societies and contributed to modern nation-building through selected case studies.</p> <p>Australians at War – This section examines Australia’s involvement in major conflicts, including the World Wars and the Vietnam War. Students investigate the experiences of soldiers and civilians—especially women, First Nations Australians, and migrants—and analyse the impact of war on national identity, society, and environment.</p> <p>Globalising World Post-WWII – Students explore the post-1945 world, focusing on global recovery, refugee movements, and international cooperation. They investigate how globalisation has shaped cultural identity, migration, and political connections between nations.</p> | <p><b>Laws and Citizens/Mini Businesses (Economics and Civics and Citizenship Unit)</b></p> <p><b>Laws and Citizens (one term)</b><br/>Students explore the key features of Australia’s legal and political systems, including the Constitution, law-making processes, and the role of courts and parliaments. They investigate how laws affect different groups in society and how citizens can influence legal and policy change through advocacy and democratic processes. Students develop their understanding of justice, rights, responsibilities, and ethical decision-making. Topics include the legal rights of young people, constitutional change, and the impact of legal reforms.</p> <p><b>Mini Businesses (one term)</b><br/>In this practical and engaging unit, students explore how small businesses operate and succeed in a competitive market. They learn core principles of financial literacy and investigate what gives a business a competitive advantage. Students explore the role of a positive staff culture in business success, as well as the purpose and impact of trade unions in Australian workplaces.</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Throughout the unit, students build skills in source analysis, spatial understanding, and interpreting change over time—ideal for those interested in history, geography, and global affairs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Japanese</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Semester 1</b></p> <p>In this course, students build on prior learning to interact and share experiences in Japanese through speaking, listening, reading, writing, and viewing. They use authentic resources to create and engage with diverse texts, exploring how communication and cultural identity influence behaviours, values, and beliefs. Students participate in local and global contexts, supported by teachers and peers, and increasingly choose their own materials to enhance their skills in authentic and multimodal communication.</p> <p>Topics are selected depending on the students' prior study.</p> <p>Possible topics:</p> <ul style="list-style-type: none"> <li>• School and study</li> <li>• Shopping</li> <li>• Places, positions, and objects</li> <li>• Katakana script</li> </ul> | <p><b>Semester 2</b></p> <p>In this course, students build on prior learning to interact and share experiences in Japanese through speaking, listening, reading, writing, and viewing. They use authentic resources to create and engage with diverse texts, exploring how communication and cultural identity influence behaviours, values, and beliefs. Students participate in local and global contexts, supported by teachers and peers, and increasingly choose their own materials to enhance their skills in authentic and multimodal communication.</p> <p>Topics are selected depending on the students' prior study.</p> <p>Possible topics:</p> <ul style="list-style-type: none"> <li>• Let's go out</li> <li>• Western and Japanese style clothing</li> </ul> |

### Japanese Sequence – Year 10 –12

| Year 10                   | Year 11          | Year 12          |
|---------------------------|------------------|------------------|
| Year 10 Japanese Elective | VCE Unit 1 and 2 | VCE Unit 3 and 4 |

If you are considering studying VCE Japanese, completing two semesters of Japanese is strongly recommended.

## Science Electives

If you are considering studying a VCE Science in the future, completing **at least a** semester of Science Plus is **highly recommended**. In these elective courses you will consolidate the science skills necessary for a comfortable transition to any of the VCE sciences.

### Year 10 Electives:

- Science Plus
- Emerging Sciences Victoria



### Senior Pathways:

- VCE Biology
- VCE Environmental Science
- VCE Physics
- VCE Chemistry
- VCE Psychology
- Uni Step-Up Exercise Science
- Uni Step-Up Health Science

## Science Plus

### Semester 1 – Water, the Most Important Molecule on Earth

Dive into the captivating world of water as we embark on a multidisciplinary journey exploring its remarkable properties through the lenses of chemistry, physics, and environmental science. In this hands-on course, you will engage in a variety of exciting experiments, fieldwork expeditions, and thought-provoking discussions to deepen their understanding of water's capabilities and its critical role in our natural environment.

Throughout the course, we will unravel the mysteries of water by investigating its chemical composition, exploring its physical behaviours, and analysing its impact on the world around us. From microscopic interactions to global phenomena, you will gain a comprehensive understanding of water's significance across multiple scientific disciplines.

Recommended for those who want to complete VCE Chemistry, Physics and Environmental Science.

### Semester 2 – Altering our Genes: A Comprehensive Exploration of Genetics and Ethical Considerations

In this unit students will explore the application of scientific knowledge to address socio-scientific issues, emphasising sustainability and public health through citizen science. Students investigate social psychology's benefits, analyse influential psychological studies, and critique media representations of science. The students will explore evolution by natural selection, examining evidence like fossils and biodiversity. Emphasising ethical practices, students construct evidence-based arguments, evaluate claims, and design investigations to foster critical thinking and scientific literacy.

Recommended for those who want to complete VCE Biology and Psychology.

## Emerging Sciences Victoria (ESV) – Extension Program

ESV offers a number of different courses each semester, with new subjects and topics added regularly. Each course is delivered live through our virtual classroom. Students who choose this option will have study periods allocated into their timetable to allow for the time taken out of their other classes to complete their chosen course.

[Click here](#) for descriptions of available courses.

An example timetable:

| ESV Timetable<br>Semester 2, 2026* |                                |                                   |                                |        |
|------------------------------------|--------------------------------|-----------------------------------|--------------------------------|--------|
| Monday                             | Tuesday                        | Wednesday                         | Thursday                       | Friday |
|                                    |                                | Astrophysics<br>8:45 - 9:35am     | Biotechnology<br>8:45 - 9:35am |        |
|                                    |                                | N&B Maths<br>9:50 - 10:40am       | Astrophysics<br>9:50 - 10:40am |        |
| Medical Physics<br>11:25 - 12:15pm |                                |                                   | N&B Maths<br>11:25 - 12:15am   |        |
| Marine Mammals<br>12:30 - 1:20pm   | Neuroscience<br>12:30 - 1:20pm | Medical Physics<br>12:10 - 1:00pm |                                |        |
|                                    | Biotechnology<br>2:20 - 3:10pm | Marine Mammals<br>2:20 - 3:10pm   | Neuroscience<br>2:20 - 3:10pm  |        |

\*Subject to change

## Technology Electives

### Year 10 Electives:

- Product Design and Technology
- Digital Technologies
- Textiles
- Foods
- VET Automotive Studies
- VET Building and Construction
- VET Engineering
- VET Cookery
- VET Information and Communication Technology
- VET Plumbing
- VET Screen and Media



### Senior Pathways:

- VCE Agricultural and Horticultural Studies
- VCE Food Studies
- VCE Product Design and Technologies
- VET Automotive Studies
- VET Building and Construction
- VET Engineering
- VET Cookery
- VET Information and Communication Technology
- VET Plumbing
- VET Screen and Media

## Digital Technology

### Semester 1

Build a working network in the classroom to develop your knowledge of the control and management of networked digital systems and the data security implications of the interaction between hardware, software and users. Investigate data systems and how they influence decisions when designing solutions for the creation, implementation, testing, and evaluation of these solutions. Investigate privacy and security requirements when selecting and validating data and use digital systems to analyse, visualise, and model key characteristics of information. Develop the key skills and techniques used to obtain data and to apply solutions in real world contexts.

### Semester 2

Define and decompose complex problems in terms of their functional and non-functional requirements. Design and evaluate user experiences and algorithms to develop and test modular programs using an object-oriented programming language like Javascript. Create and present a working version of a solution to a problem; this could involve developing your own website, creating a new invention using a microcontroller like Arduino or any number of code-based programs and solutions.

## Product, Design and Technology (Wood, Metal, Plastics)

### Semester 1

Complete a set project, with individual design input. Use the design process to complete a design brief, research, design options, working drawings, cost, construct, and evaluate a project.

### Semester 2

Draft and design a project within design constraints, such as budget, size and materials used. Continue and extend upon investigating, planning, producing, and evaluating a project.

## Foods

### **Semester 1 – Cafe Style Foods**

In this course students will learn how to design, prepare and present delicious café quality dishes while exploring the principles of food safety, preparation, presentation and sensory appeal. Students will investigate the characteristics and properties of food and food selection, and analyse factors that impact food design, such as healthy eating and ethical and sustainability considerations. Students will research and explain the production of food in managed environments. The use of the design process, digital technologies and food photography are utilised to document practical outcomes.

### **Semester 2 – Catering Creations**

In this course students will learn how to design, prepare and present high quality dishes when catering for others. While exploring the principles of food safety, preparation, presentation and sensory appeal, students will investigate the characteristics and properties of food and food selection, and analyse factors that impact food design, such as healthy eating, dietary requirements and ethical and sustainability considerations. Students will research and explain the production of food in managed environments. The use of the design process, digital technologies and food photography are utilised to document practical outcomes.

## Textiles

### **Semester 1 – Creative Textiles**

Develop and design a design brief for a textile/fabric project or product of your choice. Possible options include fabric book covers, patchwork or rag quilts, pyjamas, dressing gowns clothing, appliqué, cushions, embroidery, tote bags, lanyards, make-up bags, ugly dolls, or hoodies.

Work through the design process including investigation and research, design development, production, and evaluation—to enhance your creativity, technical skills, and understanding of suitable materials, projects and fabric choices.

### **Semester 2 – Textiles in Action**

Develop and design a design brief for a textile/fabric project or product of your choice. Possible options include fabric book covers, patchwork or rag quilts, pyjamas, Dressing gowns clothing, appliqué, cushions, embroidery, tote bags, lanyards, make-up bags, ugly dolls, or hoodies.

Work through the design process including investigation and research, design development, production, and evaluation—to enhance your creativity, technical skills, and understanding of suitable materials, projects and fabric choices.

## VCE Subjects

You may choose to study a VCE subject in Year 10 to accelerate your learning. If the selection of a VCE subject creates a clash or is unable to be structured within the timetable, the subject selection team will have a meeting with you to discuss options for your study.

For more detailed information click on: [VCE Study Designs](#)

| ENGLISH                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Literature</b>               | <p>Unit 1 – Reading and Interpreting Literature<br/>Unit 2 – Literature, Culture and Identity</p> <p><b>Pick this subject if you are someone who:</b></p> <ul style="list-style-type: none"> <li>• Loves reading and discussing complex texts</li> <li>• Wants to analyse how writers use language, structure and style to create meaning</li> <li>• Is curious about different genres, movements and literary traditions</li> <li>• Enjoys debating ideas and perspectives</li> </ul> <p>Enjoys exploring how texts reflect culture, history and society.</p>                                                                                                                                                                                                                                                                                                                                     |
| HUMANITIES                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>History – Modern History</b> | <p>Unit 1 – Change and Conflict<br/>Unit 2 – The Changing World Order</p> <p><b>Pick this subject if you are someone who:</b></p> <ul style="list-style-type: none"> <li>• Is interested in knowing about the ‘what’ that has gone before us</li> <li>• Enjoys current affairs, social science, history, politics and culture</li> <li>• Has strong literacy and language skills, and likes to analyse different sources, both visual and written</li> <li>• Is researching careers in teaching, archaeology, anthropology, historian, foreign affairs, politics, writing, the law, journalism, public service, social, cultural and military history, script writer, film maker, museum curator, park ranger and sociology</li> <li>• Enjoys analysing a range of both written and visual documents and understands how they reflect different views of historical events and figures.</li> </ul> |

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| <b>Religion and Society</b>   | Unit 1 – The Role of Religion in Society<br>Unit 2 – Religion and Ethics<br><br><b>Pick this subject if you are someone who:</b> <ul style="list-style-type: none"> <li>• Is interested in understanding how beliefs express meaning in life for individuals and communities</li> <li>• Likes to explore many of the 'big life questions' as well as key people and events that have shaped our Christian history.</li> </ul>                                     |
| <b>BUSINESS AND ECONOMICS</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Accounting</b>             | Unit 1 – Role of Accounting in Business<br>Unit 2 – Accounting and Decision-Making for a Trading Business<br><br><b>Pick this subject if you are someone who:</b> <ul style="list-style-type: none"> <li>• Is interested in financial data</li> <li>• Wants to develop your knowledge of business operations.</li> </ul>                                                                                                                                          |
| <b>Business Management</b>    | Unit 1 – Planning a Business<br>Unit 2 – Establishing a Business<br><br><b>Pick this subject if you are someone who:</b> <ul style="list-style-type: none"> <li>• Wishes to pursue a tertiary course in commerce, economics, or accounting</li> <li>• Is more practically minded who may wish to work for a business after leaving school via apprenticeships or a vocational pathway, with the ultimate goal of owning and running your own business.</li> </ul> |
| <b>Legal Studies</b>          | Unit 1 – The Presumption of Innocence<br>Unit 2 – Wrongs and Rights<br><br><b>Pick this subject if you are someone who:</b> <ul style="list-style-type: none"> <li>• Is interested in understanding concepts of equality and justice</li> <li>• Wants to develop your knowledge of basic legal rights and obligations</li> <li>• Is interested in current affairs and significant court cases.</li> </ul>                                                         |

## SCIENCE

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| <b>Biology</b>               | <p>Unit 1 – How do Organisms Regulate their Functions<br/>Unit 2 – How does Inheritance Impact Diversity?</p> <p><b>Pick this subject if you are someone who:</b></p> <ul style="list-style-type: none"> <li>• Has an interest in the workings of the human body</li> <li>• Wants a better understanding of where life came from and why it will change in the future</li> <li>• Is interested in studying health and/or medical sciences or any other aspect of the natural world.</li> </ul>                                                                                                   |
| <b>Chemistry</b>             | <p>Unit 1 – How can the Diversity of Materials be Explained?<br/>Unit 2 – How do Chemical Reactions Shape the Natural World?</p> <p><b>Pick this subject if you are someone who:</b></p> <ul style="list-style-type: none"> <li>• Has an interest in science</li> <li>• Wishes to find out more about how chemistry affects the way we live</li> <li>• Wishes to develop their knowledge in how we interact with the environment.</li> </ul>                                                                                                                                                     |
| <b>Environmental Science</b> | <p>Unit 1 – How are the Earth’s Dynamic Systems Interconnected to Support Life?<br/>Unit 2 – What Affects Earth’s Capacity to Sustain Life?</p> <p><b>Pick this subject if you are someone who:</b></p> <ul style="list-style-type: none"> <li>• Has an interest in science</li> <li>• Is passionate about the environment and enjoys working outside.</li> </ul>                                                                                                                                                                                                                                |
| <b>Physics</b>               | <p>Unit 1 – How is Energy Useful to Society?<br/>Unit 2 – How does Physics Help us to Understand the World?</p> <p><b>Pick this subject if you are someone who:</b></p> <ul style="list-style-type: none"> <li>• Enjoys understanding theories and applying these to different situations</li> <li>• Has an interest in understanding how things work, from the creation of rainbows and how the eye works to the electricity that is provided to our homes</li> <li>• Wishes to understand the very nature of all matter of the universe</li> <li>• Has a good grasp of mathematics.</li> </ul> |

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| <b>Psychology</b>            | <p>Unit 1 – How are Behaviour and Mental Processes Shaped?</p> <p>Unit 2 – How do Internal and External Factors Influence Behaviour and Mental Processes?</p> <p><b>Pick this subject if you are someone who:</b></p> <ul style="list-style-type: none"> <li>• Is interested in human behaviour– the way we think, learn, relate, and how we become who we are</li> <li>• Is interested in the areas of health, health science, or health promotion</li> <li>• Enjoys using scientific methods to establish what we know about human behaviour.</li> </ul> |
| <b>PERFORMING ARTS</b>       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Drama</b>                 | <p>Unit 1 – Introducing Performance Styles</p> <p>Unit 2 – Australian Identity</p> <p><b>Pick this subject if you are someone who:</b></p> <ul style="list-style-type: none"> <li>• Loves to watch and perform</li> <li>• Likes to create characters, enjoys workshop processes, feels comfortable with research and writing/ scripting work</li> <li>• Wishes to enhance your performance and expressive skills.</li> </ul>                                                                                                                               |
| <b>VISUAL ARTS</b>           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Media</b>                 | <p>Unit 1 – Media Forms, Representations and Australian Stories</p> <p>Unit 2 – Narrative Across Media Forms</p> <p><b>Pick this subject if you are someone who:</b></p> <ul style="list-style-type: none"> <li>• Is interested in working in the media/communications industry in the future</li> <li>• Enjoys planning and creating your own media production (a choice of film, photography, radio, or print)</li> <li>• Enjoys engaging with media products like films, games, podcasts, print and digital media.</li> </ul>                           |
| <b>Art Creative Practice</b> | <p>Unit 1 – Interpreting Artworks and Exploring the Creative Practice</p> <p>Unit 2 – Interpreting Artworks and Developing the Creative Practice</p> <p><b>Pick this subject if you are someone who:</b></p> <ul style="list-style-type: none"> <li>• Likes visual arts and design</li> <li>• Is creative and keen to develop your artistic capabilities.</li> </ul>                                                                                                                                                                                       |

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| <b>Visual Communication Design</b>            | <p>Unit 1 – Finding, Reframing and Resolving Design Problems<br/>Unit 2 – Design Contexts and Corrections</p> <p><b>Pick this subject if you are someone who:</b></p> <ul style="list-style-type: none"> <li>• Enjoys designing, drawing and problem solving</li> <li>• Likes computer graphics and computer design.</li> </ul> <p>It is advised that you undertake Units 1 and 2 prior to completing Units 3 and 4.</p> |
| <b>DESIGN AND TECHNOLOGIES</b>                |                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Agricultural and Horticultural Studies</b> | <p>Unit 1 – Change and Opportunity<br/>Unit 2 – Growing Plants and Animals</p> <p><b>Pick this subject if you are someone who:</b></p> <ul style="list-style-type: none"> <li>• Is interested in the Agricultural and Horticultural industries, including food and fibre production</li> <li>• Is interested in animal and plant production.</li> </ul>                                                                  |
| <b>Food Studies</b>                           | <p>Unit 1 – Food Origins<br/>Unit 2 – Food Makers</p> <p><b>Pick this subject if you are someone who:</b></p> <ul style="list-style-type: none"> <li>• Is interested in food science</li> <li>• Enjoys cooking</li> <li>• Would like to know more about healthy eating and nutrition</li> <li>• Is interested in the evolution of food.</li> </ul>                                                                       |
| <b>Product Design and Technology</b>          | <p>Unit 1 – Design Practices<br/>Unit 2 – Positive Impact for End Users</p> <p><b>Pick this subject if you are someone who:</b></p> <ul style="list-style-type: none"> <li>• Is interested in designing and making products from various materials such as wood, metal and textiles.</li> </ul>                                                                                                                          |
| <b>MATHEMATICS</b>                            |                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Foundation Mathematics Units 1 and 2</b>   | <p>Strong emphasis of mathematics in a practical context.</p> <p>Units 1 and 2:</p> <ul style="list-style-type: none"> <li>• Algebra, number and structure</li> <li>• Data analysis, probability and statistics</li> <li>• Discrete mathematics – financial and consumer mathematics</li> <li>• Space and measurement</li> </ul>                                                                                         |

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| <b>General Mathematics Units 1 and 2</b>    | <p>Preparation for VCE General Mathematics Units 3 and 4 or VCE Foundation Mathematics Units 3 and 4.</p> <p>For students to be eligible to accelerate to VCE General Mathematics Unit 1 and 2 in Year 10, they must achieve a minimum of 80% average on their Year 9 Mathematics assessment tasks.</p> <p>Unit 1:</p> <ul style="list-style-type: none"> <li>• Data analysis, probability and statistics</li> <li>• Algebra, number and structure</li> <li>• Functions, relations and graphs</li> <li>• Discrete mathematics – matrices</li> </ul> <p>Unit 2:</p> <ul style="list-style-type: none"> <li>• Data analysis, probability and statistics</li> <li>• Discrete Mathematics – Graphs and Networks</li> <li>• Functions, relations and graphs</li> <li>• Space and measurement</li> </ul> |
| <b>Mathematical Methods Units 1 and 2</b>   | <p>Preparation for Mathematical Methods Units 3 and 4.</p> <p>Units 1 and 2:</p> <ul style="list-style-type: none"> <li>• Functions, relations and graphs</li> <li>• Algebra, number and structure</li> <li>• Calculus</li> <li>• Data analysis, probability and statistics</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Specialist Mathematics Units 1 and 2</b> | <p>In depth study of mathematics.</p> <p>Unit 1:</p> <ul style="list-style-type: none"> <li>• Algebra, number and statistics – proof and number, graph theory and logic and algorithms</li> <li>• Discrete mathematics – sequences and series, combinatorics and matrices</li> </ul> <p>Unit 2:</p> <ul style="list-style-type: none"> <li>• Data analysis, probability and statistics– simulation, sampling and sampling distribution</li> <li>• Space and Measurement– trigonometry, transformation and vectors in the plane</li> <li>• Algebra, number and statistics – complex numbers</li> <li>• Function, relations and graphs</li> </ul>                                                                                                                                                    |

## HEALTH AND PHYSICAL EDUCATION

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| <b>Health and Human Development</b>      | <p>Unit 1 – Understanding Health and Wellbeing<br/>Unit 2 – Managing Health and Development</p> <p><b>Pick this subject if you are someone who:</b></p> <ul style="list-style-type: none"> <li>• Has an interest in how humans change over their lifespan and wants to explore the varying factors that influence our health and development</li> <li>• Wants to learn about what is being done globally to improve the health of humans.</li> </ul> |
| <b>Outdoor and Environmental Studies</b> | <p>Unit 1 – Connections with Outdoor Environments<br/>Unit 2 – Discovering Outdoor Environments</p> <p><b>Pick this subject if you are someone who:</b></p> <ul style="list-style-type: none"> <li>• Is interested in outdoor activities</li> <li>• Has a desire to learn from practical experiences</li> <li>• Has an awareness of environmental issues</li> <li>• Likes to contribute to improvements in outdoor environments.</li> </ul>          |
| <b>Physical Education</b>                | <p>Unit 1 – The Human Body in Motion<br/>Unit 2 – Physical Activity, Sport and Society</p> <p><b>Pick this subject if you are someone who:</b></p> <ul style="list-style-type: none"> <li>• Is active and enjoy physical activity</li> <li>• Wants to learn about the body systems</li> <li>• Has an interest in factors that influence physical activity</li> <li>• Is interested in a career in the health fields.</li> </ul>                      |

## Vocational Education and Training (VET)

VET is studied as an additional subject in Year 10.

- Certificates take two years to complete, unless otherwise stated.
- A minimum of 40 hours of work placement is recommended for VET programs, unless otherwise stated.

### VET Course Options offered onsite at St Brigid's College

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| <p><b>Certificate III Laboratory Operations</b></p> <ul style="list-style-type: none"> <li>• VCE VET Program</li> <li>• Units 1-4 ATAR contribution</li> <li>• Scored assessment available</li> </ul> <p><a href="#">Click here for further information.</a></p>                                                    | <p><b>Potential Career Paths:</b></p> <ul style="list-style-type: none"> <li>• Laboratory assistant</li> <li>• Pathology or Health Laboratory roles</li> <li>• Food and grain testing</li> <li>• Agriculture and Environmental Science</li> <li>• Water quality and natural resource management</li> <li>• Future study in science, health, agriculture and biotechnology</li> </ul> <p><b>Potential Study Paths:</b></p> <ul style="list-style-type: none"> <li>• Certificate III Diploma Laboratory Technologies</li> <li>• Bachelor of Science, Biomedical Science, Chemistry and Environmental Science</li> <li>• Bachelor of Forensic Science and Biotechnology</li> <li>• Bachelor of Engineering (Biomedical, Chemical and Electrical)</li> </ul> |
| <p><b>Certificate II in Small Business (Operations/Innovations)</b></p> <ul style="list-style-type: none"> <li>• VCE VET Program</li> <li>• Units 1-4 and ATAR Contribution (increment)</li> <li>• Scored Assessment not available (unscored)</li> </ul> <p><a href="#">Click here for further information.</a></p> | <p><b>Potential Career Paths:</b></p> <ul style="list-style-type: none"> <li>• Retail</li> <li>• Business</li> <li>• Marketing</li> <li>• Finance</li> </ul> <p><b>Potential Study Paths:</b></p> <ul style="list-style-type: none"> <li>• Business courses at certificate IV, diploma and degree level</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                       |

**VET Course Options offered offsite through the  
Wimmera Southern Mallee VET Cluster**

For further information use the following link: <https://www.wasmvet.com.au/>

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| <p><b>Certificate II in Agriculture</b></p> <ul style="list-style-type: none"> <li>• VCE VET Program</li> <li>• Units 1-4 and ATAR Contribution (increment)</li> <li>• Scored Assessment not available (unscored)</li> </ul> <p>A minimum of 200 hours of work placement is required (integrated into Certificate)</p> | <p><b>Potential Career Paths – with or without further study:</b></p> <ul style="list-style-type: none"> <li>• Farm hand or feedlot assistant</li> <li>• Shearing shed hand or rouseabout</li> <li>• Farm machinery operator/contractor</li> <li>• Fencing contractor</li> </ul> <p><b>Further study likely to be required:</b></p> <ul style="list-style-type: none"> <li>• Farm overseer/manager</li> <li>• Agronomist or livestock agent</li> <li>• Precision agriculture consultant</li> <li>• Agribusiness professional</li> <li>• Rural merchandiser or marketing specialist</li> <li>• Agricultural research assistant or scientist</li> </ul> <p><b>Study Options/Career Paths:</b></p> <ul style="list-style-type: none"> <li>• Certificate III/IV (apprenticeship or full time study)</li> <li>• Diploma of Agronomy (full or part time or online)</li> <li>• Diploma of Agribusiness</li> <li>• Advanced Diploma of Agribusiness</li> <li>• Management Degree</li> </ul> |
| <p><b>Certificate II in Automotive Vocational Preparation</b></p> <ul style="list-style-type: none"> <li>• VCE VET Program</li> <li>• Units 1-4 and ATAR Contribution (increment)</li> <li>• Scored Assessment not available (unscored)</li> </ul>                                                                     | <p><b>Potential Career Paths:</b></p> <ul style="list-style-type: none"> <li>• Light vehicle mechanic</li> <li>• Heavy vehicle mechanic earthmoving and mobile plant</li> <li>• Automotive electrician</li> <li>• Motorcycle mechanic</li> </ul> <p><b>Potential Study Paths:</b></p> <ul style="list-style-type: none"> <li>• Certificate III (apprenticeship)</li> <li>• Certificate IV (post trade)</li> <li>• Diploma</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                                                                                                                                        | <p><b>Location:</b> Longerenong College</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                        | <p><b>Location:</b> Longerenong College or Federation University</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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| <p><b>Certificate II in Building and Construction</b></p> <ul style="list-style-type: none"> <li>• VCE VET Program</li> <li>• Units 1-4 and ATAR Contribution increment)</li> <li>• Scored Assessment not available (unscored)</li> </ul>                                                                                            | <p><b>Potential Career Paths:</b></p> <ul style="list-style-type: none"> <li>• Builder</li> <li>• Building site manager</li> <li>• Building inspector</li> <li>• Landscaper</li> </ul> <p><b>Potential Study Paths:</b></p> <ul style="list-style-type: none"> <li>• Carpentry apprenticeship</li> <li>• Architecture</li> <li>• Building engineering</li> <li>• Interior design</li> </ul> <p><b>Location:</b> Longerenong College or Federation University</p>                                                                                                                                                  |
| <p><b>Certificate III in Community Services</b></p> <ul style="list-style-type: none"> <li>• VCE VET Program</li> <li>• Units 1-4 and ATAR Contribution</li> <li>• Scored Assessment available</li> </ul> <p>60 hours of work placement is recommended.</p>                                                                          | <p><b>Potential Career Paths:</b></p> <ul style="list-style-type: none"> <li>• Personal care assistant</li> <li>• Support worker</li> <li>• Customer service</li> <li>• Child care worker</li> <li>• Aged care worker</li> <li>• Disability support worker</li> </ul> <p><b>Potential Study Paths:</b></p> <ul style="list-style-type: none"> <li>• Certificate III and IV in Child Care</li> <li>• Certificate III and IV in Aged Care</li> <li>• Certificate III and IV in Disability</li> <li>• Diploma of Early Childhood Education</li> </ul> <p><b>Location:</b> Federation University – Wimmera Campus</p> |
| <p><b>Certificate III in Early Childhood Education and Care (part- completion)</b></p> <ul style="list-style-type: none"> <li>• VCE VET Program</li> <li>• Units 1-4 and ATAR Contribution (increment)</li> <li>• Scored Assessment not available (unscored)</li> </ul> <p>A minimum of 160 hours of work placement is required.</p> | <p><b>Potential Career Paths:</b></p> <ul style="list-style-type: none"> <li>• Creche childhood worker</li> <li>• Early childhood educator</li> <li>• Early childhood education team leader</li> <li>• Family day care worker</li> </ul> <p><b>Potential Study Paths:</b></p> <ul style="list-style-type: none"> <li>• Certificate III in Early Childhood Education and Care</li> <li>• Diploma of Early Childhood Education and Care</li> <li>• Bachelor of Early Childhood Education</li> <li>• Bachelor of Education</li> </ul> <p><b>Location:</b> Federation University- Wimmera Campus</p>                  |

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| <b>Certificate II in Electrotechnology (Career Start)</b> <ul style="list-style-type: none"> <li>• VCE VET Program</li> <li>• Units 1-4 and ATAR Contribution (increment)</li> <li>• Scored Assessment not available (unscored)</li> </ul>                      | <b>Potential Career Path:</b> <ul style="list-style-type: none"> <li>• Electrician</li> </ul> <b>Potential Study Paths:</b> <ul style="list-style-type: none"> <li>• Electrical apprenticeship</li> <li>• Qualified electrician</li> <li>• Electrical engineer</li> <li>• Linesperson</li> </ul>                                                                                                                                                                  |
| <b>Certificate II in Engineering Studies</b> <ul style="list-style-type: none"> <li>• VCE VET Program</li> <li>• Units 1-4 and ATAR Contribution</li> <li>• Scored Assessment available</li> </ul>                                                              | <b>Potential Career Paths:</b> <ul style="list-style-type: none"> <li>• Engineering tradesperson</li> <li>• Metal fabrication</li> <li>• Forging, founding, structural steel erection</li> <li>• Electroplating, metal spinning</li> <li>• Metal polishing, sheet metal work</li> </ul> <b>Potential Study Paths:</b> <ul style="list-style-type: none"> <li>• Certificate III Apprenticeship</li> <li>• Certificate IV Engineering</li> <li>• Diploma</li> </ul> |
| <b>Certificate III in Equine Studies</b> <ul style="list-style-type: none"> <li>• VCE VET Program</li> <li>• Unit 1-4 ATAR Contributed</li> <li>• Scored Assessment available.</li> <li>• Credit in the VCE (including VCE VM and VPC)</li> </ul>               | <b>Potential Career Paths</b> <ul style="list-style-type: none"> <li>• Stable hand</li> <li>• Stud worker</li> <li>• Volunteer or equine industry participant.</li> </ul> <b>Potential Study Paths:</b><br>General or specialist qualification in: <ul style="list-style-type: none"> <li>• Equine Allied Health</li> <li>• Breeding</li> <li>• Sport and Racing.</li> </ul>                                                                                      |
| <b>Certificate II in Health Support Services (Client Support)</b> <ul style="list-style-type: none"> <li>• One year VET program</li> <li>• Contribution to Unit 1 and 2 levels</li> </ul> <p>40 hours of work placement with a Health provider is mandated.</p> | <b>Potential Career Paths – following further study:</b> <ul style="list-style-type: none"> <li>• Nurse</li> <li>• Paramedic</li> <li>• Allied healthcare professional</li> </ul> <b>Potential Study Paths:</b> <ul style="list-style-type: none"> <li>• Certificate III in Individual Support</li> <li>• Diploma of Nursing</li> <li>• Bachelor of Nursing</li> </ul>                                                                                            |
|                                                                                                                                                                                                                                                                 | <b>Location:</b> Federation University – Wimmera Campus                                                                                                                                                                                                                                                                                                                                                                                                           |

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| <p><b>Certificate II in Horticulture</b></p> <ul style="list-style-type: none"> <li>• VCE VET Program</li> <li>• Units 1–4 and ATAR Contribution (increment)</li> <li>• Scored Assessment not available (unscored)</li> </ul>   | <p><b>Potential Career Paths:</b></p> <ul style="list-style-type: none"> <li>• Landscape gardener</li> <li>• Greenskeeper</li> <li>• Research</li> </ul> <p><b>Potential Study Paths:</b></p> <ul style="list-style-type: none"> <li>• Horticulture</li> <li>• Retail nursery</li> <li>• Conservation and land management</li> <li>• Landscape gardener (apprenticeship)</li> </ul> <p><b>Location:</b> Federation University – Wimmera Campus</p>                                                                                                                                                                                                     |
| <p><b>Certificate II Cookery</b></p> <ul style="list-style-type: none"> <li>• VCE VET Program</li> <li>• Units 1–4 and ATAR Contribution</li> <li>• Scored Assessment available</li> </ul>                                      | <p><b>Potential Career Paths:</b></p> <ul style="list-style-type: none"> <li>• Food and beverage attendant</li> <li>• Chef</li> <li>• Cafe owner/manager</li> <li>• Kitchen assistant</li> <li>• Patisserie</li> <li>• Hospitality/manager</li> </ul> <p><b>Potential Study Paths:</b></p> <ul style="list-style-type: none"> <li>• Hospitality traineeship</li> <li>• Chef's apprenticeship</li> <li>• Certificate III in Commercial Cookery</li> <li>• Certificate III in Hospitality – Patisserie</li> </ul> <p><b>Location:</b> Wimmera Trade Training Centre – Horsham</p>                                                                        |
| <p><b>Certificate III in Information and Communication Technology</b></p> <ul style="list-style-type: none"> <li>• VCE VET Program</li> <li>• Units 1–4 and ATAR Contribution</li> <li>• Scored Assessment available</li> </ul> | <p><b>Potential Career Paths:</b></p> <ul style="list-style-type: none"> <li>• Software support technician</li> <li>• Website administrator</li> <li>• Network technician</li> <li>• Help desk technician</li> </ul> <p><b>Potential Study Paths:</b></p> <ul style="list-style-type: none"> <li>• Advanced Diploma of Computer Systems Engineering</li> <li>• Certificate IV in Information Technology</li> <li>• Diploma of Information Technology</li> <li>• Certificate IV in Information Technology Networking</li> <li>• Diploma of Information Technology Networking</li> </ul> <p><b>Location:</b> Wimmera Trade Training Centre – Horsham</p> |

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| <p><b>Certificate II in Music Industry</b></p> <ul style="list-style-type: none"> <li>• One year VET program</li> <li>• Contribution to Unit 1 and 2 levels</li> </ul> <p>20 hours of work placement included in Course.</p>                   | <p><b>Potential Career Paths:</b></p> <ul style="list-style-type: none"> <li>• Music performer</li> <li>• Sound engineer</li> <li>• Producer</li> <li>• Sound/lighting technician</li> <li>• Broadcaster</li> <li>• Stage manager</li> </ul> <p><b>Potential Study Paths:</b></p> <ul style="list-style-type: none"> <li>• Certificate III in Music</li> <li>• Certificate III in Music Business</li> <li>• Certificate III in Technical Production</li> <li>• Certificate IV in Music</li> <li>• Diploma or Bachelor of Music</li> <li>• Diploma or bachelor of Sound Production</li> </ul> <p><b>Location:</b> Horsham College</p> |
| <p><b>Certificate II in Plumbing (pre-apprenticeship)</b></p> <ul style="list-style-type: none"> <li>• VCE VET Program</li> <li>• Units 1-4 and ATAR Contribution (increment)</li> <li>• Scored Assessment not available (unscored)</li> </ul> | <p><b>Potential Career Paths – following further study:</b></p> <ul style="list-style-type: none"> <li>• Qualified plumber</li> <li>• Plumber and gas fitter</li> <li>• Roof plumber</li> <li>• Small business owner</li> </ul> <p><b>Potential Study Path:</b></p> <ul style="list-style-type: none"> <li>• Apprentice plumber</li> </ul> <p><b>Location:</b> Federation University – Wimmera Campus</p>                                                                                                                                                                                                                            |
| <p><b>Certificate II in Salon Assistant</b></p> <ul style="list-style-type: none"> <li>• Contribution to Unit 1 and 2 levels</li> </ul> <p>40 hours of work placement with a Hairdresser or Beauty Therapist is mandated.</p>                  | <p><b>Potential Career Paths:</b></p> <ul style="list-style-type: none"> <li>• Hairdresser</li> <li>• Beauty therapist</li> <li>• Small business owner</li> </ul> <p><b>Potential Study Paths:</b></p> <ul style="list-style-type: none"> <li>• Hairdressing apprentice</li> <li>• Beauty trainee</li> </ul> <p><b>Location:</b> Federation University – Wimmera Campus</p>                                                                                                                                                                                                                                                          |

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| <p><b>Certificate III in Screen and Media</b></p> <ul style="list-style-type: none"> <li>• VCE VET Program</li> <li>• Units 1–4 and ATAR Contribution</li> <li>• Scored Assessment available</li> </ul> <p>A minimum of 20 days work placement is recommended.</p> | <p><b>Potential Career Paths:</b></p> <ul style="list-style-type: none"> <li>• Photography assistant</li> <li>• Community broadcaster</li> <li>• Website designer</li> <li>• Graphic designer</li> <li>• Journalist</li> <li>• Digital video and sound editor</li> <li>• Television production assistant</li> </ul> <p><b>Potential Study Paths:</b></p> <ul style="list-style-type: none"> <li>• Certificate III in Media</li> <li>• Certificate III in Broadcasting</li> <li>• Certificate IV in Broadcasting</li> <li>• Diploma of Interactive Media</li> <li>• Diploma of Professional Games Development</li> </ul> <p><b>Location:</b> Horsham College</p> |
| <p><b>Certificate III in Sport, Aquatics and Recreation</b></p> <ul style="list-style-type: none"> <li>• VCE VET Program</li> <li>• Units 1–4 and ATAR Contribution</li> <li>• Scored Assessment available</li> </ul>                                              | <p><b>Potential Career Paths:</b></p> <ul style="list-style-type: none"> <li>• Sports coach</li> <li>• Sports administrator</li> <li>• Physical education teacher</li> <li>• Sports development manager</li> <li>• Sports scientist</li> <li>• Sports marketing manager</li> </ul> <p><b>Potential Study Paths:</b></p> <ul style="list-style-type: none"> <li>• Certificate IV in Fitness</li> <li>• Bachelor of Health and Physical Education</li> <li>• Bachelor of Exercise and Sport Science</li> <li>• Bachelor of Sports Management</li> </ul> <p><b>Location:</b> Wimmera Trade Training Centre – Horsham</p>                                           |
| <p><b>Ready for Work Program</b></p> <ul style="list-style-type: none"> <li>• 20 week program</li> <li>• Contributes to VCE VM/VPC program only</li> </ul> <p>No Structured Work Placement required.</p>                                                           | <p><b>Potential Career Pathways:</b></p> <p>Completion will help students gain employment or progress into future study:</p> <ul style="list-style-type: none"> <li>• TAFE certificates</li> <li>• Higher Education study</li> <li>• Apprenticeships or traineeship</li> </ul> <p><b>Location:</b> Federation University – Wimmera Campus</p>                                                                                                                                                                                                                                                                                                                   |