



2027

YEAR 10 SUBJECT GUIDE



BEMIN
SECONDARY COLLEGE



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BEMIN SECONDARY COLLEGE

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2027 Year 10 Subject Guide

Acknowledgement of Country

Bemin Secondary College respectfully acknowledges the Bunurong People of the Kulin Nation, who are the Traditional Owners of the land on which Bemin Secondary College is located in Melbourne’s west, and pay respect to their Elders past, present and emerging.





WELCOME TO SENIOR SCHOOL



Joanne Camozzato
College Principal

Welcome to the Bemn Secondary College learning community! It is with great excitement that we welcome you to Year 10 at our senior campus. At Bemn Secondary College all students will be empowered to achieve their individual best learning and wellbeing outcomes. The learning, growth and achievement of all young people will be underpinned by creativity, innovation and a commitment to respectfully work together to create a sustainable future for themselves and their families.

At Bemn Secondary College, our mission is to foster a learning community identified by high expectations, a commitment to evidenced based practices and a deep pride in the school values. The school promotes a strong sense of community by building strong home/school partnerships and welcoming all students from across the local neighbourhood.

All students will be supported to develop their identity by differentiated pathways while acknowledging that their individual cultures and personal identities are sources of strength.



Aaron Dass
Assistant Principal
Senior School

As students embark on their senior school journey in year 10, we encourage all students to strive for excellence in their educational programs. As well as providing students an array of learning opportunities within their core subjects, we are committed to ensuring students also have variety of elective choices to select as part of their individual programs for their senior years of secondary school.

The Year 10 program is developed around allowing students choice of the electives they wish to study and pursue. It supports each student to choose a program they wish to study based on their future pathways. This program provides flexibility and engagement as well as providing them with the necessary foundation skills to move into a VCE, VCE-VM/VET program to achieve academically and feel well equipped to face the next stage of their lives as they move into young adulthood.

All students and families are encouraged to carefully consider the options available and to seek support from the Senior School Team to ensure that each student's program is the right fit for their goals and aspirations. I wish every student the very best as you make these important and well-considered choices during the course selection process.



YEAR 10 PROGRAM

The Year 10 Program at Bemín Secondary College provides students with access to genuine pathways from the Victorian Curriculum into senior secondary study in the Victorian Certificate of Education (VCE).

Students are strongly encouraged to make subject selections in consultation with their teachers, their family and the Senior School team, in order to best select subjects that match their strengths, interests and potential senior secondary pathways.

Minimum Requirements

All students in Year 10 at Bemín Secondary College are required to meet a number of requirements when planning their Year 10 learning program.

Core Subjects

All Year 10 students will be required to participate in the following subjects for the whole academic year:

- English
- Mathematics
- Humanities

- Science
- Health
- Physical Education
- Pathways

Electives

Students will also have the option to choose **two electives** in the year (each will run for one semester). Students must complete at least **one arts-based** or **one technology-based** elective as part of their selection.

Early Commencement VCE

Students who have been enrolled in an early commencement VCE subject will complete their VCE Units 1 and 2 for the entirety of the academic year.

Successful applicants will not complete any electives.

EXAMPLE: A typical Year 10 learning program at Bemín Secondary College

Core Subjects							Electives
Semester 1	English 8 periods per fortnight	Maths 8 periods per fortnight	Humanities 8 periods per fortnight	Science 8 periods per fortnight	Health and Physical Education 8 periods per fortnight	Pathways 2 periods per fortnight	Choice #1 8 periods per fortnight
Semester 2							Choice #2 8 periods per fortnight

* VCE Early Commencement: students completing an early commencement VCE subject (8 periods a fortnight) will complete this in place of their elective.

Potential Subject Pathways

Learning Areas	Year 10	Year 11
	Victorian Curriculum Level 10	Victorian Certificate of Education (VCE)
English#	CORE English - 2 units* ELECTIVES Language Builders - 1 unit Literary Escapades - 1 unit	VCE English / EAL Units 1-4 VCE Literature Units 1-4
Mathematics	CORE Mathematics: General - 2 units Mathematics: Pre-Methods - 2 units	VCE Foundation Mathematics Units 1-4 VCE General Mathematics Units 1-4 VCE Mathematical Methods Units 1-4
The Humanities	CORE Humanities - 2 units ELECTIVES Cost of Conflict - 1 unit Crime, Punishment and History - 1 unit Futurepreneurs - 1 unit	VCE History Units 1-4 VCE Business Management Units 1-4 VCE Politics Units 1-4 VCE Geography Units 1-4
Science	CORE Science - 2 units	VCE Biology Units 1-4 VCE Chemistry Units 1-4 VCE Environmental Science Units 1-4 VCE Physics Units 1-4 VCE Psychology Units 1-4
Health Physical Education	CORE Health - 2 units Physical Education - 2 units ELECTIVES Get Fitter, Run Faster - 1 unit The Game Plan - 1 unit Health in Action - 1 unit	VCE Health and Human Development Units 1-4 VCE Physical Education Units 1-4
The Arts	ELECTIVES Design Adventures - 1 unit Creative Canvas - 1 unit Media: Moving Image - 1 unit Centre Stage - 1 unit 3D Arts - Ceramics and Sculpture - 1 unit Dance Lab - 1 unit Jam Lab - 1 unit	VCE Art Making and Exhibiting Units 1-4 VCE Visual Communication Design Units 1-4 VCE Media Units 1-4 VCE Drama Units 1-4
Technologies	ELECTIVES Working with Wood - 1 unit Kitchen Culture - 1 unit Fabric Finesse - 1 unit The Story of Food - 1 unit	VCE Food Studies Units 1-4 VCE Product Design and Technologies Units 1-4

* Units: when referring to units, each unit lasts for one semester. # denotes compulsory subject.

MATHEMATICS

In Year 10, students can choose between General Mathematics and Pre-Methods depending on their strengths, interests and future study goals.

General Mathematics focuses on developing practical and applied mathematical skills including statistics, financial mathematics, measurement and problem solving. This pathway prepares students for VCE General Mathematics or VCE Foundation Mathematics

Pre-Methods is designed for students who enjoy challenge and have strong mathematical understanding and problem-solving skills. The course focuses on algebraic techniques, functions and preparation for more advanced mathematical thinking. Students who intend to study VCE Mathematical Methods must select Pre-Methods in Year 10.

ELECTIVES

Year 10 students at Bemín Secondary College select elective subjects from a range of learning areas, enabling them to apply skills and knowledge in specific contexts.

Students are strongly encouraged to make subject selections in consultation with their teachers, their family and the Senior School team, balancing challenge and accessibility for students across all ability levels.

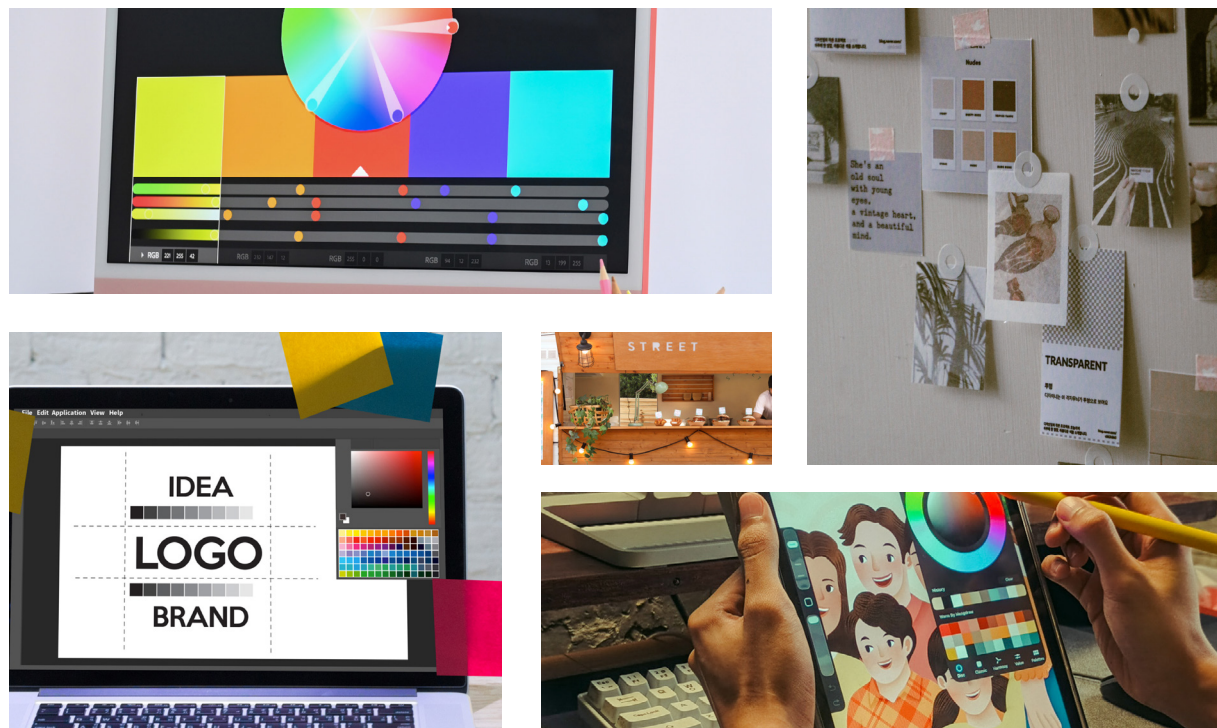
Students need to choose **two** elective subjects in the year (each will run for one semester). Students must complete at least **one arts-based** or **one technology-based** subject as part of their selection.

THE ARTS



Design Adventures

ARTS



SUBJECT DESCRIPTION

In Design Adventures, students explore the exciting world of graphic design, learning how images, typography, and layout combine to communicate powerful ideas. Working through the design process, they create branding for a mobile food truck, including a logo, menu, and advertising campaign, using both traditional and digital design techniques. Inspired by professional designers, students develop creative thinking, visual communication, and practical design skills.

PATHWAYS

Senior School Pathways

This subject can lead to these further learning options:

- VCE Visual Communication Design (VCD)
- VCE Media
- VCE Art Creative Practice
- VCE Art Making and Exhibiting

Career Pathways

You should consider this subject if you are interested in becoming a:

- Graphic Designer
- Brand Designer
- Visual Communication Designer
- UX/UI Designer
- Web Designer
- Illustrator
- Motion Graphics Designer

Creative Canvas

ARTS



SUBJECT DESCRIPTION

In Year 10 Creative Canvas, students develop their skills across a range of 2D art forms, including drawing, painting, mixed media, and printmaking. They explore how artists communicate ideas and emotions through visual language while experimenting with a variety of materials and techniques.

Students investigate the expressive qualities of Expressionism, creating a mixed-media artwork inspired by historical and contemporary artists. They also explore printmaking, with a focus on etching, developing technical skills and producing original printed works that demonstrate creativity, craftsmanship, and personal expression.

PATHWAYS

Senior School Pathways

This subject can lead to these further learning options:

- VCE Art Making and Exhibiting
- VCE Art Creative Practice
- VCE Visual Communication Design
- VCE Media

Career Pathways

You should consider this subject if you are interested in becoming a:

- Graphic Designer
- Illustrator
- Fine Artist
- Animator
- Photographer
- Visual Communication Designer
- Art Teacher
- Creative Director.

Media: Moving Image

ARTS



SUBJECT DESCRIPTION

Moving Image, students will explore how moving image producers make media products and how these media products are influenced by, and reflect, the world in which they were created.

Students will explore a range of film making techniques and technologies to build and develop their understanding of and skills in the creation of moving image products. Students will explore the media codes and conventions, and how they are used to construct narrative and genre, build meaning, engage an audience, and develop creator style.

Working individually and in groups in specialist crew roles, students will use a range of media technologies to produce diverse media products, including short-form media content and production exercises, across a range of genres.

PATHWAYS

Senior School Pathways

This subject can lead to these further learning options:

- VCE Media
- VCE Drama
- VCE Theatre Studies

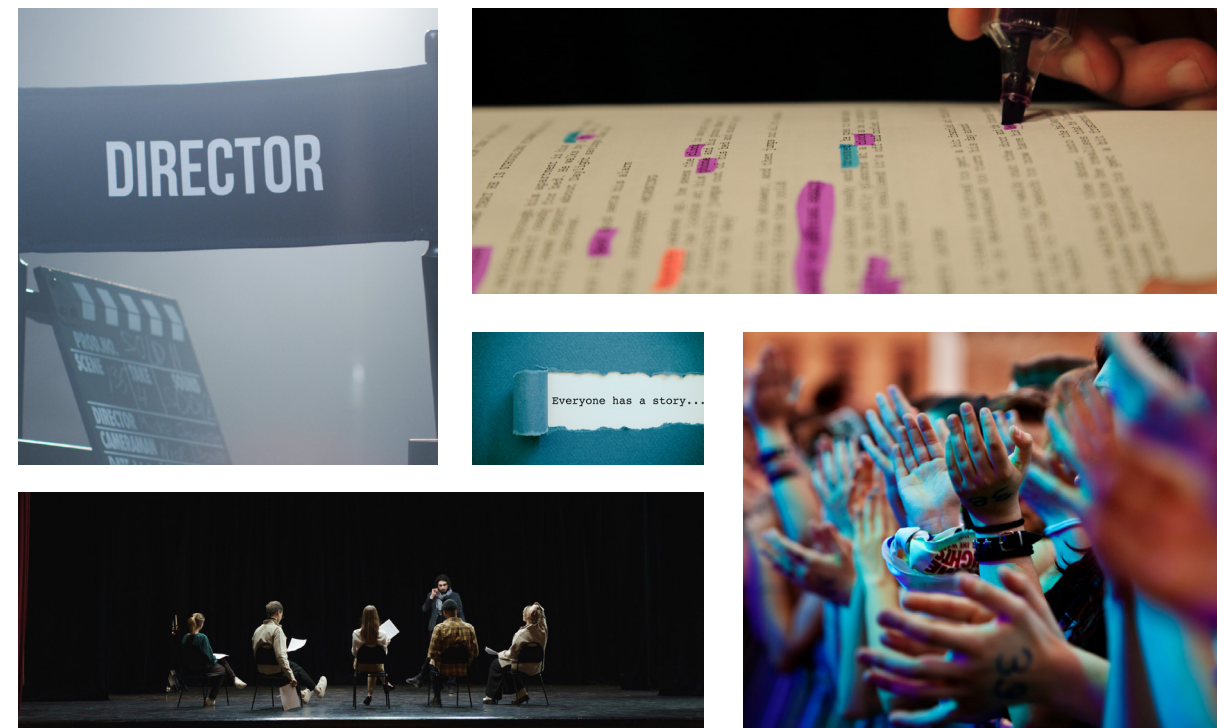
Career Pathways

You should consider this subject if you are interested in becoming a:

- Marketing Director
- Content Creator
- Cinematographer
- Filmmaker
- Journalist

Centre Stage

ARTS



SUBJECT DESCRIPTION

Step into the world of performance and creativity!

In this elective, you'll explore acting, directing, scriptwriting, and stage design as you bring stories to life. Whether you're taking the spotlight or contributing behind the scenes, you'll develop the skills to create powerful performances that engage and inspire an audience.

From exploring classic plays to devising your own original pieces, you'll build confidence, teamwork, and storytelling skills. Along the way, you'll draw on different cultures, times, and experiences for inspiration, while experimenting with both traditional theatre and modern performance styles.

Centre Stage is your opportunity to become a storyteller, creator, and performer, and to make your mark where it matters most: in front of an audience.

PATHWAYS

Senior School Pathways

This subject can lead to these further learning options:

- VCE Media
- VCE Drama
- VCE Theatre Studies

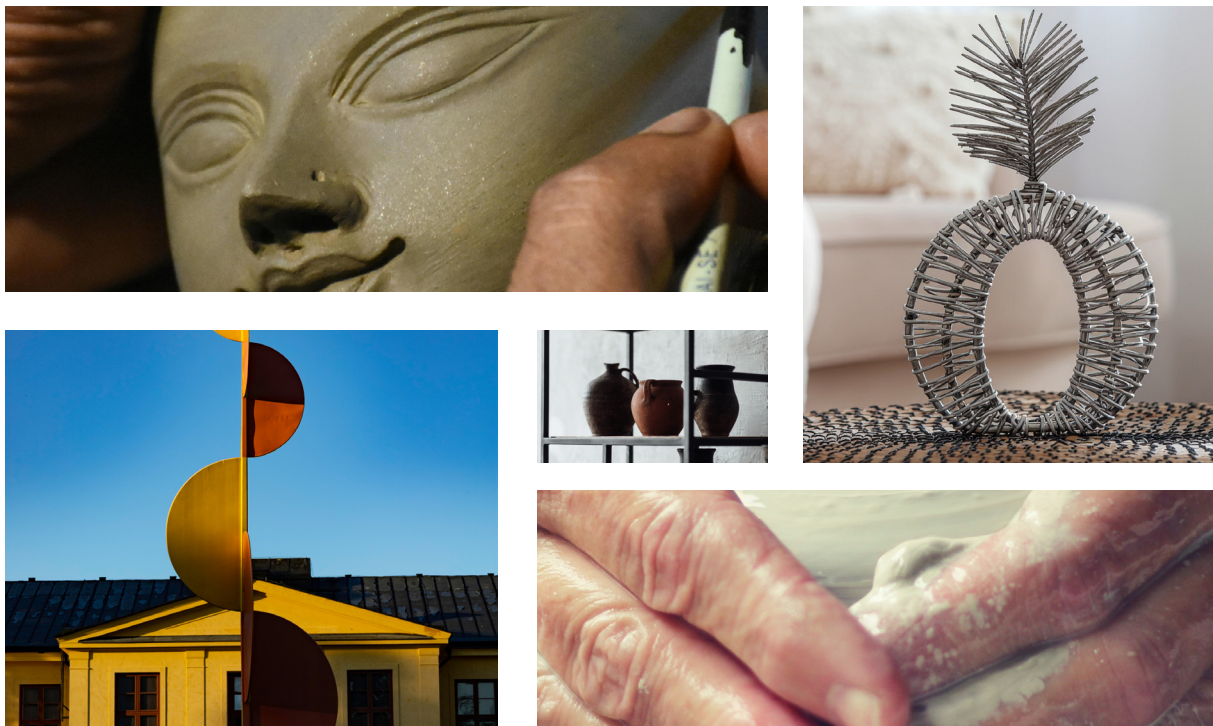
Career Pathways

You should consider this subject if you are interested in becoming a:

- Media Director
- Arts Administration
- Barrister/Lawyer
- Multimedia Content Developer
- Actor

3D Arts - Ceramics and Sculptures

ARTS



SUBJECT DESCRIPTION

In Year 10 3D Art, students explore sculpture and ceramics while developing their creative and practical art-making skills. They investigate how artists create meaning through three-dimensional forms and experiment with a range of materials and techniques. Students will study the work of sculptor Alexander Calder, creating artworks inspired by his use of balance, movement, and form. They will also explore traditional and contemporary ceramics, examining how ceramic artists use clay to express ideas in different ways. Throughout the course, students follow the studio process by researching artists, developing ideas, creating artworks, and reflecting on their practice. This subject encourages creativity, experimentation, and personal expression through a range of engaging 3D art experiences.

PATHWAYS

Senior School Pathways

This subject can lead to these further learning options:

- VCE Art Making and Exhibiting (Units 1–4)
- VCE Art Creative Practice
- VCE Product Design and Technologies
- VCE Visual Communication Design (VCD)

Career Pathways

You should consider this subject if you are interested in becoming a:

- Industrial / Product Designer:
- Exhibition Installer / Art Technician:
- 3D Digital Modeler / Asset Artist
- Prototyping Specialist / 3D Printing Technician
- Exhibition Installer / Art Technician

Dance Lab

ARTS



SUBJECT DESCRIPTION

Love performing, creating or expressing ideas through movement? This Year 10 Dance elective is a practical and creative elective that develops your skills as a performer and choreographer. Throughout the semester, students will analyse dance from different cultures and contexts and choreograph their own dance work for performance. The subject combines practical workshops, creative projects and performance opportunities, making it ideal for students interested in dance, performing arts, creativity and teamwork.

No previous dance experience is required, just a willingness to participate, collaborate and challenge yourself creatively.

PATHWAYS

Senior School Pathways

This subject can lead to these further learning options:

- VCE Drama

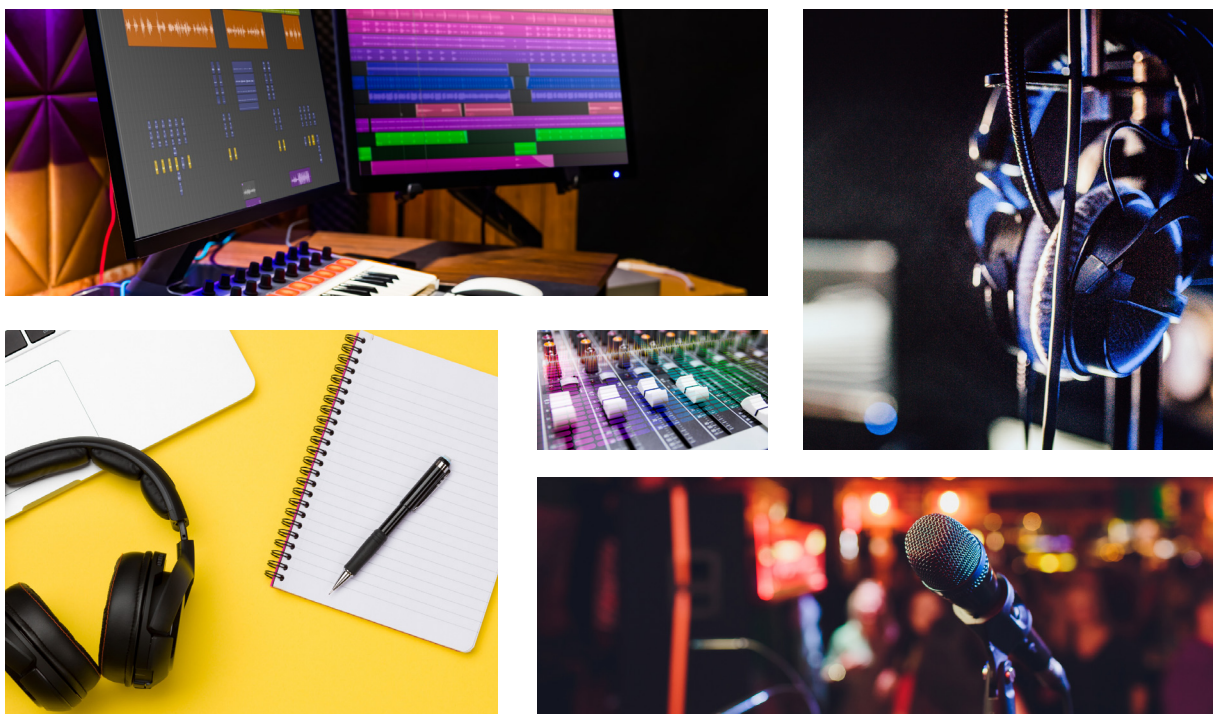
Career Pathways

You should consider this subject if you are interested in becoming a:

- Professional Dancer or Performer
- Choreographer
- Dance Teacher or Instructor
- Performing Arts Technician
- Arts Administrator or Event Coordinator
- Community Arts Worker
- Health and Fitness Instructor
- Creative Arts or Performing Arts pathways at TAFE or university

Jam Lab

ARTS



SUBJECT DESCRIPTION

Welcome to Jam Lab, where creativity meets performance! This elective is all about making, mixing, and sharing music. You'll explore a range of instruments, from guitar to keyboard, and discover how musicians work together to create powerful sounds. Alongside ensemble playing, you'll dive into the basics of composition and learn how songs are structured and brought to life.

You'll also get hands-on experience with the tools of modern music-making - from setting up live sound equipment to experimenting with digital recording. Whether you're picking up an instrument for the first time or building on existing skills, Jam Lab gives you the chance to collaborate, perform, and showcase your music.

By the end of the semester, you'll have composed original pieces, played as part of an ensemble, and

gained the confidence to perform live. Jam Lab is your space to experiment, create, and bring music to life.

PATHWAYS

Senior School Pathways

This subject can lead to these further learning options:

- VCE Music
- VET Music Industry (Music Performance)
- VET Music Industry (Sound Production)

Career Pathways

You should consider this subject if you are interested in becoming a:

- Professional Musician
- Music Producer & Composer
- Film Composition
- Foley Artist
- Event Manager
- Advertising & Branding Manager

TECHNOLOGIES

Fabric Finesse TECHNOLOGY



SUBJECT DESCRIPTION

Welcome to the colourful and imaginative world of textile design! You'll get to experiment with various textile techniques like felting, fabric dyeing, and adding your artistic flair to your creations. Ever wondered about different fibre types? We've got you covered – you'll become an expert in Australian care labelling standards too! You'll be creating your very own fashionable garment - Don't worry, we'll give you some exciting challenges to work on, and you'll safely bring your designs to life. You will have the opportunity to translate your learning to real life. For example, you may get to design a cool care label for your creation, ensuring its proper maintenance and care. Throughout the journey, you'll keep a folio that captures your creative process and showcases all your achievements in textile design. If you are drawn to colour, creativity, and fashion-forward fun, this is the perfect subject for you! Join us and let your imagination run wild with textiles!

PATHWAYS

Senior School Pathways

This subject can lead to these further learning options:

- VCE Product Design and Technology - Materials
- VET Applied Fashion Design and Technology

Career Pathways

You should consider this subject if you are interested in becoming a:

- Fashion Designer
- Interior Designer
- Quality Control Manager
- Manufacturing & Production

Kitchen Culture

TECHNOLOGY



SUBJECT DESCRIPTION

This subject gives students a hands-on introduction to the food and hospitality industry, building practical kitchen skills alongside real-world knowledge of workplace expectations. Students will explore pathways into hospitality, catering, and food-related careers while developing teamwork, time management, and industry-related food skills. Ideal for those considering the VCE Vocational Major (VM) or future work in the food industry, this unit connects learning in the classroom to opportunities beyond school.

PATHWAYS

Senior School Pathways

This subject can lead to these further learning options:

- VCE Food Studies
- VCE Health and Human Development
- VET Hospitality

Career Pathways

You should consider this subject if you are interested in becoming a:

- Food Scientist/Food Product Developer
- Nutritionist
- Chef
- Restaurant/Cafe Owner

The Story of Food

TECHNOLOGY



SUBJECT DESCRIPTION

This subject prepares students for VCE Food Studies by exploring the cultural, environmental, social and scientific aspects of food. Students will investigate topics such as nutrition, food systems, and global issues, while also developing practical & technical cooking skills to support their analytical and creative food studies at a senior level. This unit is ideal for students who are interested in food science, health, nutrition, and the broader impacts of food production. It can lead to further studies in VCE Food Studies and future pathways in health, nutrition, and food-related fields at university.

PATHWAYS

Senior School Pathways

This subject can lead to these further learning options:

- VCE Food Studies
- VCE Health and Human Development
- VET Hospitality

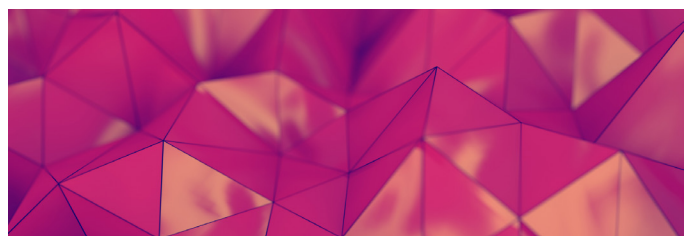
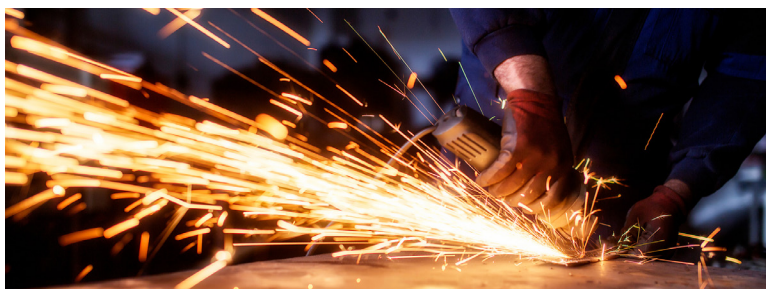
Career Pathways

You should consider this subject if you are interested in becoming a:

- Food Scientist/Food Product Developer
- Nutritionist
- Chef
- Restaurant/Cafe owner

Working with Wood

TECHNOLOGY



SUBJECT DESCRIPTION

Discover the craft of woodworking and product design! In this practical elective, you'll focus on timber as your main material, learning traditional and modern techniques to bring your designs to life. From planning and sketching ideas through to measuring, cutting, joining, and finishing, you'll develop the skills needed to create functional and creative wooden projects. Along the way, you'll learn how to safely use a range of tools and equipment while building your confidence as a maker. This is your chance to design, build, and take pride in handcrafted products made from wood.

PATHWAYS

Senior School Pathways

This subject can lead to these further learning options:

- VCE Product Design & Technology
- VCE Vocational Major

Career Pathways

You should consider this subject if you are interested in becoming a:

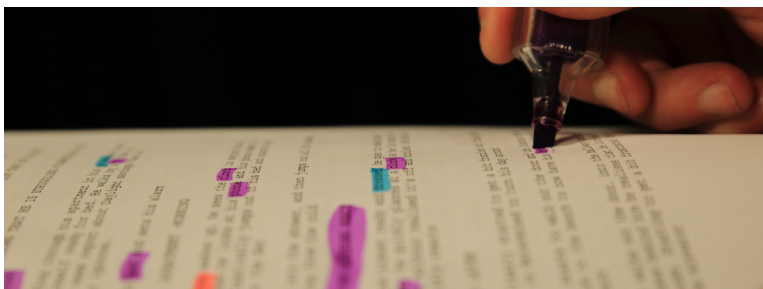
- Product Design
- Manufacturing and Building Construction

ENGLISH



Language Builders

ENGLISH



SUBJECT DESCRIPTION

Welcome to the world of words. We will be looking at different text types-think of plays, films and modern media texts.

Get creative as you craft your own written and oral masterpieces across various genres – the sky's the limit! Plus, we'll unlock the secrets of persuasive arguments in the media, so you can confidently express your own ideas.

We'll also master language conventions, like sentence structure, making your communication even more powerful! Get set to unleash your language ninja within and conquer the world of words like a pro! Join us in this English adventure and watch your language magic soar!

PATHWAYS

Senior School Pathways

This subject can lead to these further learning options:

- VCE English and English as an Additional Language

Career Pathways

You should consider this subject if you are interested in becoming a:

- Social Media Content developer
- Multimedia Manager
- Teacher

Literary Escapades

ENGLISH



SUBJECT DESCRIPTION

Have you ever finished a book, watched a film, or read a poem and wondered, "How did the author do that?"

Literary Escapades (Advanced English Literature) is for curious readers who want to dig deeper into stories and explore the ideas, emotions, and techniques that make great literature memorable. You'll investigate a range of texts - including novels, short stories, poetry, drama, and film - and discover how writers use language, structure, symbolism, and style to shape meaning. Through discussion, debate, close reading, and creative responses, you'll learn to look beyond the surface of a text and develop your own interpretations. You'll explore literary genres and consider how texts reflect and challenge the world around us.

PATHWAYS

Senior School Pathways

This subject can lead to these further learning options:

- VCE Literature
- VCE English and English as an Additional Language
- VCE History
- VCE Philosophy
- VCE Media
- Certificate III in Screen and Media

Career Pathways

You should consider this subject if you are interested in becoming a:

- Journalist/Editor
- Author/Scriptwriter/Copywriter
- Publisher/Literary Agent
- Lawyer/Solicitor
- Teacher
- UX Writer

THE HUMANITIES

Futurepreneurs HUMANITIES



SUBJECT DESCRIPTION

Step into the world of entrepreneurship and innovation! In this exciting elective, you'll design, plan, and launch your very own business idea. Along the way, you'll explore how successful businesses are built, discover the essentials of marketing, finance, and management, and be inspired by real-world examples of creative entrepreneurs. From brainstorming ideas to developing products and services, you'll gain the skills to turn vision into action. The course will culminate in pitching your business concept to a panel - just like on Shark Tank. Get ready to think big, take risks, and shape the future as a Futurepreneur!

PATHWAYS

Senior School Pathways

This subject can lead to these further learning options:

- VCE Business Management

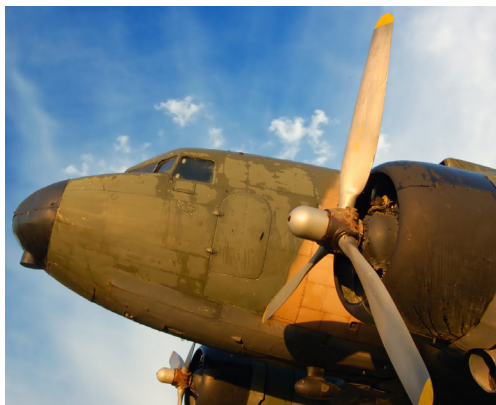
Career Pathways

You should consider this subject if you are interested in becoming a:

- Entrepreneur
- Owning your own business
- Business Manager

Cost of Conflict

HUMANITIES



SUBJECT DESCRIPTION

Are you interested in learning about World War II and modern conflicts? Have you ever wondered about the underlying causes of these global events and Australia's significant role in the war? Do you want to unravel the critical turning points that shaped the course of history?

You will be exploring the causes of other modern wars from different regions, gaining profound insights through comparisons. As part of this subject you will be learning about the post-war period of peace that shaped the entire twentieth century in multiple dimensions.

You will be using your critical thinking skills and gain a nuanced perspective, and discover the complexities of warfare and its enduring impact on our world.

PATHWAYS

Senior School Pathways

This subject can lead to these further learning options:

- VCE History
- VCE Australian and Global Politics
- VCE Sociology

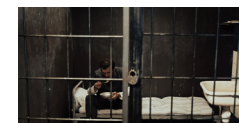
Career Pathways

You should consider this subject if you are interested in becoming a:

- Diplomatic Services
- Translator
- Humanitarian provider
- Teacher

Crime, Punishment and History: Medieval to Modern

HUMANITIES



SUBJECT DESCRIPTION

Have you ever wondered what happens when someone breaks the rules? Who decides what is fair, and how has justice changed over time? In this unit, you'll step into the world of crime, punishment and justice to uncover the stories behind some of history's most fascinating cases.

You'll investigate how societies have punished criminals - from public executions and harsh sentences to modern courts, prisons and rehabilitation. You'll explore the experiences of criminals, victims, judges and lawmakers while discovering how ideas about fairness, rights and justice have evolved. Become a history detective as you examine evidence, question sources and uncover different perspectives about the past.

PATHWAYS

Senior School Pathways

This subject can lead to these further learning options:

- VCE Legal Studies
- VCE History
- VCE Sociology
- VCE Politics / Australian and Global Politics
- Certificate III in Community Services
- Certificate IV in Legal Services

Career Pathways

You should consider this subject if you are interested in becoming a:

- Police Officer/Detective
- Criminologist/Profiler
- Corrections Officer/Parole Officer
- Criminal Defence Lawyer/Prosecutor
- Judge's Associate/Legal Clerk
- Human Rights Advocate
- Youth Justice Worker

HEALTH & PHYSICAL EDUCATION

The Game Plan HEALTH & PHYSICAL EDUCATION



SUBJECT DESCRIPTION

If you find yourself passionately reacting to umpire decisions while watching sports or dream of training and mentoring athletes like sports legends LeBron James, Cristiano Ronaldo, Steve Smith, or Patrick Cripps, then this is the perfect subject for you!

By choosing this subject you'll learn the art of bringing out the best in a team. From training sessions to game days, you will be introduced to the techniques that drive athletes to peak performance. Explore the rules and regulations of various sports and gain the expertise to lead teams.

This course also unravels the secrets of effective umpiring, where you'll be the guiding force promoting fair play and sportsmanship within matches. Discuss the spirit of sportsmanship.

Whether you dream of becoming a coach or an

umpire, this course equips you with the skills and knowledge about sports coaching and umpiring. Foster fair competition, and make your mark in the world of sports!

PATHWAYS

Senior School Pathways

This subject can lead to these further learning options:

- VET Sports and Recreation
- VCE Physical Education
- VCE Health and Human Development

Career Pathways

You should consider this subject if you are interested in becoming a:

- Coaching
- Umpiring
- Health & Physical Education Teacher
- Sports Management
- Sports Psychologist

Health in Action

HEALTH & PHYSICAL EDUCATION



SUBJECT DESCRIPTION

Ever wondered why certain health trends explode on social media while official government health warnings get ignored?

Health in Action explores the multi-billion-dollar health promotion industry. In this elective, you won't just read a textbook, you will become a media analyst and a health innovator. We will decode the clever marketing tactics behind vaping campaigns, fitness influencers, and mental health initiatives, examining how they impact our physical, social, mental, spiritual and emotional wellbeing.

You will then step into the shoes of a health promoter. Using modern digital design tools, you will create and pitch your own interactive health resource to tackle a real issue facing teenagers today. If you want to develop sharp analytical skills, get creative with digital platforms and understand what truly drives human

behaviour, this is your elective.

PATHWAYS

Senior School Pathways

This subject can lead to these further learning options:

- VCE Health and Human Development
- VCE Media
- VCE Psychology
- VCE Business Management

Career Pathways

You should consider this subject if you are interested in becoming a:

- Health Promotion Officer
- Social Marketing Specialist
- Digital Content Creator/Strategist
- Corporate Wellness Coordinator

Get Fitter, Run Faster

HEALTH & PHYSICAL EDUCATION



SUBJECT DESCRIPTION

Welcome to the exciting world where science meets sports. This subject is all about uncovering how our bodies and muscles work together to supercharge athlete performance. We'll dive into muscles, bones, and how they team up to create awesome movement.

But that's not all – have you ever thought about the cool jobs in Sports Science? We'll explore those too! Plus, get ready to see the theory in action with hands-on activities. Ever tried martial arts, yoga, functional training and conditioning or pilates? You'll not only learn about muscles but also experience how they recover and adapt in real life.

If you're into both science and sports and want to explore amazing ways to boost athlete performance, this course is tailor-made for you. Get ready for a journey that's both fun and educational!

PATHWAYS

Senior School Pathways

This subject can lead to these further learning options:

- VET Sports and Recreation
- VCE Physical Education
- VCE Health and Human Development

Career Pathways

You should consider this subject if you are interested in becoming a:

- Exercise Physiology
- Physiotherapist
- Health & Physical Education Teacher
- Sports Management
- Sports Psychologist



VCE EARLY COMMENCEMENT

Bemin Secondary College will be offering Year 10 students access to commence a VCE units 1 and 2 subject early.

How does this work?

Students who are approved to commence a VCE subject early will complete Units 1 and 2 of this subject in place of two of their semester-based electives.

What subjects can be commenced early?

In 2027, Year 10 students can apply to commence the following VCE subjects early:

- VCE Art Making and Exhibiting Units 1 and 2
- VCE Media Units 1 and 2
- VCE Biology Units 1 and 2
- VCE Health and Human Development Units 1 and 2
- VCE Business Management Units 1 and 2
- VCE Drama Units 1 and 2
- VCE General Mathematics Units 1 and 2

How can I apply?

Please navigate to Bemin Secondary College's Subject Selections website at <https://my.edval.education/> for to express interest in completing an early commencement subject.

Students who express an EOI will be contacted further about the application process.

VCE ART MAKING & EXHIBITING

VISUAL ARTS



COURSE OVERVIEW

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited.

Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists.

UNIT 1

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use.

AREAS OF STUDY

- Explore - materials, techniques and art forms
- Expand - make, present and reflect
- Investigate - research and present

FUTURE PATHWAYS

VCE Art Making & Exhibiting Unit 2

VCE Art Making & Exhibiting Units 3 and 4

UNIT 3

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

AREAS OF STUDY

- Collect - inspirations, influences and images
- Extend - make, critique and reflect
- Connect - currate, design and propose

FUTURE PATHWAYS

VCE Media Unit 4

UNIT 2

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

AREAS OF STUDY

- Understand - ideas, artworks and exhibition
- Develop - theme, aesthetic qualities and style
- Resolve - ideas, subject matter and style

FUTURE PATHWAYS

VCE Art Making & Exhibiting Units 3 and 4

UNIT 4

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in -specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

AREAS OF STUDY

- Consolidate - refine and resolve
- Present - plan and critique
- Conserve - present and care

VCE MEDIA

VISUAL ARTS



COURSE OVERVIEW

The media is ubiquitous. Media is deeply embedded within life and culture at a local, national and global level. It entertains, teaches, informs and shapes audiences' perception of their lives and the world in which they live.

Stories in all their forms are at the heart of the media and its relationship with audiences. Through stories, narratives are constructed that engage, and are read by, audiences. Representations of ideas, realities and imagination are constructed and deconstructed, remixed and reimagined with ever-increasing technological sophistication, ease and speed to engage audiences.

The context of media shapes both production and the audiences' reading. Contextual influences such as time, place, culture, societal attitudes and values may be reflected explicitly and implicitly in media products. Audiences also read and consume media through this contextual lens. The relationship between media and audience is complex. Students will interrogate notions of influence, power, audience, agency and the role that media plays in shaping views and values.

UNIT 1

In this unit, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

AREAS OF STUDY

- Media representations
- Media forms in production
- Australian stories

FUTURE PATHWAYS

VCE Media Unit 2
VCE Media Units 3 and 4

UNIT 2

In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, digital streamed productions, audio news, print, photography, games and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society; design, production and distribution of narratives in the media; and audience engagement, consumption and reception.

AREAS OF STUDY

- Narrative, style and genre
- Narratives in production
- Media and change

FUTURE PATHWAYS

VCE Media Units 3 and 4

UNIT 3

In this unit, students explore stories that circulate in society through a close analysis of a media narrative.

Narratives are defined as the depiction of a chain of events in a cause-and-effect relationship occurring in physical and/or virtual space and time in fictional and non-fictional media products. Students consider the use of codes and narrative conventions to structure meaning and explore the role these play in media narratives. Through the close analysis of a media narrative, students develop media language and terminology and a deeper understanding of how codes and narrative conventions are combined in a narrative. They study how social, historical, institutional, culture, economic and political contexts may influence the construction of media narratives and audience readings.

AREAS OF STUDY

- Narratives and their contexts
- Research, development and experimentation
- Pre-productin planning

FUTURE PATHWAYS

VCE Media Unit 4

UNIT 4

In this unit students focus on the production and post-production stages of the media production process, bringing the pre-production plans created in Unit 3 to their realisation. Students refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

In this unit, students view a range of media products that demonstrate a range of values and views, and they analyse the role that media products and their creators play within the contexts of their time and place of production.

AREAS OF STUDY

- Media production
- Agency and control in the media



VCE BIOLOGY

SCIENCE



COURSE OVERVIEW

The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries. An understanding of the complexities and diversity of biology provides students with the opportunity to appreciate the interconnectedness of concepts and areas both within biology, and across biology and the other sciences.

UNIT 1

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

AREAS OF STUDY

- How do cells function?
- How do plant and animal systems function?
- How do scientific investigations develop understanding of how organisms regulate their functions?

FUTURE PATHWAYS

VCE Biology Unit 2
VCE Biology Units 3 and 4

UNIT 2

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

AREAS OF STUDY

- How is inheritance explained?
- How do inherited adaptations impact on diversity?
- How do humans use science to explore and communicate contemporary bioethical issues?

FUTURE PATHWAYS

VCE Biology Units 3 and 4

UNIT 3

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

AREAS OF STUDY

- What is the role of nucleic acids and proteins in maintaining life?
- How are biochemical pathways regulated?

FUTURE PATHWAYS

VCE Biology Unit 4

UNIT 4

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

AREAS OF STUDY

- How do organisms respond to pathogen?
- How are species related over time?
- How is scientific inquiry used to investigate cellular processes and/or biological change?



VCE HEALTH & HUMAN DEVELOPMENT

HEALTH AND PHYSICAL EDUCATION



COURSE OVERVIEW

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health. Students investigate the World Health Organization's (WHO) definition and other interpretations of health and wellbeing. For the purposes of this study, students consider wellbeing to be an implicit element of health.

Students examine health (including the concepts of health and wellbeing, and health status) and human development as dynamic concepts that are subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be acted upon by people, communities and governments. Students consider the interaction between these factors and learn that health and human development is complex and influenced by the settings in which people are born, grow, live, work and age.

Students consider Australian and global contexts as they investigate health outcomes and examine the Australian healthcare system to help evaluate what is being done to address health inequity and inequality. They examine and evaluate the work of global health organisations and the Australian Government's overseas aid program. This study presents concepts of health and wellbeing, and human development, from a range of perspectives: individual and collective; local, national and global; and across time and human lifespan. Students develop health literacy as they connect their learning to their lives, communities and world. They develop a capacity to critique and respond to health information, advertising and other media messages, which enables them to put strategies into action to address health and wellbeing at a personal, community and global level.

UNIT 1

In this unit, students explore health and wellbeing as a concept with varied and evolving perspectives and definitions. They come to understand that it occurs in many contexts and is subject to a wide range of interpretations, with different meanings for different people. As a foundation to their understanding of health, students investigate the World Health Organization's (WHO) definition and other interpretations. They also explore the fundamental conditions required for health as stated by the WHO, which provide a social justice lens for exploring health inequities.

In this unit, students identify perspectives relating to health and wellbeing, and inquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islander Peoples. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health outcomes and the indicators used to measure and evaluate health status. With a focus on youth, the unit equips students to consider their own health as individuals and as a cohort. They build health literacy by interpreting and using data in a research investigation into one youth health focus area, and by investigating the role of food.

AREAS OF STUDY

- Concepts of health
- Youth health and wellbeing
- Health and nutrition

FUTURE PATHWAYS

VCE Health and Human Development Unit 2

VCE Health and Human Development Units 3 and 4

UNIT 2

In this unit, students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. They explore the changes and expectations that are integral to the progression from youth to adulthood. Students apply health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students explore health literacy through an investigation of the Australian healthcare system from the perspective of youth and analyse health information. They investigate the challenges and opportunities presented by digital media and consider issues surrounding the use of health data and access to quality health care.

AREAS OF STUDY

- Developmental transitions
- Youth health literacy

FUTURE PATHWAYS

VCE Health and Human Development Units 3 and 4

UNIT 3

In this unit, students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts. They explore health and wellbeing as a global concept and take a broader approach to inquiry. Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. They extend this to health as a universal right, analysing and evaluating variations in the health status of Australians.

Students focus on health promotion and improvements in population health over time. Through researching health improvements and evaluating successful programs, they explore various public health approaches and the interdependence of different models. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

AREAS OF STUDY

- Understanding health and wellbeing
- Promoting health in Australia

FUTURE PATHWAYS

VCE Health and Human Development Unit 4

UNIT 4

In this unit, students examine health and human development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in health status over time and studying the key concept of sustainability. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade, tourism, conflict and the mass movement of people.

Students consider global action to improve health and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the priorities of the World Health Organization (WHO). They also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their own capacity to act.

AREAS OF STUDY

- Global health and human development
- Health and the Sustainable Development Goals



VCE BUSINESS MANAGEMENT

HUMANITIES



COURSE OVERVIEW

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management Study Design follows the process from the initial idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure the continued success of a business. Students develop an understanding of the complexity of the challenges facing decision-makers in managing businesses and their resources.

A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies in response to contemporary challenges in establishing and operating a business.

UNIT 1

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

AREAS OF STUDY

- The business idea
- Internal business environment and planning
- External business environment and planning

FUTURE PATHWAYS

VCE Business Management Unit 2

VCE Business Management Units 3 and 4

UNIT 2

This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.

AREAS OF STUDY

- Legal requirements and financial considerations
- Marketing a business
- Staffing a business

FUTURE PATHWAYS

VCE Business Management Units 3 and 4

VCE DRAMA

PERFORMING ARTS



COURSE OVERVIEW

VCE Drama focuses on the creation and performance of characters and stories that communicate ideas, meaning and messages using contemporary drama-making practices. Students engage with creative processes, explore and respond to stimulus material, and apply play-making techniques to develop and present devised work. Students learn about, and draw on, a range of performance styles and conventions through the investigation of work by a diverse range of drama practices and practitioners, including Australian drama practitioners.

Students explore characteristics of selected performance styles and apply and manipulate conventions, dramatic elements, and production areas, including sustainable ways to source and apply production areas. They use performance skills and expressive skills to explore and develop character(s). Within the scope of this study, students will create performances that include transformation of character, time and place, and application of symbol. The created works can occur in any space and be performed for any selected audience. The work created may pass comment on or respond to aspects of real-world issues including political, social and cultural. Students reflect on, analyse and evaluate the development and performance of their own work, and the work and performances of other drama practitioners.

UNIT 1

In this unit students study three or more performance styles from a range of social, historical, contemporary and cultural contexts. They examine the traditions of storytelling and devise performances telling stories that go beyond representations of reality. They incorporate and/or juxtapose a number of performance styles to make dramatic statements and create performances that are innovative, transformational and contemporary. They learn about contemporary drama practices that incorporate a range of conventions and devices for making dramatic works. Students use creative processes and play-making techniques to consider the specific purpose and intention of performance styles, and how conventions of those styles can be used in the work they devise and create for an audience.

AREAS OF STUDY

- Creating a devised performance
- Presenting a devised performance
- Analysing a devised performance
- Analysing an evaluating a professional drama performance.

FUTURE PATHWAYS

VCE Drama Unit 2
VCE Drama Units 3 and 4

UNIT 2

In this unit, students study aspects of Australian identity by engaging with contemporary drama practices as artists and as audiences. Contemporary drama practices are outlined in the terminology section of this study.

Students explore the work of selected contemporary drama practitioners, including Australian practitioners, and their associated performance styles. They focus on the application and documentation of play-making techniques involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance they devise based on any of the following: a person, an event, an issue, a place, an artwork, a piece of music, a text or an icon from a contemporary or historical Australian context.

AREAS OF STUDY

- Using Australia as inspiration
- Presenting a devised performance
- Analysing and evaluating a devised performance
- Analysing and evaluating an Australia drama performance

FUTURE PATHWAYS

VCE Drama Units 3 and 4



UNIT 3

In this unit, students explore the work of a range of drama practitioners and draw on contemporary drama practices as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or historical contexts. They work collaboratively to devise, develop and present an ensemble performance.

AREAS OF STUDY

- Devising and presenting ensemble performance
- Analysing and evaluating a devised performance
- Analysing and evaluating a professional drama performance

FUTURE PATHWAYS

VCE Drama Unit 4

UNIT 4

This unit focuses on the development and presentation of devised solo work and performances. It builds on knowledge and skills attained in relation to drama practices that draw on a range of performance styles and associated conventions from a diverse range of contemporary and historical contexts. These contexts focus on non-realistic styles and structures, including non-linear narratives. Students develop skills in exploring and extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo demonstration.

AREAS OF STUDY

- Demonstrating technique of solo performance-making
- Devising a solo performance
- Analysing and evaluating a devised solo performance



VCE GENERAL MATHEMATICS

MATHEMATICS



COURSE OVERVIEW

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 1 of General Mathematics are ‘Data analysis, probability and statistics’, ‘Algebra, number and structure’, ‘Functions, relations and graphs’ and ‘Discrete mathematics’.

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study ‘Data analysis, probability and statistics’ and ‘Discrete mathematics’.

Unit 3 comprises Data analysis and Recursion and financial modelling, and Unit 4 comprises Matrices and Networks and decision mathematics.

UNIT 1

In this unit, students will explore these areas of study:

AREAS OF STUDY

- Data analysis, probability and statistics
- Algebra, number and structure
- Functions, relations and graph
- Discrete mathematics

FUTURE PATHWAYS

VCE General Mathematics Unit 2
VCE General Mathematics Units 3 and 4

UNIT 2

In this unit, students will explore these areas of study:

AREAS OF STUDY

- Data analysis, probability and statistics
- Discrete mathematics
- Functions, relations and graphs
- Space and measurement

FUTURE PATHWAYS

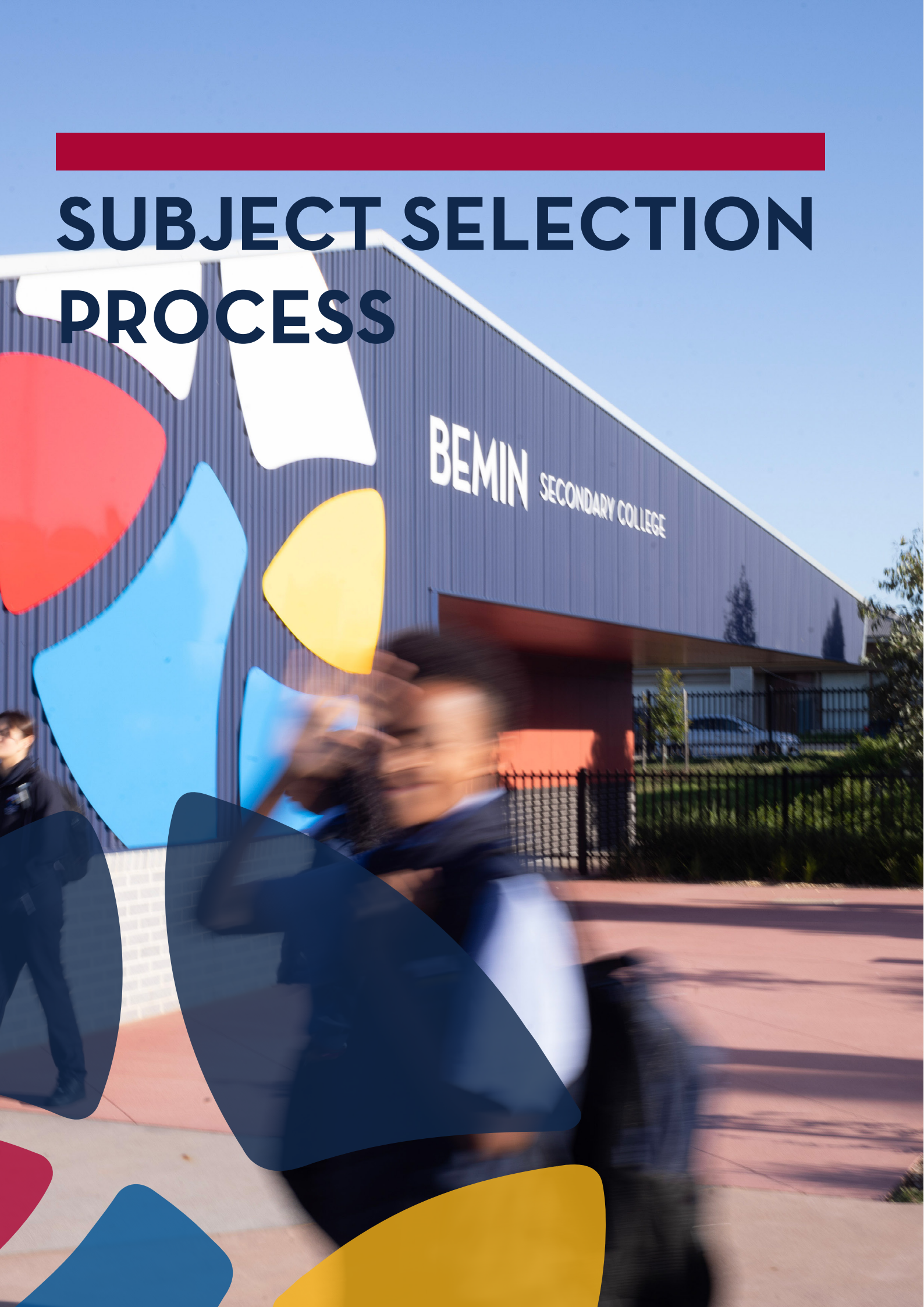
VCE General Mathematics Units 3 and 4

UNITS 3 & 4

In this unit, students will explore these areas of study:

AREAS OF STUDY

- Data analysis, probability and statistics
- Discrete mathematics



SUBJECT SELECTION PROCESS

APPLYING FOR SUBJECTS

Subject selections for Year 10 will be entered online through Timetable Choice at:

<https://my.edval.education/>

Step 1: Get your WebCode

- Your WebCode is unique to you.
- It will be provided by your current school's Leadership Team.
- Keep it safe - you'll need it to log in.

Step 2: Log in to *Timetable Choice*

- Go to <https://my.edval.education/>
- Enter your WebCode to access your subject selection page.

Step 3: Select your electives

- You **must select ONE (1) Arts-based elective** (e.g. Visual Arts, Media, Drama, Music) or **Technology-based elective** (e.g. Wood, Food, Textiles, Digital Technology).
- You can then select **ONE (1) further elective** from any subject area.
- You will be asked for backup choices in order of preference.

Step 4: Check and submit

- Review your selections carefully before submitting
- Once submitted, your choices will be sent to the school for processing.

Important: Late or incomplete selections may mean you miss out on your preferred electives, so make sure you complete your selections before the due date.

VCE Early Commencement

Please follow the instructions on Bemmin Secondary College's Subject Selections website to express interest in VCE early commencement.

If successful, this subject will replace your electives for the year.

