



MIDDLE SCHOOL SUBJECT SELECTION GUIDE

2025



CONTACT INFORMATION

PRINCIPAL

Ms Simone Roy

ASSISTANT PRINCIPAL

Mr Mitch Harris

BUSINESS MANAGER

Mrs Kelly Roffey

MIDDLE SCHOOL COORDINATOR

Ms Mel Janson

CAREERS & PATHWAYS COORDINATOR

Mrs Jo Macklan

ADDRESS

Tailrace Road, Mount Beauty VIC 3699
PO Box 38, Mount Beauty VIC 3699

TELEPHONE NUMBER

(03) 5754 4005

WEBSITE

www.mbsc.vic.edu.au

EMAIL

mount.beauty.sc@education.vic.gov.au

SELECTIONS

HOW TO USE THE MIDDLE SCHOOL HANDBOOK AND COMPLETE THE SUBJECT SELECTION SHEET

This is a very important process. Please think carefully before making your decisions!

STUDENTS WILL COMPLETE THEIR SUBJECT SELECTIONS BY CHOOSING FROM THE AVAILABLE ELECTIVES OFFERED.

Students need to remember that:

- All students will study English, Mathematics, Physical Education and Sport.
- All students must select at least two units from the Humanities, Sciences and three units from the areas of Arts and Technology each year.
- All students will complete the 4 core science classes over the 3 years.
- During Year 8 or Year 9, students must study at least one of the following health units: Body Respect (HE81) or Healthy Mind, Healthy Body (HE82).

WHAT HAS TO BE DONE NOW?

STEP ONE

- Read your Handbook.
- Identify the subjects that interest you.
- Identify any subjects you have already completed.

STEP TWO

- Fill in your Selections on your Subject Selection sheet (not in Handbook).
- Be careful NOT to repeat any subjects.

Note: the exception is DR03 All The World's a Stage.

- Remember to choose a second preference subject in case you are not able to have your first preference subject. See the next page for a 'how to' guide for filling in your subject selection sheet.

STEP THREE

- Parent/Guardian signs Subject Selection sheet.

STEP FOUR

- Submit your Subject Selection sheet, signed by a Parent/Guardian, to your Home Group teacher by the due date.

2025 Middle School Offerings

2025 Middle School Offerings Semester 1

English	Languages	Mathematics	Humanities	Science	Health and Physical Education	Technologies	The Arts
Semester 1 – Years 8/9							
EN08 Year 8 English	LA01 Continuing Indonesian 1	MA08 Year 8 Maths	SE83 Indigenous Studies	JS81 Creating our World	PE08 Year 8 PE	TF02 Around the World	AT16 Decorative and Functional
EN09 Year 9 English		MA09 Year 9 Maths	HI86 Beyond the Horizon	JS82 Rocking our World	PE09 Year 9 PE	TM03 Functional Woodwork	VC03 Design and Make
EN14 Creating Text		MA13 Maths Projects		PH82 Space Science and Rocketry	Sport 7/8	TT09 Interior Design	DR03 All the World's a Stage
Semester 1 – Years 9/10							
EN09 Year 9 English	LA03 Advanced Indonesian 1	MA09 Year 9 Maths	HI91 WW1 Before and After	SS91 Transforming our World	PE09 Year 9 PE	TF12 Cooking Classics	AT18 Place and Spaces
EN10 Year 10 English		MA10 Year 10 Maths	SE92 Alpine Studies	SS92 Energy our World	PE10 Year 10 PE	TM13 Woodwork Extension	VC06 Design Themes
EN14 Creating Text		MA13 Maths Projects	EC91 Business and Innovation	SC97 STEM Projects	Sport 9/10	TT09 Interior Design	DR03 All the World's a Stage

2025 Middle School Offerings Semester 2

English	Languages	Mathematics	Humanities	Science	Health and Physical Education	Technologies	The Arts
Semester 2 – Years 8/9							
EN08 Year 8 English	LA02 Continuing Indonesian 2	MA08 Year 8 Maths	GE84 Climate in Chaos HI82 Medieval History	JS81 Creating Our World JS82 Rocking Our World SC82 Sports Science	PE08 Year 8 PE PE09 Year 9 PE Sport 7/8 HE82 Healthy Mind, Healthy Body	TF13 Lunchbox delights TM04 Functional Metalwork TT11 Sporty Sewing IT04 Modern Computing	AT15 Appropriation and Inspiration VC04 Architectural and Environmental Design TS03 Puppet Schmuppet MU05 Crash Bang Slap
EN09 Year 9 English		MA09 Year 9 Maths					
EN15 Creative Reporting and Communication Skills		MA15 Practical Maths					
Semester 2 – Years 9/10							
EN09 Year 9 English	LA04 Intermediate Indonesian 2	MA09 Year 9 Maths	HI92 Rights and Freedom GE92 Make Poverty History SE93 Global Turning Points	SS91 Transforming Our World SS92 Energy in our World SC93 Biochemistry Science	PE09 Year 9 PE PE10 Year 10 PE Sport 9/10 HC10 Year 10 Health and Careers	TF09 Baker's Shop TM14 Metalwork Extension TT11 Sporty Sewing IT04 Modern Computing	AT17 A Picture Paints a 1000 Words VC07 Advertising and Communication Design TS03 Puppet Schmuppet MU05 Crash Bang Slap
EN10 Year 10 English		MA10 Year 10 Maths					
EN15 Creative Reporting and Communication Skills		MA15 Practical Maths					

Block A2: Subject options are JS82A, SE82 or LA01. Please choose a 1st and 2nd preference in each column

Semester 1						
Block	A2	B2	C2	D2	E2	F2
Science <i>LILAC</i>	JS82A Rocking our World	JS81A Creating our World			PH83 Simple Machines	
Must select at least 2 over the year						
Humanities <i>BLUE</i>	SE82 Let's Vote		GE87 Up the Creek		HI83 Blokes in Boats	
Must select at least 2 over the year						
Arts/Tech <i>GREEN</i>		ME03 Making Movies	MU07 General Music	TM01 Wood Technology	TT03 Dramatic Designs	DR03 All the World's a Stage
Must select at least 3 over the year			TF03 Cooking for Two	VC18 Photoshoptography and Design		AT03 Further Ceramics
Other Faculties <i>ORANGE</i>	LA01 Continuing Indonesian 1	HE81A Body Respect				
				OE09 Alpine Environments		MA17 Maths 1
	First Preference: Please write in the Subject Code, not the name of the subject.					
	JS82	← FIRST PREFERENCE				
	Second Preference: Please write in the Subject Code, not the name of the subject.					
	SE82	← SECOND PREFERENCE				

- Repeat for each column
- 1st and 2nd preferences must be filled out using the subject code
- Please check your course balance

ENGLISH

English is a compulsory subject for all students at Mount Beauty Secondary College.

English in the middle school is designed to prepare students for all English options in the senior school including applied skills to assist students to prepare for work and vocational courses.

Learning in English is both cumulative and repetitive, building on and returning to concepts, skills and processes across the learning continuum. Students develop knowledge, understanding and skills across the three key areas of Language, Literature and Literacy.

Learning Area: English

Capabilities:

Year 8

Semester 1: Critical and Creative Thinking Semester 2: Intercultural

Year 9

Semester 1: Personal and Social learning Semester 2: Ethical

Year 10

Semester 1: Critical and Creative Thinking Semester 2: Intercultural

Year 8 English

Students will become more confident in speaking and listening, reading and viewing, and writing. They will explore a diverse range of texts, including novels, films, non-fiction, and digital media. They will analyse and evaluate different texts, understanding how they are influenced by their context and purpose. They will then use these insights to create their own stories, reports, and literary analyses. Students will focus on more complex sentence structures, technical vocabulary, and a wider range of figurative language. Through reading and writing, students will engage with themes like courage, corruption, collaboration and power as well as ethical dilemmas, in both real-world and fictional settings. They'll also encounter a variety of perspectives, including those that challenge stereotypes.

Year 9 English

Students will enhance their abilities in speaking and listening, reading and viewing, and writing. Students will explore various texts, including novels, poetry, films, and digital media. They'll also study literature from both Australian and international authors. Students will analyse, interpret, and evaluate complex texts. They will also create their own work, such as stories, reports and literary analyses, drawing on the themes and structures they encounter in their studies. They'll engage in higher-order reasoning, exploring abstract ideas and ethical dilemmas in both real-world and fictional settings. Through their reading and writing, students will examine themes such as loneliness, mateship, resilience as well as global issues. They will also encounter a variety of perspectives, helping them develop a more insightful understanding of the world.

Year 10 English

Language, Literature, and Literacy will be studied in an interconnected manner, enabling students to excel in speaking and listening, reading and viewing, and writing. Students will explore an array of texts, including novels, poetry, documentaries, films, and digital media. Students will analyse, interpret, and evaluate complex texts. They will create their own work, such as stories, arguments and critical responses, using the themes and structures they study. Students will engage in higher-order reasoning, tackling abstract ideas, ethical dilemmas and cultural issues in both real-world and fictional contexts. Through reading and writing, students will examine themes of human experience, cultural significance, and global challenges. They'll consider various perspectives, helping them develop a well-rounded understanding of the world.

Unit Title: Creating Texts

Code: EN14

Year Level: 8/9/10

Learning Area: English

Capability: Critical and Creative Thinking

In this course, students will explore a variety of genre that may include gothic, science fiction, biography, and more. They will study the structure, stylistic features of these genres to gain a deeper understanding of the decisions writers make when crafting genre specific texts. Students will have the opportunity to create texts across multiple genres before selecting their favourite to develop an original piece for their final assessment. The course will focus on both general creative writing skills and techniques for using language expressively to engage specific audiences. Students will also be encouraged to submit their creative works to various writing competitions.

Unit Title: Creative Reporting and Communication Skills

Code: EN15

Year Level: 8/9/10

Learning Area: English

Capability: Critical and Creative Thinking

In this course, students will explore and analyse contemporary media sources, learn to identify fake news, and explore various journalistic writing styles, including photojournalism. They will interpret persuasive, investigative, and informative texts. The course will focus on developing communication skills and improving students' written expression, particularly in selecting appropriate language for different audiences and purposes. The course will allow students to write about topics of interest by researching and crafting texts that may include informative reports, persuasive opinion pieces or editorials and conducting interviews with significant people.

HEALTH AND PHYSICAL EDUCATION

Relative to individual ability, age and year levels, the Health and Physical Education Curriculum aims to:

- Improve a student's co-ordination, fitness and spatial awareness.
- Increase a student's ability to work as a member of a team, while developing leadership and refereeing skills.
- Develop the ability for self analysis of motor skill performance.
- Develop and encourage fair play, sportsmanship and knowledge of the rules in all sports.
- Inspire and encourage students to develop and maintain a healthy lifestyle.

Sports undertaken throughout Years 7 – 10 include:

Swimming
Gymnastics
Tennis
Soccer
Basketball
Touch Rugby
Australian Rules Football
Baseball
Softball
Sofcrosse (modified Lacrosse)
Golf
Ultimate Frisbee
Cricket
Volleyball
Badminton
Hockey

SPORTS UNIFORM

Students will require a change of clothes for all Physical Education and sport classes. The school's sports uniform is navy blue basketball shorts or track pants/leggings and the Mount Beauty Secondary College sports polo shirt (with school logo). Students also need a clean pair of runners for stadium use. Skins are not considered a part of the sports uniform.

SKIING

During Term 3, the school runs a ski program. For five days of the ski program students can participate in the skiing discipline of their choice; Alpine, Snowboard or Cross Country. Students can choose to specialise in one discipline, or sample a range of all three.

Unit Title: Year 10 Health and Careers Code: HC10 Year Level: 10
Learning Area: Health and Physical Education
Capability: Personal and Social

***This is a compulsory subject for all Year 10 students**

Course Description: Students will study a range of topics related to personal, social and community health. Students will investigate how to stay active, healthy and safe, while developing broad communication skills by working together in small groups. Homework tasks will be included and assessment will be based on written work and oral presentations.

Unit Title: Healthy Mind, Healthy Body Code: HE82 Year Level: 8/9
Learning Area: Health and Physical Education
Capability: Personal and Social

*This course is a compulsory elective to be completed at Year 8 or Year 9

Course Description: Students will investigate the health and wellbeing of themselves and how that interrelates to the health of communities. Student will investigate dimensions of health and how they combine to create a holistic approach to a person's health. Some of the topics covered will include mental health, social health, spiritual health, physical health and emotional health. Students will be expected to participate in class activities and discussion, maintain a health resource and complete assignments on a range of health related topics.

Unit Title: Historical Environments Code: OE10 Year Level: 8/9/10
Learning Area: Health and Physical Education
Capability: Critical and Creative Thinking

Course Description: Students will investigate the local natural environments, navigation, first aid, weather, and the impact humans have on the environment. Additionally, the course will explore historical environments, focusing on how geographical features and natural landscapes have shaped historical events and human activities over time. These topics will be explored through outdoor activities and excursions that may extend into students' lunch hours and include overnight camps. Students will be expected to participate in all practical classes, including overnight camps. Activities could include bushwalking, orienteering, camping, mountain biking, canoeing, and visits to historically significant sites.

HUMANITIES

A diverse, exciting and well-structured Humanities program is presented at Levels 8-10. Students will be encouraged to think and learn on a local, national and world-wide scale. The main aims are to improve students' ability to think, present their views and provide them with broad ranging issues to consider.

Unit Title: Alpine Studies

Code: SE92

Year Level: 9/10

Learning Area: Humanities: Geography

Capability: Ethical

Course Description: In this unit, students will explore the diverse and fragile alpine environments both locally and globally. The course begins with an in-depth study of the local alpine environment, followed by case studies on the Himalayas, the European Alps, and Antarctica. Students will examine the distinctive geographical features, rich history, and unique cultures of these regions. The course will also address the environmental threats and development challenges facing these high-altitude areas. Throughout the unit, students will engage in data analysis tasks, research essays, and the development of action plans aimed at conservation and sustainable development.

Unit Title: Beyond the Horizon

Code: HI86

Year Level: 8/9

Learning Area: Humanities: History

Capability: Personal and Social

Course Description: Students will discover the New World; pirates and gold for all! Students will investigate how the plague was spread with exploration. Students will learn how to construct and interpret timelines, classify and use primary and secondary sources and include bibliographies with all research pieces.

Students will use a variety of documents and images showing sound understanding of them as well as comparing and showing understanding of how information in documents have lost meaning over time. Students will complete research tasks on three societies in the New World. They will be able to present information in posters, short essays and creative responses

Unit Title: Business and Innovation

Code: EC91

Year Level: 9/10

Learning Area: Humanities: Economics and Business

Capability: Ethics

Course Description: Business management skills are in high demand and this subject explores the skills and knowledge required by modern managers and entrepreneurs to remain competitive in the business world. Over the course of the unit students study medium and large business and how technology is creating both opportunities and threats to businesses. Students study the topics of the business environment, operations management, human resource management and globalisation. Students also explore the impact of innovation on businesses and evaluate the ethical behaviour of modern businesses. Tasks include a business profile, a presentation on an emerging technology, a management case study and an investigation into corporate social responsibility.

Unit Title: Climate and Chaos

Code: GE84

Year Level: 8/9

Learning Area: Humanities: Geography

Capability: Personal and Social

Course Description: Students will learn how Mother Nature can enforce her will on the human population of this planet. In this unit students will investigate the causes, effects and outcomes of climatic events such as bushfires, floods and droughts. Students will learn how ever-increasing population numbers of force people to live in areas prone to the full force of nature such as tsunamis, volcanic eruptions and mudslides etc. The unit will also focus on how communities survive, combat and alter their environments to cater for the ever-changing natural events that take place on our planet.

Unit Title: Indigenous Studies

Code: SE83

Year Level: 8/9

Learning Area: Humanities

Capability: Ethical

Course Description: In this unit students will undertake the study of the First Nations people of Australia. Students will learn about the geographic influences on the development of Aboriginal culture, foundational stories and land management practices. They will examine the intended and unintended effects of contact and settlement of European powers and ongoing struggle for survival during the colonial period. Students will learn how to construct and interpret timelines, classify and use primary and secondary sources and analyse a range of data. Students will use a variety of documents and images showing sound understanding of them. They will be able to present information in posters, short essays and creative responses.

Unit Title: Make Poverty History

Code: GE92

Year Level: 9/10

Learning Area: Humanities

Capability: Ethical

Course Description: In this unit students will explore the effects of poverty in both the developing and the developed world. Students will examine the issues of food, health, housing, education, work and economic security. Main issues for discussion will be around how these necessities enhance or detract from a good quality of life. Specifically, students will examine implications for poor people in the global south and how the global north is attempting to help eradicate poverty on both an organisational level such as through Aid organisations and the United Nations and on an individual level such as how students can really make a difference.

Unit Title: Global Turning Points

Code: SE93

Year Level: 9/10

Learning Area: Humanities

Capability: Ethical

Course Description: This subject delves into pivotal historical moments and their profound effects on Geography, Economics, and Civics globally. Students will explore events, such as the Great Depression, the Holocaust, and the September 11 attacks (9/11), and analyse how these moments have transformed societies, reshaped civic institutions, and influenced global policies. Through critical analysis and reflection, students will uncover the lasting impact of these events and develop a deeper understanding of how history shapes today's world and the interconnectedness of global challenges.

Unit Title: Medieval History

Code: HI82

Year Level: 8/9

Learning Area: Humanities: History

Capability: Personal and Social

Course Description: Students will undertake the fascinating study of Medieval Europe from 1066 to 1500. This unit will include studies of daily life in medieval times, how society organised the importance of castles and monasteries, great rulers and warfare. The unit will end with a study of medieval food and a feast. Students will learn how to analyse and construct timelines about the crusader period. They will analyse a variety of documents about the Magna Carta, castles and weaponry. Students will complete research tasks on daily life and work in medieval society, biographies on great rulers and the festivals of the Middle Ages. They will be able to present information in posters, short essays, creative responses and reconstructions of medieval buildings

Unit Title: Rights and Freedoms

Code: HI92

Year Level: 9/10

Learning Area: Humanities: History

Capability: Ethical

Course Description: In this unit students will investigate how many people have struggled for and gained the human rights and freedom they desire. Areas of study will include the struggle of indigenous Australians for civil rights, the work of activists in the USA and the impact of immigration. Students will interpret and analyse historical documents, complete several short research tasks, complete a longer research assignment and write at least one essay.

Unit Title: World War One Before and After: Code: HI91

Year Level: 9/10

Learning Area: Humanities: History

Capability: Ethical

Course Description: In this unit students will investigate how Australian society has developed since Federation. Topics covered will include the reasons for Federation, the White Australian Policy, World War I and the social histories of the 1920's. Students will interpret and analyse historical documents, complete several short research tasks, complete an extended research assignment and write at least one essay.

Preparation for ANZAC day. Students will interpret and analyse historical documents, write an essay on political ideology and complete presentations on researched areas of interest. Students will be expected to complete two homework tasks per term.

LANGUAGES

Indonesian is our chosen language, and although offered as semester units, it is best studied as a full year subject. Please keep this in mind when choosing subjects.

Successful completion of **Advanced Indonesian 1 (LA05)** and **Advanced Indonesian 2 (LA06)** allows students to pursue an **Indonesian LOTE at VCE**.

Languages Other Than English (LOTE) - correspondence study

Students may study LOTE in a wide variety of languages through the Victorian School of Languages (VSL). The VSL sends detailed notes and assignments and students work through them on a weekly basis, and conducts phone lessons. Students undertaking correspondence studies must be able to work independently usually in the Library under supervision.

The VSL charges a levy for each unit studied.

Parents contemplating enrolling their child in correspondence study should discuss their plans with the appropriate Year Level Coordinator and the Distance Education Coordinator.

Unit Title: Continuing Indonesian 1 Code: LA01 Year Level: 8
Learning Area: Languages Other Than English (Indonesian)
Capability: Intercultural

Course Description: This unit requires previous language study in Indonesian at Year 7 level. Topics include: 'Telling Time', 'Housing', 'Describing and buying clothing', 'Parts of the body and well-being'. Cultural aspects are also studied in greater detail. Continuing Indonesian expands on existing knowledge to encourage users to become more competent in Indonesian. Grammar and language skills are focussed upon in more detail along with more complex everyday language. The students will be expected to participate in listening and speaking activities and complete vocabulary and written tests. The students will participate in a fashion parade and complete a cultural assignment on Bali. Successful completion of this unit allows students to continue in Semester 2 with Continuing Indonesian 2 (LA02). Students will have weekly homework tasks to expand their vocabulary. Please note students must continue with Indonesian for the entire year.

Unit Title: Continuing Indonesian 2 Code: LA02 Year Level: 8
Learning Area: Languages Other Than English (Indonesian)
Capability: Intercultural

Course Description: It is preferable that students who have completed LA01 to enrol in this unit, but keen students with a competent Year 7 background may enrol. Topics include: 'Food', 'Ordering a meal in a restaurant', 'Animals and animal environments. Students should be able to read, write and understand short passages in Indonesian and write a 150-word story in Indonesian. More attention is paid to grammar to study more complex language, again using oral and written activities to consolidate knowledge. Students will complete written and vocabulary tests and participate in listening and speaking activities. Students will be expected to complete a cultural assignment on Rice and Endangered animals of Indonesia. Students will have weekly homework tasks to expand their vocabulary.

Unit Title: Intermediate Indonesian 1

Code: LA03

Year Level: 9

Learning Area: Languages Other Than English (Indonesian)

Capability: Intercultural

Course Description: It is preferable that students have completed LA02 to enrol in this unit, but keen students with a competent Year 7 or 8 background may enrol after consultation with the Indonesian teacher. Successful completion of this unit allows students to continue in Semester 2 with Intermediate Indonesian 2 (LA04). Topics covered include: 'Going to School' and 'Transport'. Students will be able to read, listen to and understand Indonesian passages/stories using familiar language by the end of this unit. This unit will focus on grammar and linguistic structures in order to study more complex language, using oral and written activities to consolidate knowledge. Students are expected to participate in regular oral activities, complete written and vocabulary tests and complete a cultural assignment on Sumatra and a Personal Profile. Please note students must continue with Indonesian for the entire year.

****Special Requirement: Keep Year 8 Kenalilah Indonesia workbook and bring to class.**

Unit Title: Intermediate Indonesian 2: LA04

Code: LA04

Year Level: 9

Learning Area: Languages Other Than English (Indonesian)

Capability: Intercultural

Course Description: It is preferable that students have completed LA03 to enrol in this unit. Intermediate Indonesian 2 continues to expand on existing knowledge to encourage users to become more competent in the Indonesian language. Topics will include: 'Hobbies and Entertainment' and 'The Environment'. Students should be able to read, listen to and understand Indonesian passages/stories using familiar language and write a story of 150 words on a familiar topic. This unit also focuses on grammar and linguistic structures in order to study more complex language, using oral and written activities to consolidate knowledge. Students will complete a cultural assignment on volcanoes and traditional sports of Indonesia. By the end of Year 9 students should be able to maintain a short conversation without notes.

MATHEMATICS

A quality Mathematics program is presented at Years 7-10 and is a compulsory subject for all students. These units cover six Mathematics strands of the Victorian Curriculum F-10 of Number, Algebra, Measurement, Space, Probability and Statistics.

Students in all year levels will need a Casio natural display scientific calculator. Teachers will stress correct calculator techniques. A sound knowledge of number facts and times tables is still required.

Assessment tasks in all year levels are related to Victorian Curriculum F-10 and may include tests, projects, and assignments. In each course, students will undertake investigations that model the mathematical concepts in real world scenarios.

Learning Areas: Mathematics

Capability: Critical and Creative Thinking

Year 8

In Year 8 Maths, students will delve into a variety of concepts that build on their existing knowledge and prepare them for more advanced studies. They will explore irrational numbers, work with fractions, decimals, and percentages, and practice making accurate estimations. Students will also engage in mathematical modeling, applying their skills to real-world scenarios using digital tools. The curriculum covers functions, algorithms, substitution, and the analysis of data and distributions, helping students understand and solve complex problems. In geometry, they will study both 2D and 3D shapes, focusing on their properties and measurements. Throughout the year, students will develop problem-solving abilities, enhance their understanding through mathematical modeling, and learn to apply their knowledge in practical situations.

Year 9

In Year 9 Maths, students explore real numbers and exponent laws and apply these to numerical expressions. They sketch linear graphs and solve linear equations as well as finding the gradient, the midpoint and distance between two points. Students design and conduct probability experiments, list the possible outcomes of these in various ways, calculate frequencies and estimate probabilities of data. Students find the area, surface area and volume of 2D and 3D objects and apply these skills to scenarios including timescales. Students also solve spatial problems involving Pythagoras' theorem and trigonometry in right angle triangles. Algebraic expressions and how to manipulate these will be covered, including expanding binomials and factorising monic quadratics. Students learn how to solve quadratic equations, both graphically and numerically, and explore the processes required to sketch quadratic functions.

Year 10

In Year 10 Maths, students make connections between algebraic equations and their related graphs via modelling. They design and conduct simulations and investigations involving conditional probability, explore univariate and bivariate data, and interpret and create networks to represent practical situations. Students delve into spatial and measurement problems, investigate logarithmic scales and proportion, and apply Pythagoras and trigonometry. Throughout these mathematical studies, digital tools are used to explore and visualise key concepts.

Unit Title: Maths Projects

Code: MA13

Year Level: 8/9/10

Learning Area: Mathematics

Capability: Critical and Creative Thinking

Course Description: In Maths Projects, students will be involved in a range of projects that explore mathematics and its applications to real-life problem solving. This may include scale drawing, mapping and surveying, scale model construction, design optimisation and games of chance. Students will explore and investigate problems through a variety of strategies such as constructions, drawings and graphs, trial and error testing and computer modelling. Assessments tasks may include scale drawing, map production, surveying exercises, model design and construction and code breaking and formation.

Unit Title: Practical Maths

Code: MA15

Year Level: 8/9/10

Learning Area: Mathematics

Capability: Critical and Creative Thinking

Course Description: In Practical Maths, students will be involved in a range of projects that explore mathematics and its applications to real-life scenarios. This may include snowflake fractals, scale models, space coordinates, construction, testing hot air balloons and mapping. Students will explore problems and design solutions using a range of approaches such as calculations, trial and error testing and computer modelling. Assessment tasks may include the construction and design of models as well as assignments investigating real-life mathematical concepts.

GENERAL SCIENCE OBJECTIVES

To develop in all students the skills of:

- Safe handling of equipment and chemicals
- Reading scientific instruments
- Conducting experimental work
- Scientific method of investigation - observe, hypothesise, test, conclusions
- Designing experiments including measurement and presentation of results
- Perform risk assessment

To make all students aware of:

- The environmental issues of science
- The impact of science and technology on society
- Emerging knowledge, issues and scientific debate

To give all students a knowledge and understanding of science so that they can make more informed decisions as members of society.

**Creating our World should be done before Transforming our World
Rocking our World should be done before Energy our World**

Compulsory 8/9 Units

Unit Title: Creating our World

Code: JS81

Year Level: 8/9

Learning Area: Science: Chemical and Biological Sciences

Capability: Critical and Creative Thinking

Note: This subject is run in both semesters

****This course is a compulsory elective to be completed at Year 8 or Year 9.**

Course Description: Creating Our World explores the building blocks of matter and life. Students begin by learning about the fundamental particles of matter and how the different elements are classified and organised. This will include understanding the structure of the periodic table. Students will then discover how atoms are able to combine in order to create everything around us. Experiments, which explore chemical reactions and conservation of mass, will be conducted. Next, the students will learn how non – living atoms can combine to form living organisms. They will look at the structure of cells and how cells can work together to create increasingly more complex structures. A study of the nervous system will allow students to understand how multicellular organisms are able to respond to their environment. Assessments will include practical investigations, analysis of data and tests. At least four homework tasks must be completed.

Elective Units

Unit Title: Space Science and Rocketry

Code: PH82

Year Level: 8/9

Learning Area: Science: Physical Sciences

Capability: Critical and Creative Thinking

Course Description: This unit combines various aspects of Space – what is in it, how we observe it and how we travel through it. The relative positions of the sun, Earth and moon can be used to explain predictable phenomena including eclipses, seasons, tides and phases of the moon. The course includes a study of rockets and the physics and chemistry underlying their operation. A study of the solar system is based on man's possible colonization of other planets as well as an analysis of interstellar travel to other stars and extra-solar planetary systems. Students are expected to complete practical investigations, topic tests, research activities and homework tasks.

Unit Title: Sport Science

Code: SC82

Year Level: 8/9

Learning Area: Science: Chemical and Biological Sciences

Capability: Critical and Creative Thinking

Course Description: Students will study the scientific side of sport. The topics studied in this unit will include: physiology as applied to muscle strength and endurance, nutrition for muscle building and short and long term energy production, the biomechanics of some important movements used in sports, sports medicine with emphasis on injury prevention, measurement in sporting activities, statistical analysis of sporting results and measurements. Students are expected to complete tests and/or assignments in the areas of physiology and nutrition, biomechanics and sports medicine, measurement in sport and statistical analysis. Regular homework as well as research and practical reports are also expected.

Unit Title: Biochemistry Science

Code: SC93

Year Level: 9/10

Learning Area: Science: Biological and Chemical Sciences

Capability: Critical and Creative Thinking

Course Description: This unit explores the Chemistry involved in living systems and Macromolecules. Students will explore how atoms come together to make molecules and how these come together to make molecules such as Carbohydrates, Proteins, lipids and DNA. They will investigate the biochemical processes of photosynthesis and respiration and explore how to enhance their efficiency. Students are expected to complete practical investigations, topic tests, research activities and homework tasks

Unit Title: STEM Projects

Code: SC97

Year Level: 9/10

Learning Area: Science

Capability: Critical and Creative Thinking

Course Description: STEM Projects is a subject where students immerse themselves in hands-on scientific exploration through a series of comprehensive projects spanning several weeks. The projects bridge various STEM (Science, Technology, Engineering, and Mathematics) domains. This subject is crafted to enhance students' science inquiry skills. Students will dive deep into the scientific process, meticulously planning and conducting practical investigations. They will analyse their data, evaluating and discussing their findings. For each project, they will present their ideas, findings, and solutions through various formats.

DESIGN & TECHNOLOGIES

WOOD AND METAL

These units are designed to expand students' appreciation of the most common materials encountered in their everyday lives – Wood and Metal. They will learn to appreciate what materials are suitable for certain applications, why these materials were chosen for a product, have an understanding of how everyday items are made, and through hands on experience, produce various projects from either material. Each production will be investigated, documented and evaluated against intended outcomes and personal achievement. There is an emphasis on design where students understand and produce working drawings, with creative individual design strongly encouraged in more senior classes as a lead-in to VCE and VET units. At least four homework tasks are also part of the course.

Unit Title: Functional Woodwork

Code: TM03

Year Level: 8/9

Learning Area: Design, Creativity and Technology (DCT)

Capability: Personal and Social

Course Description: This unit is designed to extend techniques and processes encountered when working with wood in Year 7. Students will also study the characteristics of wood and wood related processed materials. Using design briefs set by the teacher, students will investigate, design, make and evaluate projects such as phone holder, coffee tables and jewellery boxes. Throughout each project, students are required to record all aspects of the process, including their working drawings. At the end of each project, students will make a presentation of their work to the teacher. The correct use, care and maintenance of tools and equipment, basic joint work and finishing will be covered in this unit.

Unit Title: Functional Metalwork

Code: TM04

Year Level: 8/9

Learning Area: Design, Creativity and Technology (DCT)

Capability: Personal and Social

Course Description: This unit is an extension of Year 7 Technology Studies. Students will be required to design, make and evaluate a variety of projects in metal. Options such as a tool box or barbeque equipment, will be given as a design brief set by the teacher. This will allow students to experience processes, techniques and characteristics associated in working with metals. The areas covered will be the design process, marking out, cutting and shaping, joining and finishing. For each piece of work produced, students are required to record all aspects of the process, including their working drawings and then make a presentation of their finished project to the teacher. This unit should give students a good basis for Technology units in the future.

Unit Title: Woodwork Extensions

Code: TM13

Year Level: 9/10

Learning Area: Design, Creativity and Technology (DCT)

Capability: Personal and Social

Course Description: In this subject, students will be extended in their learning from previous years. Students in this course will learn to use power tools effectively and safely to manufacture a number of products made from timber. Completing this course will assist anyone moving into VET Furnishing.

Unit Title: Metalwork Extensions

Code: TM14

Year Level: 9/10

Learning Area: Design, Creativity and Technology (DCT)

Capability: Personal and Social

Course Description: In this subject, students will be extended in their learnings from previous years. Students in this course will learn to use power tools and the metal working plant effectively and safely. Students will manufacture a number of products made from metals including brass and steel. Completing this course will assist anyone moving into VET Engineering in future years.

FOOD

Study of this material is offered from Year 7 to Year 12. Students use a wide range of foods to produce complete meals or individual products which are taken home to share with the family. More complex skills and processes are developed and used as student's progress through the levels. At all levels, students are required to follow the technology process, by completing research/investigation tasks and to gain an understanding of theory related to food use and then evaluate their products.

Unit Title: Around the World

Code: TF02

Year Level: 8/9

Learning Area: Design and Technology, Food Specialisation

Capability: Personal and Social

**Individual unit costs apply

Course Description: Students will study the culture and food habits of people around the world. They will prepare travel documents, a passport and itinerary for their world tour to include each continent. They will study the countries which they choose to visit, with emphasis on the food industry and food preparation, in order to gain an awareness of cultures which are unfamiliar to them. Students will use given design briefs to plan appropriate baked products, prepare shopping lists and time plans, work safely and hygienically with their partners and take responsibility for cleaning up. Students will also need to maintain a neat and organised workbook and display folder, containing recipes and classwork. Weekly homework tasks will be set throughout the semester.

**Special Requirement: A large (at least 4 litre) food grade container is required for each practical session.

Unit Title: Baker's Shop

Code: TF09

Year Level: 9/10

Learning Area: Design and Technology, Food Specialisation

Capability: Personal and Social

**Individual unit costs apply

Course Description: Students will investigate and prepare a range of baked products suitable to be made and sold from a bakery or supermarket. Products will range from simple flour mixtures, such as scones and pastries, to biscuits, muffins, slices and cakes. Presentation will be a focus and students will trial many decorative techniques. Packaging and marketing will be included. Students will use given design briefs to plan appropriate baked products, prepare shopping lists and time plans, work safely and hygienically with their partners and take responsibility for cleaning up. Students will also need to maintain a neat and workbook and display folder, containing recipes and classwork. Weekly homework tasks will be set throughout the semester.

**Special Requirement: A large (at least 4 litre) food grade container is required for each practical session.

Unit Title: Cooking Classics

Code: TF12

Year Level: 9/10

Learning Area: Design and Technologies, Food Specialisation

Capability: Personal and Social

Course Description: This unit introduces students to the timeless techniques and recipes that form the foundation of classical cooking. Students will delve into the history and cultural significance of classic dishes, learning how to prepare a range of meals that have stood the test of time. Baking will play a significant role in the course, allowing students to explore the art of creating classic baked goods, from bread to pastries. Students will also examine the origins and evolution of classic recipes, understanding how they have been adapted to modern tastes and dietary requirements. Assessment tasks include practical cooking sessions, a research project on the history of a chosen classic dish, and the development of a modern twist on a traditional recipe.

Unit Title: Lunchbox Delights

Code: TF13

Year Level: 8/9

Learning Area: Design and Technologies, Food Specialisation

Capability: Personal and Social

Course Description: In this unit, students will explore creating nutritious and appealing meals that are perfect for the lunchbox. The course focuses on balanced nutrition, portion control, and food safety principles, emphasizing preparing meals that cater to a variety of dietary needs and preferences. Students will learn to select and prepare foods that are not only healthy but also easy to pack and enjoy on the go. Throughout the semester, students will complete practical cooking tasks, a research assignment on lunchbox nutrition, and design their own lunchbox menu tailored to specific dietary needs.

TEXTILES

Students explore the social and environmental implications of using various materials. Students recognise that the supply of some materials is limited, and examine possibilities for reusing the recycling materials. At more advanced levels, students explore a range of factors that affect product design and technological innovation, including function, aesthetics, social, environmental and economic factors. Practical work is carried out after students have prepared a detailed design proposal and completed a procedural plan. Work is evaluated when it is completed. Students use a range of increasingly sophisticated tools and equipment and learn how to maintain this equipment.

Unit Title: Interior Design

Code: TT09

Year Level: 8/9/10

Learning Area: Design and Technology, Created designed solutions

Capability: Personal and Social

Course Description: Students will further develop their sewing techniques and use tools and equipment safely and efficiently to produce everyday household furnishing items. Students will investigate the vast use of textiles in the home environment and investigate how interior designers achieve healthy, functional and aesthetically pleasing interiors. Students learn methods of construction and processes to manufacture a cushion and at least one other item. They will complete a cushion, placemat and, if time permits, a rag rug, dependent on skills and available materials. Students will complete four homework tasks over the semester.

**Special requirements

- Students need a display folder, exercise book, 2B and coloured pencils.
- Students may need to purchase fabric for their products.

Unit Title: Sporty Sewing

Code: TT11

Year Level: 8/9/10

Learning Area: Design and Technology, Created designed solutions

Capability: Personal and Social

Course Description: In this unit students will learn the basic techniques of sewing with stretch fabrics and use commercial patterns to produce track pants and a hoodie. Students will investigate the new and emerging materials used in the textiles industry which are being used in sportswear. Students will maintain a folio of investigations and research, reflections of progress and evaluations of their finished products. Students will complete four homework tasks over the semester.

**Special requirements

- Students need a display folder, exercise book, 2B and coloured pencils.
- Students will be required to purchase fabric for their products.

DIGITAL TECHNOLOGY

Students work on a range of topics and use many computer skills across a variety of software. Students may use word processing, spreadsheets, databases and desktop publishing, to produce various outputs and documents as part of projects in each unit.

Unit Title: Modern Computing

Code: IT04

Year Level: 8/9/10

Learning Area: Digital Technologies

Capability: Critical and Creative Thinking

Course Description: Modern Computing is a course that introduces the fundamentals of coding and explores the ethical dimensions of technology in today's world. This subject covers basic programming skills, critical thinking about the impact of technology, and an introduction to the applications and implications of artificial intelligence. Students will learn to code, discuss ethical issues like digital citizenship and privacy, and discover how AI is shaping various industries and daily life.

Unit Title: Advertising and Communication Design
Learning Area: The Arts: Visual Communication Design
Capability: Critical and Creative Thinking

Code:VC07

Year Level: 9/10

Course Description: This course introduces students to the role designers play in the advertising world. Students will explore workings of the advertising agency and the role graphic designers play in these agencies. Students will learn how to write a brief and follow the design process to complete creative 2 dimensional and 3 dimensional advertising solutions. Different methods, media and materials will be experimented with throughout the design process. Students will explore a variety of advertising techniques using a range of media from print to moving image.

VISUAL ART

People have always made art. It satisfies a human need to communicate experience, knowledge and ideas through aesthetic visual symbols. Long before they know what art is, or have even heard of the word, young children express themselves artistically in a free and natural way.

Art involves the making of an artistic product, the employment of artistic processes and learning through experience. Art contributes to the development of a positive self-image, provides cultural knowledge and understanding, and emphasises the importance of individuals.

Unit Title:Decorative and Functional
Learning Area: The Arts: Visual Communication Design
Capability: Critical and Creative Thinking

Code: AT16

Year Level: 8

Course Description: This unit of Art will explore art that has a decorative function in our society. It will cover the design and production of a variety of surface decoration media.

Students will design and make either:

a ceramic piece with the emphasis of surface design using painted glaze

or - a mosaic

or - a piece of decoupage

or - a cane and tissue sculptural lamp shade

A visual diary will be maintained that includes student ideas, designs and technical information in regard to the folio pieces they will produce. Homework will involve a written response or a research task and a drawing exercise each term. A range of two and three dimensional media will be explored in this unit. This unit is designed to build students confidence in art making, to expand their knowledge and understanding of art and provide them with essential art making skills.

Unit Title: Appropriation and Inspiration

Code: AT15

Year Level: 8/9

Learning Area: The Arts: Visual Arts

Capability: Critical and Creative Thinking, Ethical

Course Description: Students will examine famous pieces of art and use methods of appropriation to create their own art based on elements from the Masters. Examples of appropriation that exist in the historical and the contemporary context will be analysed. The concepts and methods discovered will be applied in students own art making. Students will produce a number of art works in conjunction with research and written and oral appreciation tasks. A visual diary will be maintained that includes student ideas, designs and technical information in regard to the folio pieces they will produce. Homework will involve a written response or a research task and a drawing exercise each term. A range of two dimensional media will be explored in this unit. This unit is designed to build students confidence in art making, to expand their knowledge and understanding of art and provide them with essential art making skills.

Unit Title: A Picture Paints a 1000 Words

Code: AT17

Year Level: 9/10

Learning Area: The Arts: Visual Arts

Capability: Critical and Creative Thinking

Course Description: Art always tells a story of some kind. This unit explores the different purpose and intention of art messages such as the great traditions of religious art, political and social comment, individual expression and protest art. Icons and Symbolism will also be explored. Students will complete research and art appreciation tasks related to themes they will be exploring in their folio work. Students will create folio pieces that have specific messages. A broad range of media both two/ and three dimensional will be offered as well as Digital IT media. A visual diary will be maintained that includes student ideas, designs and technical information in regard to the folio pieces they will produce. Homework will involve a written response or a research task and a drawing exercise each term. The theory component of this course underpins successful folio pieces and will present a useful model of art making process for those who intend to pursue art at a senior level.

Unit Title: Places and Space

Code: AT18

Year Level: 9/10

Learning Area: The Arts: Visual Arts

Capability: Critical and Creative Thinking, Intercultural

Course Description: This unit will explore the theme of landscape. Students will examine famous Australian landscape artists from Colonials such as Glover to modernists such as Rosalie Gascoigne. 'The land has a profound effect on humanity. Artists throughout the ages have commented on its beauty and links to spirituality, as well as its terrors. Contemporary artists continue to explore this subject matter using a variety of forms to investigate its effects' (Art Essentials).

Students will produce art around the theme of landscape. Other types of places and spaces such as cityscape and interiors will also be investigated. A variety of media will be explored. Skills in perspective drawing and other techniques for creating the illusion of depth in a 2D works will be taught. Landscapes from a variety of viewpoints will be explored. A visual Diary will be maintained that includes student ideas, designs and technical information Homework will involve a written response or a research task and a drawing exercise each term. The theory component of this course underpins successful folio pieces and will present a useful model of the art making process for those who intend to pursue art at a senior level.

PERFORMING ARTS

The Performing Arts use the creativity and imagination of students to communicate with and entertain an audience. Students can learn drama, dance, music, theatre studies and media skills. Performing Arts is a fun and creative way to improve all communication skills and develop self-confidence.

Unit Title: **All the World's a Stage** Code: DR03 Year Level: 8/9/10

Learning Area: The Arts: Drama
Capability: Personal and Social

Course Description: The main outcome for this unit is to have every student perform on stage in a production for a live audience made up of the school and wider community. Students will develop skills in character development, improvisation, movement and voice, and develop an understanding of theatrical conventions. Students will rehearse for the performance. This may involve out of hours and lunchtime rehearsals and activities in lieu of homework tasks. Students will be expected to complete a research task based on the genre of the selected production, participate in all group activities, and learn lines and directions for their individual parts in the production. Students will reflect on and evaluate their own performances and class work at the end of the semester. This unit will be useful for Middle School students interested in studying Drama at VCE level.

****Special Requirement:** Students will need to be available for at least two performances held during the evening. Dates will be set at the start of the semester.

Unit Title: Puppet Schmuppet Code: TS03 Year Level: 8/9/10

Learning Area: Media Arts
Capability: Critical and creative thinking

Course Description: In this unit students will focus on elements of stagecraft which includes staging, designing, sound, lighting and make-up. Students will design and create a variety of puppets (shadow, hand, rod and/or muppet), to use in performances. After creating the puppets students will use many different sound and lighting techniques to enhance the performances they create. It is expected that students will work in groups to complete the various activities. A research task, journal entries, puppet performances and the student's ability to use the equipment safely and correctly will be assessed.

Unit Title: Crash Bang Slap Code: MU05 Year Level: 8/9/10

Learning Area: The Arts: Music
Capability: Personal and Social

Course Description: Students will examine percussion music from around the world and come together as an ensemble to create and make music together. They will read music and perform frequently for the class as a solo percussionist as well as in ensembles. You don't need to play a percussion instrument to take this class as percussion techniques will be taught throughout the semester. Basic drum kit beats will also be looked at. Students will be assessed on their practical playing skills, both solo and as part of an ensemble, a research assignment based in ethnomusicology and will keep a log book detailing their progress and difficulties faced throughout the semester as well as strategies to overcome these. Take this subject if you want to have an active hands-on approach to learning rhythm and drumming. You will need to commit time to this subject for individual practice of drumming techniques and rhythms weekly

ADDITIONAL PROGRAM: INSTRUMENTAL PROGRAM

Students can participate in instrumental music lessons and the school band program.

**Cost: Students involved in the band and instrumental music program will be charged a yearly fee to help cover the costs of this program.

** Students participating in the instrumental program are expected to be an active member of the school band. Band rehearsal are held after school.

ACCELERATION GUIDELINES FOR YEAR 10 STUDENTS

PURPOSE:

- To enable students to experience and be challenged by a VCE subject

ADVANTAGES:

- For students to experience a VCE or VET subject
- To provide an additional opportunity to extend and academically challenge students
- Increased subject focus and exposure to a VCE or VET subject
- Potential extension and consolidation of a student's VCE or VET program over 3 years
- To enable students to maximise their ATAR through additional subject study score contributions

BROAD OUTLINES:

- Potential Senior School subjects suitable for the program will be identified by the school
- A written application must be completed. Acceleration application forms are available from school
- Eligible students will have demonstrated their ability to stay up to date with homework/class work across their secondary career, especially in the previous year
- A work check to determine a student's capacity to keep up to date with class work and homework in current classes may be performed
- Student's progress in the VCE subject will be reviewed regularly to ensure they are coping with the workload in Term 1
- Continuation into Unit 2 is dependent upon the successful completion of \Unit 1

ISSUES FOR PARENTS/GUARDIANS AND STUDENTS TO CONSIDER:

- Parents/guardians should consider if they believe their student has the personal maturity and organisational skills necessary to handle the requirements of acceleration
- Well-developed learning habits, an ability to work independently and the demonstration of time-management skills should be demonstrated by the student in their learning to date
- Due to the extra demands of a VCE subject, distance education ('Corro') subjects are not encouraged for acceleration
- Completing extra work outside of school classes is expected in any VCE unit
- With the privilege of undertaking an accelerated VCE/VET subject comes the responsibility on the part of the student to meet all requirements and complete all set work. If a student doesn't meet these requirements, they will change to a middle school subject
- Accelerating into a Unit 1 and 2 subject does not guarantee that you will be able to complete the Unit 3 and 4 subject the following year.
- Students can ONLY apply to accelerate into 1 subject

APPROVAL/CONSIDERATIONS:

Students who submit applications and meet the following criteria will be deemed appropriate for acceleration in one VCE/VET subject:

- A high level of commitment and persistent effort across all subjects completed in the current year
- Ability to complete all class and homework tasks on time consistently across all subjects
- An ability to work in a mature and cooperative manner and seek teacher assistance when appropriate
- Consistent attendance for Terms 1-3 (Including approved absences.)
- Progress reports 3 or above on average in the current year

The Middle School Coordinator and Senior School Coordinator will give the final endorsement of the application. The College reserves the right to decline the student's application and suggest ways in which the student can improve their skills and academic performance in year 10 subjects.

If the application is not approved, an appeal can be made to the school. The Principal will make the final ruling.

VICTORIAN CERTIFICATE OF EDUCATION (VCE)

The VCE is a senior secondary certificate that provides pathways to tertiary education, advanced certificate courses and the workforce. It is a world-class credential that enables students to study a broad range of subjects. It is recognised nationally and internationally. Most students in Victoria receive their VCE when they complete secondary schooling.

How is the VCE structured?

The VCE course is made up of studies and units, some of which must be studied as a sequence. A study is a subject, for example, English or Biology. It is made up of four units (Units 1, 2, 3 and 4), each of which is a semester in length. For most students, the VCE is completed over two years. Students typically study Units 1 and 2 in their first year, and Units 3 and 4 in their second year of the VCE.

You can study Units 1 and 2 of a study as stand alone units. However, you must enrol in Units 3 and 4 of a study as a sequence. This sequence needs to be completed in the same year if a study score is to be calculated.

Students usually study between 20 and 24 units (five or six studies) in Years 11 and 12. You can take longer than two years to finish the VCE if you need to. Some students start the VCE in Year 10, and some study Units 3 and 4 in Year 11.

You should talk to your teachers or careers practitioner about how to structure your VCE program to best meet your needs.

What studies can I choose?

You have a variety of study options in the VCE through which you can pursue your interests and build your skills.

There are more than 90 VCE studies and over 20 VCE VET programs across humanities, sciences, mathematics, technology, the arts and languages, as well as vocational studies.

Each school decides which VCE studies and VET programs it will offer. If your school doesn't offer your chosen studies, they might be available from another provider.

You may want to consider Virtual School Victoria or the Victorian School of Languages, or you can speak to your Senior School coordinator about other options.

How should I choose which VCE studies to do?

The best idea is to choose studies that:

interest you

you are good at

lead to a job that interests you

will help you get into a university or TAFE course that you want to do.

What do I have to do to achieve my VCE?

To achieve your VCE you must successfully complete 16 units, including: three units from the English group, two of which must be a Unit 3 and 4 sequence at least three sequences of Unit 3 and 4 studies, which can include further sequences from the English group.

Your teacher can explain the differences between the English group studies or you can find out more on the Victorian Curriculum and Assessment Authority (VCAA) website.

You can complete the remaining units, including the three sequences at the Unit 3 and 4 level, in any study that interests you. This could even be an additional English group study on top of the units you take to meet the minimum English requirement. Your teacher determines if you have satisfactorily completed a unit, based on the work you submit and your adherence to VCAA and school rules.

How does the school assess work for the VCE?

Units 1 and 2 are marked by your school; your teachers will set a range of assessments to see how you are progressing. The assessments have deadlines and you will need to plan and submit your work on time. Deadlines can only be extended in special circumstances. For Units 1 and 2 you will receive either S (Satisfactory) or N (Not satisfactory). Your school will give you a performance descriptor for each assessment task. The S result counts towards your VCE. For Units 3 and 4, you will receive a performance descriptor for your assessment tasks as well as a S or N result.

How does VCAA allocate grades in the VCE?

S or N for your each of your units count towards the satisfactory completion of VCE.

There are three graded assessments for each VCE study at the Unit 3 and 4 level. VCAA will allocate a letter grade, calculated from A+ to E, or UG (ungraded) or NA (not assessed) to each of the graded assessments.

All VCE VET programs with scored assessments have two graded assessments. Depending on the study, these may be school-based assessments and/or external assessments. VCAA will allocate a letter grade, calculated from A+ to E, or UG (ungraded) or NA (not assessed) to each of the graded assessments.

School-based assessments are set by your teacher following the requirements set by the VCAA in the relevant study design. They include School-Assessed Coursework (SAC), which is completed at school, and School-Assessed Tasks (SATs), which are completed at school and home. These are marked at your school by your teacher. You can read about the rules for assessment on the VCAA website or you can ask your teachers.

External assessments are set and marked by the VCAA. They are the same for all students taking the same VCE study. Usually this will be an examination – written, oral, performance or in an electronic format. Your external assessments are marked by assessors who are experts in their area of study. All VCE studies are marked to the same standard and there are multiple checks to ensure that marking is fair. VCAA Examinations are held each year in October and November.

Can I repeat a unit if I receive an N (not satisfactory)?

Yes, you can repeat a VCE unit. There is no penalty for repeating but you cannot count a unit more than once towards satisfactory completion of the VCE. If you repeat a unit you must do the full unit, including all assessments for the outcomes.

What is a study score?

If you obtain at least two graded assessments and achieve an S for both Units 3 and 4 in a study in the same year, you will receive a study score. A study score is a number between 0 and 50 that indicates your ranking in relation to all students doing that study in that year.

Can I repeat a study to achieve a better study score?

Yes, you can repeat a study. Repeating a study at the Unit 3 and 4 level can also be a way of improving your study score and Australian Tertiary Admission Rank (ATAR). To do this, it is necessary that you repeat the Unit 3 and 4 sequence of the VCE study.

VOCATIONAL EDUCATION AND TRAINING (VET)

VET allow you to study nationally recognised training as part of your VCE or VCE VM. It enables you to combine general vocational studies, explore career options and pathways, learn in the workplace and develop skills that prepare you for the workforce and further study. A list of the approved VCE VET programs is available on the VCAA website. There are three ways to include VET as part of your VCE or VCE VM.

1. Complete a VCE VET program

VCE VET units contribute towards a satisfactory completion of your VCE and will give you a qualification that is recognised around Australia. VCE VET programs that have Units 3 and 4 can be included in the calculation of an ATAR by the VTAC. VCE VET programs may be available as a VET class at school or through VET Delivered to Secondary Schools (VDSS) via an external provider eg. TAFE.

2. Complete a different VET certificate

If you are interested in doing a VET certificate that is not available as a VCE VET program, you may be able to count this training towards satisfactory completion of your VCE. Block credit is the name given to this arrangement. There are specific rules for block credit, so ask your VCE coordinator for more information to ensure your certificate will count towards your VCE.

3. Participate in a school based apprenticeship or traineeships (SBAT)

A school-based apprenticeship or traineeship qualification can contribute to satisfactory completion of the VCE or VCEVM in the same way that VCE VET programs do depending on the number units of competency completed. School-based apprenticeships or traineeships may contribute to an ATAR. To become an apprentice or trainee you have to be in paid work and sign a contract of training, which must be registered with the Victorian Registration and Qualification Authority.

Your VCE or VCE VM program would then include:

- VCE studies at school
- VET studies at an RTO, such as a TAFE institute
- Practical part-time paid work in the industry in which you are doing the training (usually one day per week)

There are many industries in which you can do a school-based apprenticeship or traineeship as part of your VCE, including agriculture, building and construction, early childhood education, and sport recreation.

SBATs provide the opportunity for young people to gain quality VET qualifications and undertake employment while also completing a senior secondary certificate. Under these arrangements the student is both a student and a part time employee with employment and training requirements as for other apprentices. A number of people are involved in arranging a SBAT, including the student, parents, employer, TAFE or training organisation, the school and an Australian Apprenticeship Support Network (AASN).

An SBAT requires a minimum of 13 hours per week, consisting of both training and employment, and must be integrated with your school timetable. It contributes towards your VCE or VCE VM, leads to a nationally recognized qualification and includes paid work.

VCE ACCELERATED UNITS OFFERED 2025

- VCE Arts Creative Practice
- VCE Chemistry
- VCE Drama
- VCE Health and Human Development
- VCE Mathematical Methods
- VCE Physics
- VCE Product Design and Technology
- VCE Physical Education
- VCE VET Sport and Recreation Certificate
- VCE VET delivered to Secondary School (Wodonga TAFE and GO TAFE)

VCE ART CREATIVE PRACTICE

Rationale

VCE Art Creative Practice introduces the role of art in contemporary and historical cultures and societies, and values the meaningful and unique impact of artists on the development of arts knowledge, tradition and experiences, both locally and globally. Students build an understanding of how artists, through their practice and the artworks they create, communicate personal experiences and ideas, and cultural values, beliefs and viewpoints. In this study, students view artworks and investigate the working practices of artists from different cultures and periods of time. Students are challenged to articulate their understanding of the meanings and messages contained within artworks and to examine the effects of artworks upon the viewers or audiences who experience them. Students learn to pose and solve problems, and work independently and collaboratively, to create and convey meaning through art making.

Throughout the study students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and viewer or audience. In making artworks, students use their creativity to solve problems and experiment with visual language and expression. They create personal responses and meaning by applying diverse materials, techniques and art processes. Students develop skills in research, art history and critical theory to analyse, interpret and debate the ideas and issues that are raised by artworks and by artists in their practice.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Unit 1: Interpreting artworks and exploring the Creative Practice

Unit 2: Interpreting artworks and developing the Creative Practice

Unit 3: Investigation, ideas, artworks and the Creative Practice

Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice

VCE CHEMISTRY

Rationale

VCE Chemistry enables students to examine a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

In VCE Chemistry students develop a range of inquiry skills involving practical experimentation and research specific to the knowledge of the discipline, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary chemistry-related issues, and communicate their views from an informed position.

VCE Chemistry provides for continuing study pathways within the discipline and leads to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. In addition, chemistry is applied in many fields of endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

All VCE studies are benchmarked against comparable national and international curriculum.

Unit 1: How can the diversity of materials be explained?

Unit 2: How do chemical reactions shape the natural world?

Unit 3: How can design and innovation help to optimise chemical processes?

Unit 4: How are carbon-based compounds designed for purpose?

VCE DRAMA

Rationale

Students tell stories, explore ideas, make sense of their worlds and communicate meaning through the practice of performance-making. The study of drama introduces students to theories and processes for the creative development of new work and allows them to develop skills as creative and critical thinkers. Students develop an appreciation of drama as an art form through their work as solo and ensemble performers, and engagement with professional contemporary drama practice. They develop skills of communication, criticism, aesthetic understanding and aesthetic control.

VCE Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in a broad range of social, cultural and work-related contexts. The study of drama may provide pathways to training and tertiary study in acting, dramaturgy, theatre-making, script writing, communication and drama criticism.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Unit 1: Introducing performance styles

Unit 2: Australian identity

Unit 3: Devised ensemble performance

Unit 4: Devised solo performance

VCE HEALTH AND HUMAN DEVELOPMENT

Rationale

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Unit 3: Australia's health in a globalised world

Unit 4: Health and human development in a global context.

VCE MATHEMATICAL METHODS

Rationale

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the interests, needs, dispositions and aspirations of a wide range of students, and introduces them to key aspects of the discipline and its applications. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society and globalised world, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts.

Entry

There are no prerequisites for entry to Units 1, 2 and 3; however students undertaking Mathematical Methods Units 1 and 2 or Specialist Mathematics Unit 1 and 2 are assumed to have a sound background in number, algebra, function, geometry, probability and statistics. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum. Enrolment in Specialist Mathematics Unit 3 and Unit 4 assumes a current enrolment in, or previous completion of, Mathematical Methods Unit 3 and Unit 4.

Mathematical Methods Units 1-4 provide for the study of simple elementary functions, transformations and combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, technology, engineering and mathematics (STEM), humanities, economics and medicine.

VCE PHYSICS

Rationale

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe. In undertaking this study, students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena. In VCE Physics students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary physics-related issues and to communicate their views from an informed position.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher.

Unit 1: How is energy useful to society?

Unit 2: How does physics help us to understand the world?

Unit 3: How do fields explain motion and electricity?

Unit 4: How have creative ideas and investigation revolutionised thinking in physics?
understand the physical, social, emotional and cognitive health benefits associated with being active.

Unit 3: Movement skills and energy for physical activity

Unit 4: Training to improve performance

VCE PRODUCT DESIGN AND TECHNOLOGY

Rationale

Designers play an important part in our daily lives. They determine the form and function of the products we use. They transform ideas into drawings and plans for the creation and manufacture of useful products that fulfil human needs and wants. In recent history the use of resources to create an ever-increasing array of products has given designers an increased responsibility to think sustainably. Students develop an understanding of the consequences of product design choices. They develop the necessary skills to critically analyse existing products and to develop their own creative solutions.

VCE Product Design and Technology can provide a pathway to a range of related fields such as industrial, product, interior and exhibition design, engineering, and fashion, furniture, jewellery, textile and ceramic design at both professional and vocational levels.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4

Unit 1: Design practices

Unit 2: Postive impacts for end users

Unit 3: Ethical product design and development

Unit 4: Production and evaluation of ethical designs

VCE PHYSICAL EDUCATION

Rationale

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application.

Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity. This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Unit 1: The human body in motion

Unit 2: Physical activity, sport and society

Unit 3: Movement skills and energy for physical activity

Unit 4: Training to improve performance

VCE VET SPORT AND RECREATION UNITS 1 AND 2

SIS30115 CERTIFICATE IN SPORT AND RECREATION

Rationale

The VCE VET Sport and Recreation program is drawn from the SIS Sport, Fitness and Recreation Training Package and provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of sport and outdoor recreation. Leadership, organisational and specialist activity skills will be developed through the units of competency undertaken in the selected program.

SIS30115 Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry. Units 3 and 4 offers scored assessment and includes core units such as conduct basic warm-up and cool-down programs, plan and conduct programs, risk assessment, and control and knowledge of coaching practices. Possible job outcomes for a student with this qualification may include the provision of sport and recreation programs, grounds and facilities maintenance and working in the service industry in locations such as a fitness centre, outdoor sporting ground or aquatic centres.

Program Structure

The VCE VET Sport and Recreation program offers Units 3 and 4 from SIS30115 Certificate III in Sport and Recreation.

The Program consists of:

Units 1 and 2: nine compulsory units, including HLTAID003.

Units 3 and 4: six compulsory units.

On successful completion of all Units 1, 2, 3 and 4, students are eligible for: the award of SIS30115 Certificate III in Sport and Recreation recognition of up to three units at Units 1 and 2 level and a Units 3 and 4 sequence.

VCE VET Units 3-4 offers scored assessment and include core units such as conduct basic warm-up and cool-down programs, plan and conduct sport and recreation sessions and undertake a risk analysis of activities. Students also undertake electives drawn from the Aquatics, Fitness, Sport and Outdoor Recreation streams.

VCE - Vocational Major

The VCE VET Sport and Recreation program (either partial or full completion) may contribute at the Foundation, Intermediate or Senior levels.

Entry

There are no prerequisites for entry to VCE VET Sport and Recreation.

Note: The Units 3 and 4 sequence of SIS30115 Certificate III in Sport and Recreation is not designed as a stand-alone study. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2.

VET DELIVERED TO SECONDARY SCHOOL (VDSS)

VET Delivered to Secondary School (VDSS) is offered through external organisations and provides student with the ability to undertake alternative VET course to those offered at school. Costs will vary considerably depending on the course selected. The school (via the Department of Education) will contribute to the course fees, however there may be additional costs for texts, resources and materials fees for individual VET studies.

Our closest VDSS providers are Wodonga TAFE and GOTAFE, Wangaratta. Transport (fully funded) is accessible as part of the VDSS program to enable student access these VET courses. Please see below list of offerings for each provider.

Wodonga TAFE Courses

<i>Building and Construction</i>	22614VIC - Certificate II in Building and Construction Preapprenticeship (partial completion)
	22499VIC - Certificate II in Electrotechnology (Pre-vocational)
	22569VIC - Certificate II in Plumbing (Pre-apprenticeship)
<i>Early Childhood Education</i>	CHC30121 - Certificate III in Early Childhood Education and Care (partial completion)
<i>Engineering</i>	22632VIC - Certificate II in Engineering Studies
<i>Hospitality</i>	SIT20322 - Certificate II in Hospitality
	SIT20421 - Certificate II in Cookery
<i>Agriculture and Environment</i>	AHC20122 - Certificate II in Agriculture and Environment
<i>Hair and Beauty</i>	SHB20216 - Certificate II in Salon Assistant

*All courses are subject to change based on student enrollment numbers and availability. Scored assessment available with some courses. For more information visit: <https://www.wodongatafe.edu.au/vetdss>

GOTAFE Wangaratta

<i>Building and Construction</i>	22614VIC - Certificate II in Building and Construction Preapprenticeship (partial completion)
	UEE22020 – Certificate in Electrotechnology (Career Start)
	22569VIC - Certificate II in Plumbing (Pre-apprenticeship)
<i>Animals Care (Online)</i>	ACM20121 - Certificate II in Animal Care
	22513VIC - Certificate III in Equine Studies (VCE VET)
<i>Engineering</i>	22632VIC - Certificate II in Engineering Studies
<i>Art and Design</i>	CUA30720 – Certificate III in Design Fundamentals
<i>Business (Online)</i>	BSB30120 – Certificate III in Business
<i>Information Technology</i>	ICT30120 - Certificate III in Information Technology (VCE VET)
<i>Early Childhood and Education</i>	CHC30121 - Certificate III in Early Childhood Education and Care
	CHC30221 - Certificate III in Education Support
<i>Health</i>	HLT33115 - Certificate III in Health Services Assistance (VCE VET)
<i>Hospitality</i>	SIT20421 - Certificate II in Cookery (VCE VET)

*All courses are subject to change based on student enrollment numbers and availability. Scored assessment available with some courses.

For more information visit: <https://www.gotafe.vic.edu.au/courses/vet-delivered-to-school-students>

MOUNT BEAUTY SECONDARY COLLEGE
MIDDLE SCHOOL HANDBOOK 2025