

2026

VCE ACCELERATION PROGRAM HANDBOOK

Hume Anglican Grammar
Donnybrook Campus



Anglican Grammar
Hume

Aim High, Be Proud

Year 10 Accelerated Studies Guidelines

The VCE program is normally studied over a two-year period with subjects benchmarked for student ability in Years 11 and 12. Students who are excelling in their academic studies in Year 9 are offered the opportunity to take up the challenge of accelerating in a VCE subject, thus completing their VCE studies over a three-year period. These students will have demonstrated that they are working above the level expected of their current year, placing them within the top 16% of students of those in the year above (equal to a study score above 36). Selecting a single Unit 1 and 2 sequence in Year 10, alongside Year 10 subjects, allows students to experience the rigour, pleasures, and requirements of studying a Year 11 course, helping them know what to expect in their final years at school.

Requirements to Accelerate

Students who accelerate are expected to be able to cope with both the demands of their accelerated subject, as well as maintaining a high level of achievement and attitude in their other subjects. Acceleration will only be on an application basis, but only students who meet the criteria below are encouraged to apply; due to the negative impact it can have on a student's achievement and some students may not perform as well as they could if studying the subject in the same year as their peers. In addition to the student application, several sources of student data will be thoroughly analysed to ensure we identify students who will benefit most from acceleration by meeting both the academic and social/emotional demands of their acceleration subject and the rest of their Year 10 program.

Students will be offered the opportunity to accelerate if they meet the following required criteria:

1. Student results in English are above 80%.
2. Student achievement across all subjects is of a high standard; graded Assessments are over 80% on average.
3. Student has demonstrated a superb attitude and aptitude towards their studies in all subjects, based on their previous school reports and no concerns raised throughout the year.
4. Student attendance rate is at or above 90%.

Only students who meet all criteria will be considered for acceleration. This will be an extra challenge for students, and they will need to demonstrate that they have the maturity, attitude, ability, and social/emotional capability to balance their workload. In addition, the student's wellbeing will be taken into account to ensure they are able to cope emotionally with the additional pressures involved in the acceleration program.

Please note studying an accelerated subject does not automatically guarantee a higher ATAR score. Higher results come with student commitment to their studies.

Ongoing review

The performance of accelerated students will be reviewed at the end of Semesters One and Two. They will be monitored by a panel (VCE Coordinator, Year 10 Coordinator, Head of Teaching and Learning – Secondary). If a student is not progressing as expected in either their accelerated subject or maintaining their expected average in the other Year 10 subjects, they will not be permitted to continue with the Unit 1 and 2 in that subject and, hence, may be withdrawn from the acceleration program. Any breaches to VCAA rules, attendance below 90% or significant changes in the student's wellbeing may result in a withdrawal at the discretion of the VCE Panel. Please note that a minor review will also be undertaken this year to ensure grades remain consistently high in Term 4 and Semester 2 examinations.

A Year 10 student studying a Unit 1 and 2 subject will result in the student completing five Year 10 subjects rather than six. All students who accelerate are to complete a full Year 12 program of five subjects in their final year at school, which will equate to studying six VCE subjects in total.

Available subjects:

The following subjects available for acceleration:

Biology – Unit 1 and 2

Unit 1: How do organisms regulate their functions?

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

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the function and/or the regulation of cells or systems.

Area of Study 1: How do cells function?

Area of Study 2: How do plant and animal systems function?

Area of Study 3: How do scientific investigations develop understanding of how organisms regulate their functions?

Unit 2: How does inheritance impact on diversity?

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.

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

A student-directed research investigation into a contemporary ethical issue is undertaken which relates to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.

Area of Study 1: How is inheritance explained?

Area of Study 2: How do inherited adaptations impact on diversity?

Area of Study 3: How do humans use science to explore and communicate contemporary bioethical issues?

Methods of Assessment

For each outcome, at least one task selected from:

- a case study analysis
- problem-solving involving biological concepts and skills
- a bioinformatics exercise
- a data analysis
- response to an issue
- reflective annotations of a logbook of practical activities
- media analysis of two or more media sources
- laboratory or fieldwork report
- a modelling or simulation activity
- a scientific poster

Business Management – Unit 1 and 2

Unit 1: Planning a Business

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. 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.

Area of Study 1: The business idea

Area of Study 2: Internal business environment and planning

Area of Study 3: External business environment and planning

Unit 2: Establishing a Business

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. 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.

Area of Study 1: Legal requirements and financial considerations

Area of Study 2: Marketing a business

Area of Study 3: Staffing a business

Methods of Assessment

- Case study analysis
- Development of a business plan
- School-based, short-term business activity
- Tests
- Analytical exercises
- Media analysis
- Investigation and report (written, visual, oral)
- End-of-semester examination

Human Health and Development – Unit 1 and 2

Unit 1: Understanding health and wellbeing

In this unit, students explore health and wellbeing as a concept with varied and evolving perspectives and definitions. 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.

Area of Study 1: Concepts of Health

Area of Study 2: Youth health and wellbeing

Area of Study 3: Health and nutrition

Unit 2: Managing health and development

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.

Area of Study 1: Developmental transitions

Area of Study 2: Youth health literacy

Methods of Assessment

- Visual presentations
- Oral presentations
- Written report
- Structured questions
- Extended response questions
- End-of-semester examination