



MIDDLE SCHOOL SUBJECT SELECTION GUIDE 2026



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PRINCIPAL'S MESSAGE

Dear Families

Welcome to the 'Middle School' phase of education at Mount Beauty Secondary College, Years 8-10.

Our school vision states that "we have a culture of respect for all, providing a quality education in a safe environment that meets the diverse needs of our students." We live that vision everyday, supported through our curriculum offerings at Middle School.

After the introductory phase at Year 7, where students study the Victorian Curriculum through core subjects, in Middle School, we like our students to have choice in how and when they learn the curriculum. This choice is provided through offering a combined core and elective subject system, that allows students to cover all Learning Areas within the curriculum, yet be able to focus on areas of interest.

The Learning Areas of English, Mathematics and Physical Education are taught through core classes, while the remaining Learning Areas of Art, Humanities, Language (Indonesian), Science and Technologies are covered through our elective system.

To ensure the curriculum has been fully covered by the end of Year 10, students must complete a minimum number of elective subjects from the Learning Areas each year. Students then add extra subjects from particular Learning Areas that they have interest in, enjoy, are good at.

Students should use the elective system over the next few years to explore each Learning Area, so that they develop an understanding of the content and learn key skills and knowledge that will help support them in their senior years of education. For those unsure about the senior years and career pathways, maintaining a broad study of the curriculum will provide greater options.

The Middle Years of education can be challenging for students, as they begin the transition from being teenagers towards adulthood; they are learning more about themselves and their place in the world and education can sometimes seem less important. The school continuing to work with the students and their families, is vital to ensure students are supported, as needed, through this time.

As your child moves through their Middle School years, the school's partnership with you and your child will lead to successful educational outcomes for the future.

Simone Roy - Principal

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, at least two units from the Sciences and at least 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 the Middle School Coordinator by the due date.

HOW TO FILL IN YOUR SUBJECT SELECTION SHEET

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, <u>not the name of the subject.</u>						
JS82 ← FIRST PREFERENCE						
Second Preference: Please write in the Subject Code, <u>not the name of the subject.</u>						
SE82 ← SECOND PREFERENCE						

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

2026 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	HU81 Global Explorers	JS83 Matter in Motion	PE08 Physical Education Year 8	TF03 Cooking for Two	AT03 Steps to Ceramics
EN09 Year 9 English		MA09 Year 9 Maths	HU82 Water in the World	JS84 The Dynamic Planet	PE09 Physical Education Year 9	TM01 Wood Technology	VC23 Creative Presentations
		MA14 The Maths of Business	HU85 Mediterranean World	PH83 Simple Machines	SP01 Sport Years 7/8	TT07 Everyday Textiles	DR03 All the World's a Stage
Semester 1 – Years 9/10							
EN09 Year 9 English	LA05 Advanced Indonesian 1	MA09 Year 9 Maths	HI93 World War Two	SS93 Blueprints and Building Blocks	PE09 Physical Education Year 9	TF06 Food for Life	AT31 The Power of Paint
EN10 Year 10 English		MA10 Year 10 Maths	HU91 Modern Asia	SS94 Earth's core to Cosmic Shore	PE10 Physical Education Year 10	TM07 Home Workshop	VC16 Illustration and Design
		MA14 The Maths of Business		SC96 Environmental Engineering	SP02 Sport Years 9/10	TT07 Everyday Textiles	DR03 All the World's a Stage
					HC10 Health and Careers Year 10		
					OE02 The Local Environment		

2026 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	HI88 Victorian History HU83 The Pacific World HU84 Connections Across Asia	JS83 Matter in Motion JS84 The Dynamic Planet SC83 Making and Breaking	PE08 Physical Education Year 8 PE09 Physical Education Year 9 SP01 Sport 7/8 HE81 Body Respect	TF10 Focus on Food TM02 Metal Technology TT01 Surfin’ Safari IT07 Game Design and Programming	AT07 Print Making VC21 Into the Future MU03 Music and Media
EN09 Year 9 English		MA09 Year 9 Maths MA16 Patterns and Sequences					
Semester 2 – Years 9/10							
EN09 Year 9 English	LA06 Advanced Indonesian 2	MA09 Year 9 Maths	HI94 Modern World HU92 Revolutions Through Time	SS93 Blueprints and Building Blocks SS94 Earth’s core to Cosmic Shore SC98 Invisible Invaders	PE09 Physical Education Year 9 PE10 Physical Education Year 10 SP02 Sport 9/10 HC10 Health and Careers Year 10	TF07 Fabulous Food TM15 Woodwork Projects TT01 Surfin’ Safari IT07 Game Design and Programming	AT14 Drawing for Purpose VC22 Out of the Box MU03 Music and Media
EN10 Year 10 English		MA10 Year 10 Maths MA16 Patterns and Sequences					

ASSESSMENT AND HOMEWORK

Assessment

At Mount Beauty Secondary College, students will be expected to complete formal assessment tasks in all subjects. The only exceptions are Year 7/8 Sport and Year 9/10 Sport.

While the total number and type of assessment task may vary from subject to subject, all subjects will complete a MINIMUM of THREE assessments tasks across the semester.

Homework

Homework is an important part of education as it reinforces the concepts that are introduced in class. It also plays a significant role in building work ethic, self-discipline and responsibility and time management, all important life skills. In line with Department of Education guidance, Mount Beauty Secondary School promotes regular home study habits. Homework given will be purposeful, curriculum aligned, appropriate to a students' skill level and designed to help students develop as independent learners.

Homework Expectations

Year 7-10 English

- at least 5 homework tasks per term, spread throughout the term

Year 7-10 Maths

- at least 5 homework tasks per term, spread throughout the term

Year 7-10 LOTE

- Weekly vocabulary words

Year 8– 10 Electives

- At least 2 homework tasks per term

Senior School Subjects (VCE, VCE VM and VPC)

- At Senior School, homework and home study tasks are important tools in preparing for learning as well as consolidating and strengthening student understanding of the learning required in the subject.
- The setting of homework tasks is at the teacher's discretion.
- Students can expect independent home study expectations to increase.

Support for students and parents/carers

Homework is a shared responsibility between the school, teachers, students and their parents/carers. Details about the expectations for students, parents/carers and school staff can be found in the school's Homework policy on the school website. <https://mbsc.vic.edu.au/>

Mount Beauty Secondary College understands that students have different learning strengths, preferences and interests and may approach learning activities and homework differently. If students are experiencing difficulties with set homework, we encourage them to communicate with and seek assistance from their teacher. If parents/carers are concerned their child may not understand the homework tasks that have been set or is spending a long period of time completing their homework, we encourage parents/carers to speak to their child's teacher.

ENGLISH

Unit Title: Year 8 English

Code: EN08

Learning Area: English

Capability:

Semester 1: Critical and Creative Thinking

Semester 2: Intercultural

Course Description: 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.

Unit Title: Year 9 English

Code: EN09

Learning Area: English

Capability:

Semester 1: Personal and Social

Semester 2: Ethical

Course Description: 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.

Unit Title: Year 10 English

Code: EN10

Learning Area: English

Capability:

Semester 1: Critical and Creative Thinking

Semester 2: Intercultural

Course Description: 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.

HEALTH AND PHYSICAL EDUCATION

Physical Education 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) and a pair of runners.

Unit Title: Year 8 Physical Education

Code: PE08

Learning Area: Health and Physical Education

Capability: Personal and Social

Course Description: Students apply and transfer movement skills and movement concepts across a range of situations, developing their Movement and Physical Activity – Physical Education skills. They implement and evaluate the effectiveness of movement strategies on movement outcomes. They adapt and apply the elements of movement to compose and perform movement sequences. Students propose strategies designed to achieve personal fitness and evaluate their impact on health and wellbeing outcomes. They propose and evaluate strategies designed to promote personal health and wellbeing outcomes. Students apply and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts.

Unit Title: Year 9 Physical Education

Code: PE09

Learning Area: Health and Physical Education

Capability: Personal and Social

Course Description: Students build on their acquired knowledge from Year 8 Physical Education and develop their ability to review a performance and apply movement concepts in challenging or unfamiliar situations. They analyse the performance of others within their class to provide constructive feedback to assist with personal skill development. They adapt and transfer movement skills and strategies to unfamiliar situations and evaluate the effectiveness to achieve successful outcomes. They apply criteria to evaluate and refine their own and others' movement performances.

Unit Title: Year 10 Physical Education

Code: PE10

Learning Area: Health and Physical Education

Capability: Personal and Social

Course Description: Students evaluate and refine their own and others' movement skills and performances and apply movement concepts in challenging or unfamiliar situations. They utilise video to enable a more detailed study of a performance or game plan, to be able to provide specific, detailed performance feedback. They adapt and transfer movement skills and strategies to unfamiliar situations and evaluate the effectiveness to achieve successful outcomes. Students critique the effectiveness of strategies designed to enhance health, fitness and wellbeing. They propose and evaluate community-based physical activity interventions designed to improve the health and wellbeing of themselves and others. Students apply and evaluate leadership approaches, collaboration strategies and ethical behaviours across a range of movement contexts.

Unit Title: Year 7/8 Sport and Year 9/10 Sport

Code: SP01 or SP02

Course Description: Sport Education is a compulsory subject for all students in Years 7 -10 at Mount Beauty Secondary College. The Year 8 students combine with the Year 7 students, whilst the Year 9 and 10 students combine to complete two periods of sport each week. Students can select their preferred option from a choice of three sports each term to build stronger skills, knowledge, understanding of tactics and rules, as well as working collaboratively with teammates throughout the term. Students may have the opportunity to compete in Interschool events in their selected sport. A Physical Education uniform that follows the school's uniform policy is required by all students.

Unit Title: Year 10 Health/Careers

Code: HC10

Year Level: 10

Learning Area: Health and Physical Education, Humanities

Capability: Personal and Social, Ethical

Course Description: The Health and Careers class supports students in their personal development, wellbeing, and future career planning. In the career's component, students explore a wide range of study and employment pathways, build a Pathways Portfolio, and develop essential knowledge in Occupational Health and Safety. They also participate in practical work experience, which is planned and supported through in-class preparation. In the health component, students investigate key areas such as the dimensions of health, consent, personal identity, body image, and human development. The program encourages students to reflect on lifestyle factors that influence both individual and community wellbeing, helping them make informed and positive choices.

Unit Title: Body Respect

Code: HE81

Year Level: 8/9

Learning Area: Health and Physical Education

Capability: Personal and Social

Course Description: Students will examine their own health and ways to help them improve their behaviour for wellbeing. Students will be required to recognise changes that occur as a result of the adolescent stage of the lifespan and describe the factors that influence their own development. They will need to identify outcomes of risk taking behaviours and apply harm minimisation strategies. Some of the topics covered will include growth and development, sexuality, relationships, personal identity, risk taking, harm minimisation and issues affecting the health of teenagers. Students will be expected to participate in class activities, discussion and maintain a health resource. This subject explores skills and concepts from the Personal, Social and Community Health - Health Education curriculum.

Unit Title: The Local Environment

Code: OE02

Year Level 8/9/10

Learning Area: Health and Physical Education, Humanities

Capability: Personal and Social

Course Description: Students will investigate the following topics: natural environments, navigation, first aid, weather, materials technology and the impact humans have on the environment. These topics will be explored through classroom work and discussions, investigations, outdoor activities and excursions that at times extend into student's lunch hour and overnight. Students will be expected to participate in all practical classes, including overnight camps. Activities may include bushwalking and orienteering, camping, mountain biking and canoeing.

HUMANITIES

Unit Title: Global Explorers
Learning Area: Humanities
Capability: Critical and Creative Thinking, Ethical

Code: HU81 Year Level: 8/9

Course Description: In Global Explorers, students use History and Geography to study how invasions and exploration shaped societies. They explore the journeys of the Saxons, Vikings, Normans, and Captain Cook, including encounters with Indigenous peoples, European settlement, and trade. Students examine how navigation tools and knowledge of the environment enabled exploration. This unit helps students understand the connections between past exploration and the world today.

Unit Title: Victorian History
Learning Area: Humanities
Capability: Personal and Social, Ethical

Code: HI88 Year Level: 8/9

Course Description: Victorian History uses History and Geography to examine life in Victoria and England during the Victorian era. Students investigate the Industrial Revolution, British colonisation, the Victorian Goldrush, and the Eureka Stockade, while considering impacts on Indigenous communities and society. They explore how technological, social, and political changes influenced everyday life. This unit encourages students to reflect on how history shapes the communities they live in today.

Unit Title: Water in the World
Learning Area: Humanities
Capability: Ethical, Critical and Creative Thinking

Code: HU82 Year Level: 8/9

Course Description: In Water in the World, students explore water as a vital resource through Geography and History. They study the Kiewa and Murray Rivers, looking at historical and modern uses, environmental challenges, and global water issues. Students analyse maps and data to understand sustainable water management. The unit encourages students to consider how human decisions affect the environment and communities locally and globally.

Unit Title: The Pacific World
Learning Area: Humanities
Capability: Intercultural, Personal and Social

Code: HU83 Year Level: 8/9

Course Description: The Pacific World combines Geography, History, and Civics and Citizenship to explore Pacific Island cultures, their connection to the environment, and natural hazards. Students examine navigation, migration, and sustainable marine practices, and how global change affects communities and Indigenous identities. They also explore the cultural resilience of Pacific peoples and their adaptation to environmental challenges.

Unit Title: Connections Across Asia
 Learning Area: Humanities
 Capability: Intercultural, Ethical

Code: HU84 Year Level: 8/9

Course Description: Connections Across Asia uses History, Geography, and Civics and Citizenship to study empires, trade, and cultural exchange. Students explore geography, governance, technology, and agriculture, considering causes, effects, and legacies of Asia's civilisations. They also investigate how people, ideas, and goods moved across regions and shaped societies. This unit develops skills in understanding cultural diversity and the impact of human interactions over time.

Unit Title: Mediterranean World
 Learning Area: Humanities
 Capability: Critical and Creative Thinking, Ethical

Code: HU85 Year Level: 8/9

Course Description: In Mediterranean World, students combine History, Geography, and Civics and Citizenship to investigate Ancient Rome and Greece. They explore social structures, power, religion, trade, and conflict, analysing how these civilisations influence modern societies. Students also consider the roles of citizens, leaders, and governments in shaping communities. This unit develops critical thinking skills and the ability to compare past and present societal systems.

Unit Title: World War Two
 Learning Area: Humanities
 Capability: Ethical, Personal and Social

Code: HI93 Year Level: 9/10

Course Description: World War Two uses History, Civics and Citizenship and Geography to explore the causes, events, and impacts of World War II. Students study global crises, the rise of fascism, Australia's involvement, key battles, and life on the home front. They analyse primary and secondary sources to understand different perspectives. This unit helps students appreciate the consequences of global conflict and the importance of civic responsibility.

Unit Title: Modern World
 Learning Area: Humanities
 Capability: Critical and Creative Thinking, Ethical

Code: HI94 Year Level: 9/10

Course Description: In Modern World, students use History, Geography, Civics and Citizenship and Economics to examine major global changes since the mid-20th Century. They explore the Cold War, globalisation, social and technological change, and shifts in trade and society worldwide. Students investigate how cultural, political, and economic factors shape communities today. The unit encourages reflection on how historical events influence modern global connections.

Unit Title: Modern Asia
 Learning Area: Humanities
 Capability: Intercultural, Ethical

Code: HU91 Year Level: 9/10

Course Description: Modern Asia combines History, Geography, Civics and Citizenship, and Economics to explore the transformation of Asian nations from colonial rule to independence. Students study political, social, and economic changes, patterns of growth, and Asia's global influence. They investigate how modern nations balance tradition and development. This unit develops students' understanding of intercultural perspectives and global citizenship.

Unit Title: Revolutions Through Time
Learning Area: Humanities
Capability: Critical and Creative Thinking, Ethical

Code: HU92 Year Level: 9/10

Course Description: Revolutions Through Time uses History and Civics and Citizenship to examine the causes, effects, and legacies of the American and French revolutions. Students explore political change, societal transformation, rights, and freedoms, analysing diverse perspectives and historical sources. They also consider how revolutions influence modern governments and societies. This unit encourages students to reflect on the importance of civic engagement and social change.

LANGUAGES

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

Unit Title: Continuing Indonesian 1
Learning Area: Languages - Indonesian
Capability: Intercultural

Code: LA01 Year Level: 8

Course Description: This unit requires prior study of Indonesian at Year 7 level. Topics include telling time, housing, describing and buying clothing, and parts of the body and well-being. Cultural aspects are also explored in greater depth. Continuing Indonesian builds on students' existing knowledge to develop greater competence in the language. Grammar and language skills are addressed in more detail, alongside the use of more complex everyday language. Students will be expected to participate in listening and speaking activities, as well as complete vocabulary and written tasks. They will also take part in a fashion parade and explore the culture of Bali. Successful completion of this unit enables students to progress to Semester 2 with Continuing Indonesian 2 (LA02). Please note that students are required to continue with Indonesian for the full year.

Unit Title: Continuing Indonesian 2
Learning Area: Languages – Indonesian
Capability: Intercultural

Code: LA02 Year Level: 8

Course Description: It is preferable that students who have completed LA01 enrol in this unit; however, motivated students with a strong Year 7 Indonesian background may also enrol. Topics include food, ordering a meal in a restaurant, and animals and their environments. Students will develop the ability to read, write, and understand short passages in Indonesian. Greater attention is given to grammar, with a focus on more complex language structures. Oral and written activities are used to consolidate knowledge. Students will complete written and vocabulary tasks and participate in listening and speaking activities. They will also explore how rice is grown and learn about the endangered animals of Indonesia.

Unit Title: Advanced Indonesian 1
Learning Area: Languages - Indonesian
Capability: Intercultural

Code: LA05 Year Level: 9/10

Course Description: In Advanced Indonesian 1, students will strengthen and add their understanding of various aspects of the language and the culture of Indonesia. Topics include social media and entertainment, and ceremonies and celebrations. By the end of this unit, students should be able to read, listen to, and understand Indonesian passages that use familiar language. The focus of this unit is on grammar and linguistic structures, with an emphasis on developing more complex language. Listening and written activities will be used to consolidate knowledge. Students will explore the story of Wayang and the ethnic groups of Indonesia. Please note that students are required to continue with Indonesian for the full year.

Unit Title: Advanced Indonesian 2
Learning Area: Languages - Indonesian
Capability: Intercultural

Code: LA06 Year Level: 9/10

Course Description: It is recommended that students have successfully completed LA05 before enrolling in this unit. This subject builds on existing knowledge to further develop students' competence in Indonesian. Topics include health and going on holiday. By the end of this unit, students should be able to read, listen to, and understand Indonesian passages that use familiar language. The unit continues to focus on grammar and linguistic structures, with an emphasis on studying more complex language. Oral and written activities will be used to consolidate knowledge. Students will study traditional medicine and the culture of Kalimantan.

Languages Other Than English (LOTE) Distance Education

Students may study LOTE in 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.

The VSL charges a levy for each unit studied.

Parents contemplating enrolling their child in a Distance Education subject should discuss their plans with the appropriate Student Engagement Leader and the Distance Education Coordinator.

MATHEMATICS

Unit Title: Year 8 Mathematics
Learning Area: Mathematics
Capability: Critical and Creative Thinking

Code: MA08

Course Description: 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 modelling, 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 modelling, and learn to apply their knowledge in practical situations. Throughout the year, Year 8 Mathematics will cover six Mathematics strands of the Victorian Curriculum F-10 of Number, Algebra, Measurement, Space, Probability and Statistics.

Unit Title: Year 9 Mathematics
Learning Area: Mathematics
Capability: Critical and Creative Thinking

Code: MA09

Course Description: 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. Throughout the year, Year 9 Mathematics will cover six Mathematics strands of the Victorian Curriculum F-10 of Number, Algebra, Measurement, Space, Probability and Statistics.

Unit Title: Year 10 Mathematics
Learning Area: Mathematics
Capability: Critical and Creative Thinking

Code: MA10

Course Description: Throughout the year, Year 10 Mathematics will cover six Mathematics strands of the Victorian Curriculum F-10 of Number, Algebra, Measurement, Space, Probability and Statistics. 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 concept.

Unit Title: The Maths of Business
Learning Area: Mathematics, Humanities
Capability: Critical and Creative Thinking

Code: MA14 Year Level: 8/9/10

Course Description: This unit aims to provide students with an opportunity to develop Economics and Business and financial Mathematical skills and knowledge. Students will examine a variety of real-life financial situations such as investing money, repaying credit cards, personal loans and budgeting. Students will then apply mathematical calculations to compare and explore alternatives. The use of computer programs to perform calculations will be required as students demonstrate their ability to calculate financial items and solve problems in business areas.

Unit Title: Patterns and Sequences
Learning Area: Mathematics
Capability: Critical and Creative Thinking

Code: MA16 Year Level: 8/9/10

Course Description: This class will explore a range of patterns and how they can be used to symbolise and solve problems. Our world contains many patterns and students will explore how mathematics can represent natural phenomena. Students will also develop a variety of problem-solving strategies and investigate concepts such as the Fibonacci sequence and the golden ratio, spirals and Pascal's triangle. They will utilise the power of patterns to predict events and outcomes as well as creating their own numerical sequences.

SCIENCE

Students are encouraged to complete JS83 and JS84 before completing SS93 and SS94.

Compulsory 8/9 Units

Unit Title: Matter in Motion

Code: JS83 Year Level: 8/9

Learning Area: Science

Capability: Critical and Creative Thinking

Course Description: In this course, students will uncover the secrets of the physical world through an exciting blend of Chemical and Physical Sciences. They'll begin by exploring the building blocks of matter—elements, compounds, and mixtures—and learn to identify physical changes and chemical reactions using observable clues like colour shifts, temperature changes, gas release, and precipitate formation. In the physics strand, students will dive into the mechanics of motion, constructing simple machines, analysing forces, and applying Newton's laws to real-world scenarios. By combining foundational concepts with practical exploration, students will develop a deeper understanding of how matter behaves and how forces shape the world around us.

Note: This subject is offered in both semesters.

****This course is a compulsory subject that needs to be completed in Year 8 or Year 9.**

Unit Title: The Dynamic Planet

Code: JS84 Year Level: 8/9

Learning Area: Science

Capability: Critical and Creative Thinking

Course Description: In this science course, students will explore the powerful systems that shape our planet—and sustain life on it. The journey begins with Earth and Space Sciences, where students investigate how Earth's surface is constantly reshaped by plate tectonics, earthquakes, and the rock cycle. They'll discover how sedimentary, igneous, and metamorphic rocks form, how they're extracted through mining, and why they play a vital role in our lives. Next, the focus shifts to Biological Sciences, diving into the microscopic world of cells and the intricate organ systems that keep plants and animals alive. Students will examine how organisms grow and reproduce, and how the nervous and endocrine systems work together to maintain internal balance. Through hands-on labs, model building, and real-world case studies, students will make meaningful connections between geology and biology—gaining a deeper understanding of the systems that support life and shape our world.

Note: This subject is offered in both semesters.

****This course is a compulsory subject that needs to be completed in Year 8 or Year 9.**

Compulsory 9/10 Units

Unit Title: Blueprints and Building Blocks
Learning Area: Science
Capability: Critical and Creative Thinking

Code: SS93 Year Level: 9/10

Course description. This unit introduces students to the foundational concepts of Chemical Science. They will learn how atomic theory explains the nature of matter and how the periodic table organizes elements based on their properties. Students will also explore the development of atomic models and how these models help us understand chemical systems. Exploring Biological Science, students will investigate how traits are inherited through generations, including the structure and role of DNA. They will explore genetic inheritance, including Mendelian ratios, and understand how variation, isolation, and adaptation contribute to evolution. Through this, students will learn how biodiversity is explained by evolutionary processes.

Note: This subject is offered in both semesters.

**This course is a compulsory subject that needs to be completed in Year 9 or Year 10.

Unit Title: Earth's Core to Cosmic Shore
Learning Area: Science
Capability: Critical and Creative Thinking

Code: SS94 Year Level: 9/10

Course description. In this course, students will journey from Earth's carbon cycle to the outer edges of the universe, discovering how energy shapes both our planet and the cosmos, developing their Physical Science skills. They'll explore how energy moves through matter via conduction, convection, and radiation, and dive into the fascinating world of waves—from sound and light to the signals that power space exploration. Through Earth Science, students will investigate climate change, renewable resources, and sustainability. Then, they'll launch into Space Science to uncover the structure of the universe and the origins of everything through the Big Bang theory. With hands-on experiments, interactive simulations, and creative design challenges, students will connect Earth's systems with cosmic phenomena and discover how energy drives everything from weather patterns to rocket propulsion.

Note: This subject is offered in both semesters.

**This course is a compulsory subject that needs to be completed in Year 9 or Year 10.

Elective Units

Unit Title: Simple Machines
Learning Area: Science
Capability: Critical and Creative Thinking

Code: PH83 Year Level: 8/9

Course Description: Students will discover the inner working of a small engine and the use of simple machines in this class about Physical Sciences. They will also be analysing simple machines that are used to make work easier - levers, pulleys, inclined planes, wedges and screws. Calculations of work done, force used, gearing ratios and torque are included. The emphasis is on understanding principles of operation and safe workshop practices. They will create a project on gears and gearing and conduct their own practical investigation on levers or a mechanical gadget such as a household appliance.

Unit Title: Making and Breaking
Learning Area: Science
Capability: Critical and Creative Thinking

Code: SC83 Year Level: 8/9

Course Description: Students will make and test a variety of manufactured or processed goods such as bridges, cables and building trusses, honeycomb, chocolate and ginger beer, plastics and polymers, glasses and ceramics, batteries, clothing dyes and stains, glues and fasteners. There will be extensive practical work in both the making and development of products and testing their characteristics such as breaking strain, colour fastness, bond strength, texture and response to heat, moisture or load. Students will also work on a series of design projects based on making and testing, for example, musical instruments, bridges, a mouse-trap powered car or a catapult/trebuchet. Students will develop their Chemical and Physical Sciences skills.

Unit Title: Environmental Engineering
Learning Area: Science
Capability: Critical and Creative Thinking,

Code: SC96 Year Level: 9/10

Course Description: This unit combines aspects of Earth and Biological Sciences to explore contemporary science issues. During the semester, students will investigate how the Earth's systems are connected and apply a systems perspective to the physical requirements for life. The ways in which pollution can best be managed will be studied through global, national, and local perspectives. How biodiversity and development can be sustained will be investigated with a focus on environmental management and sustainability principles. Determining how impacts of human energy use can be reduced includes the examination of the use of different forms of energy by different societies.

Unit Title: Invisible Invaders
Learning area: Science
Capability: Critical and Creative Thinking,

Code: SC98 Year Level: 9/10

Course Description: This dynamic and inquiry-based program, focused on Biological and Chemical Sciences, explores the fascinating world of diseases—both infectious and non-infectious—and the science behind how they spread, how they're treated, and how society responds. Students will investigate the biological agents responsible for infectious diseases, such as bacteria, viruses, and parasites, and contrast these with non-infectious conditions caused by genetics, lifestyle, and environmental factors. Through hands-on activities, case studies, and real-world simulations, students will examine key strategies used to control disease transmission, including personal hygiene, quarantine protocols, medical interventions, and public education campaigns. The course encourages critical thinking, collaboration, and creativity as students design their own health awareness initiatives and respond to simulated outbreak scenarios.

TECHNOLOGIES

WOOD AND METAL

Unit Title: Wood Technology
Learning Area: Technologies
Capability: Personal and Social

Code: TM01 Year Level: 8/9

Course Description: This unit is designed to extend techniques and processes encountered when working with wood in Year 7 or Year 8. Students use a mix of design briefs, both set by the teacher and student evolved, to investigate, design, make and evaluate projects such as small puzzles, coffee tables and jewellery boxes. Throughout each project, students are required to record all aspects of the process, including any ethical considerations. 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 will be covered in this unit. Students will also study the characteristics of wood and wood related processed materials as they develop their Design and Technologies skills.

Unit Title: Metal Technology
Learning Area: Technologies
Capability: Personal and Social

Code: TM02 Year Level: 8/9

Course Description: This unit follows Year 7 or 8 Metalwork. Students will design, make and evaluate a variety of projects in metal as they explore Design and Technologies skills. Each project will be given in a design brief set by the teacher or evolved by the students themselves. Each project will allow students to experience different processes, techniques and characteristics associated in working with metals and produce functional household and workshop items such as BBQ tools or model cars. Throughout each project, students are required to record all aspects of the process, including any ethical considerations. Students will explore the design process and develop their ability to read and follow a plan for each project. Consideration of safe use of machinery also informs this subject.

Unit Title: Home Workshop
Learning Area: Technologies
Capability: Personal and Social

Code: TM07 Year Level: 9/10

Course Description: Home Workshop is split into 2 different segments, "Auto" and "Building and Construction". Students will explore key skills and concepts associated with basic automotive maintenance and getting your Licence including ethical road usage. This will include a visit from the Victorian Police. Within the Building and Construction unit, students will engage in different aspects of Building and Construction including concreting, plastering, tiling, brickwork and other small tasks. There will be many practical aspects as well as theoretical components in this subject as students implement Design and Technologies skills.

Unit Title: Woodwork Projects
Learning Area: Technologies
Capability: Personal and Social

Code: TM15 Year Level: 9/10

Course Description: In this subject, students will build on learning from previous years. They will learn to use power tools effectively and safely to manufacture a number of products made from various timbers and create a range of final products following the Technology Design Process. Completing this course may assist anyone moving into VCE VET Furnishing in later years.

FOOD

Unit Title: Fabulous Fast Food
Learning Area: Technologies
Capability: Personal and Social

Code: TF07 Year Level: 9/10

Course Description: This unit focusses on the Design Process – investigate, design, produce and evaluate as students are developing skills in the Design and Technologies curriculum. Students will be involved in investigating and planning products to make. Topics to be covered will include adolescent nutritional needs and intakes, modern food ingredients, processed foods and making nutritious home-made fast foods. Students will complete a number of tasks that require them to investigate and plan, produce and then evaluate their work. Students will also investigate social and ethical concerns within the Fast-Food industry.

*Special Requirement:

A large (4 litres) food grade container is required for each practical session.

Unit Title: Food for Life
Learning Area: Technologies
Capability: Personal and Social

Code: TF06 Year Level: 9/10

Course Description: In this unit students will become aware of the different dietary needs of people as they progress through their life cycle. Additionally, they will learn how to cater for the different nutritional requirements. Students explore food models as a means of selecting appropriate foods for children, adolescents, adults, and the elderly. Students will also examine different health concerns and dietary requirements, and any ethical implication involved in these decisions. An analysis of social, ethical and sustainable factors that impact food design, especially in relation to sugar, will be undertaken. Students will develop their Design and Technologies skills in this subject.

*Special Requirement:

A large (4 litres) food grade container is required for each practical session.

Unit Title: Focus on Food
Learning Area: Technologies
Capability: Personal and Social

Code: TF10 Year Level: 8/9

Course Description: Focus on Food explores the skills and concepts of Design and Technology – Food Specialisation. Students will learn about why we choose particular foods, meal planning and influences on food choice in Australia. Students will investigate multicultural influences on our food, as well as bush tucker and vegetarianism. Marketing, advertising and packaging complete this unit. Focus on Food. Students will complete a number of tasks that require them to investigate and plan, produce and then evaluate their work.

***Special Requirement:**

A large (4 litres) food grade container is required for each practical session.

Unit Title: Cooking for Two
Learning Area: Technologies
Capability: Personal and Social

Code: TF03 Year Level: 8/9

Course Description: This unit requires little previous practical experience with the aim of improving the existing knowledge of the students, developing their Design and Technologies skills. Students will learn how to cater for two people in a variety of situations, ranging from breakfasts to dinners, food on a budget and quick and easy meals. A variety of ingredients and food preparation techniques will be used. Students will complete several tasks that required them to investigate, plan, produce, and then evaluate their work.

***Special Requirement:**

A large (4 litres) food grade container is required for each practical session.

TEXTILES

Unit Title: Everyday Textile
Learning Area: Technologies
Capability: Personal and Social

Code: TT07 Year Level: 8/9/10

Course Description: In this course, students will develop further the basic sewing techniques they have mastered in Year 7. Students will be introduced to commercial patterns and learn various construction techniques to create detailed design ideas. They will construct up to three garments (shorts/skirt, pyjamas and something of their own choice), using a domestic sewing machine. The use of different fabrics will be encouraged as students develop their Design and Technology skills.

Note: Students may choose to purchase their own fabric and associated materials if they wish to retain their finished garments or use specific fabrics of personal preference. This purchase is entirely optional and not required for participation in the curriculum. For further information, please contact the teacher in charge.

Unit Title: Surfin' Safari
Learning Area: Technologies
Capability: Personal and Social

Code: TT01 Year Level: 8/9/10

Course Description: In this unit, students will continue to develop their Design and Technology skills as they learn and consolidate basic sewing techniques. Students will be introduced to the basic principle of design and the use of commercial patterns. They have the opportunity to use various construction techniques to construct a sunglasses cover, a hat and a beach bag in suitable fabrics, using a domestic sewing machine. Students also investigate examples of textile design and manufacturing processes in the commercial world.

Note: Students may choose to purchase their own fabric and associated materials if they wish to retain their finished garments or use specific fabrics of personal preference. This purchase is entirely optional and not required for participation in the curriculum. For further information, please contact the teacher in charge.

DIGITAL TECHNOLOGY

Unit Title: Game Design and Programming
Learning Area: Technologies
Capability: Ethical, Critical and Creative Thinking

Code: IT07 Year Level: 8/9/10

Course Description: This course allows students to enhance their skills in Digital Technologies, notably in design, programming and computer operation and function. Students will apply problem-solving methodologies, incorporating planning, design, analysis, and evaluation, to craft games and algorithms. They use Pseudocode and flowcharts as tools to present their algorithms, gaining proficiency in translating their ideas into structured formats. Students also refine their skills in desk checking, a technique used to manually trace through algorithms to ensure their accuracy and efficiency. Additionally, they create user documentation to accompany their programs, ensuring comprehensive understanding and usability.

THE ARTS

VISUAL COMMUNICATION DESIGN

Unit Title: Creative Presentations
Learning Area: The Arts
Capability: Personal and Social

Code: VC23 Year Level: 8/9

Course Description: In Creative Presentations, students will develop their Visual Communication Design skills. Students will learn how refining designs into final presentations is an important part of the design process. The develop and deliver stages of the design process will be explored to create a range of final presentations for a range of audiences and purposes. Tangible items will be created to reflect final designs while design ideas are presented and recorded in a visual diary. Both manual and digital methods will be utilised to present ideas in 2D and 3D finished presentations using a range of media, methods and materials.

Unit Title: Illustration and Design
Learning Area: The Arts
Capability: Personal and Social

Code: VC16 Year Level: 8/9

Course Description: Illustration is a widely used skill in the field of visual communication. It plays a significant role in advertising, children's books, poster design, and the music industry, among other areas. Students will develop skills in rendering and use a variety of materials and media to create both 2D shapes and 3D forms as their Visual Communication Design skills are strengthened. They will analyse illustration skills and develop the techniques required to create visual communication pieces through freehand and digital illustration. Students will also respond to different design problems to develop a folio of finished works. They will create a visual diary visualising the design process and develop various illustration techniques.

Unit Title: Into the Future
Learning Area: The Arts
Capability: Personal and Social

Code: VC21 Year Level: 9/10

Course Description: Concept designers create exciting, futuristic designs that are not yet available. In this Visual Communication Design subject, students will become concept designers and explore the world of product design to create a range of product solutions suited for future problems. They will investigate designers and designs from the past, present and into the future to understand the design process. Research skills, a vivid imagination and the design process will be developed to take designs beyond the 21st Century. A range of methods, media and materials will be used to create 2D and 3D images and finished presentations.

Unit Title: Out of the Box
Learning Area: The Arts
Capability: Personal and Social

Code: VC22 Year Level: 9/10

Course Description: In Out of the Box, students will learn about the world of packaging and how it impacts us every day. They also learn skills in industry-standard print design to apply to packaging. In this Visual Communication Design unit, students will discover how current technology impacts the many aspects of packaging and how packaging standards are applied to various industry and their products. They will also explore digital technologies with an introduction to Adobe Illustrator to create a range of packaging solutions to consumer problems that are 'out of the box'.

VISUAL ART

Unit Title: Steps to Ceramics
Learning Area: The Arts
Capability: Critical and Creative thinking

Code: AT03 Year Level: 8/9

Course Description: If you like to get your hands dirty and you like working in 3D, you will enjoy the skills involved in this course. In this Visual Arts subject, students will investigate a variety of construction techniques and various surface treatments using the media of clay. Pieces will be designed and constructed during the course, using coil, slab and moulding methods. Glazing and slips will also be used. Students will be expected to make design sketches and record ideas and inspiration from the various sources in their Visual Diary. Historical, cultural and contemporary ceramic art will be studied in support of the practical aspects of this course. Design strategies and folio process are also practiced. Students will record the process of making the ceramic items in their Visual diaries and evaluation their learning at the completion of practical pieces.

Unit Title: Print Making
Learning Area: The Arts
Capability: Critical and Creative Thinking

Code: AT07 Year Level: 8/9

Course Description: This Visual Arts unit offers students a great opportunity to explore a range of printmaking materials, techniques and processes. Contemporary and historical prints will be examined. During the semester, students will compile a folio as they learn how to use a variety of printmaking techniques and use various media to do so. Research and art appreciation projects will add to their knowledge of printmaking, helping them to appreciate and develop their own ideas. Students will be required to maintain a visual diary including their ideas, designs and technical information and theory tasks.

Unit Title: The Power of Paint
Learning Area: The Arts
Capability: Critical and Creative thinking

Code: AT31 Year Level: Year 9/10

Course Description: This course is designed to prepare students for senior years of study. This Visual Arts subject will expose students to concepts and practices used in VCE Arts courses. Students will also explore changes in art over several periods of history. In this unit, student will practice painting techniques. This could include washes, glazing, and various special effect mediums. Students will explore colour mixing, designing a composition and other theoretical content. Students will take inspiration from historical and contemporary artists. A Visual Diary will record student's written work and idea generation as well as sample techniques in the lead up to the major works.

Unit Title: Drawing for a Purpose
Learning Area: The Arts
Capability: Critical and Creative thinking

Code: AT14 Year Level: 9/10

Course Description: Drawing is known to improve memory, creativity, and communication skills, problem-solving ability, fine motor skills, increases emotional intelligence and brain connectivity and plasticity, relieve stress and is a great form of relaxation. In short, it is good for everyone to do. Through drawing tasks, students will exercise reason, logic, imagination and innovation. Drawing with a variety of media, students will identify, explore and clarify visual information. Drawing tasks aim to generate innovative ideas and possibilities and various perspective drawing techniques will be investigated. Strategies learnt in this unit will support VCE level students to increase folio sophistication. This Visual Arts unit has a lot of varied and surprising activities to stimulate creativity.

PERFORMING ARTS

Unit Title: Music and Media
Learning Area: The Arts
Capability: Critical and Creative thinking

Code: MU03 Year Level: 8/9/10

Course Description: In this integrated Music and Media Arts subject, students will explore how music and media forms are a means of communication and used in a variety of contexts to express and challenge ideas, emotions and tone in both media texts and stand-alone musical compositions. They investigate ways music from across cultures, times, places and other contexts communicates ideas, perspectives and meaning, including the practices of Aboriginal and Torres Strait Islander musicians. Students also develop their creative and critical thinking skills through engagement as producers and consumers of media. Students will explore various music and media forms, leading to them producing media/musical works that communicate ideas, perspectives and meaning for specific audiences.

Unit Title: All the World's a Stage
Learning Area: The Arts
Capability: Personal and Social

Code: DR03 Year Level: 8/9/10

Course Description:

In All the World's a Stage, students develop their performance skills in a variety of forms including Drama and Dance. 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 also learn about movement for expression and for a set purpose. Students will rehearse for performances in class and may be required to undertake rehearsal outside of class time. Through this unit, students will explore and develop their own practices to create and present works to an audience.

Note: Performances may be held outside of school hours and students would be expected to participate.

ACCELERATION

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 and is not guaranteed.

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 a Units 3 and 4 subject 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) for the unit. 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 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. In Unit 3 and 4 subjects, 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 allows 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 Senior School 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 VCE VM in the same way that VCE VET programs do, depending on the number units of competency completed. 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, 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 recognised qualification and includes paid work.

More information is available at vcaa.info/ShapeYourVCE

VCE ACCELERATED UNITS OFFERED 2026

- VCE Art Creative Practice
- VCE Physical Education
- VCE Visual Communication Design
- VCE VET Sport and Recreation
- VET Delivered to Secondary School (VDSS)

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

These are extracts from the VCAA Study Designs.

Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/pages/vce-study-designs.aspx

VCE PHYSICAL EDUCATION

Rationale

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical concepts of physical activity with practical application. This develops the knowledge and skills required to critically evaluate influences that affect their own and others' participation and performance in movement. Movement is a valid and valued context for learning that also provides students with the opportunity to appreciate the physical, social, emotional, mental and spiritual benefits associated with movement in promoting health and wellbeing. Therefore, movement experiences in VCE Physical Education encourage students to intrinsically appreciate movement while developing theoretical understanding. 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 lifetime. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

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, sport and exercise

Unit 4: Training to improve performance

These are extracts from the VCAA Study Designs.

Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/pages/vce-study-designs.aspx

VCE VISUAL COMMUNICATION DESIGN

Rationale

The complex demands of 21st-century living have broadened the scope of the designer's work, and the potential of design to solve ill-defined problems is recognised across sectors including business, industry and education. In response, VCE Visual Communication Design moves beyond practices focusing largely on appearance and function, and views the work of designers as part of larger systems and services addressing problems in sustainable and strategic ways.

Contemporary designers understand that visual communication is viewed in increasingly fluid and rapidly changing contexts, and that today's consumers are often co-creators of content and form. In response, they engage deeply with human-centred research practices to uncover problems, opportunities and emerging trends, while empathising with stakeholders' needs, desires, behaviours and attitudes.

The study of VCE Visual Communication Design, therefore, seeks to cultivate future-ready designers who have a critical and reflective eye, a refined aesthetic sensibility, and who are equipped with the skills, knowledge and mindsets necessary to address the problems of life. Through exposure to the cultures and traditions of design practice, students learn how designers visually communicate ideas and information when designing for people, communities and societies. They develop the knowledge, skills and dispositions required of a multidisciplinary designer who is a reflective, responsible and empathetic practitioner equipped with agency and initiative.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Unit 1: Finding, reframing and resolving design problems

Unit 2: Design contexts and connections

Unit 3: Visual communication in design practice

Unit 4: Delivering design solutions

These are extracts from the VCAA Study Designs.

Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/pages/vce-study-designs.aspx

VCE VET SPORT AND RECREATION

Certificate III in Sport, Aquatics and Recreation SIS30122

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.

Certificate III in Sport, Aquatics and Recreation SIS30122 provides student with the skills and knowledge to work in the Sport and Recreation industry. Units 3 and 4 offers scored assessment and include the core units: Conduct sport coaching sessions for foundation participants, Facilitate groups, Deliver recreation sessions and Participate in WHS hazard identification, risk assessment and risk control processes.

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.

Entry

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

Program Structure

The VCE VET Sport and Recreation program offers Units 1-4 from SIS30122 Certificate III in Sport, Aquatic and Recreation. The program consists of 15 units of competency which are distributed as follows:

Unit 1 and 2

11 units of competency (5 core units and 6 elective units)

Units 3 and 4

4 compulsory units of competency (1 core unit and 3 elective units), set by VCAA

On successful completion of all Units 1, 2, 3 and 4, students are eligible for:

- The award of SIS30122 Certificate III in Sport, Aquatic and Recreation
 - Recognition of up to three units at Units 1 and 2 level and a Unit 3 and 4 sequence.
- VCE VET Units 3 - 4 offers scored assessment.

NB: The Units 3 and 4 sequence of SIS30122 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 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

Course Code	Certificate	Pathway
AHC20122	Certificate II Agriculture	Agriculture, Horticulture, Conservation & Ecosystem Management
22614VIC	Certificate II in Building and Construction Pre-apprenticeship	Building and Construction
CHC22015	Certificate II in Community Services	Community Services
SIT20421	Certificate II in Cookery	Hospitality
CHC30121	Certificate III in Early Childhood Education and Care (Partial Completion)	Early Childhood Education
UEE22020	Certificate II in Electrotechnology (Career Start)	Building and Construction
22632VIC	Certificate II in Engineering Studies	Engineering
HLT33115	Certificate III in Health Services Assistance (Partial Completion)	Health
AHC20422	Certificate II in Horticulture	Agriculture, Horticulture, Conservation & Ecosystem Management
SIT20322	Certificate II in Hospitality	Hospitality
CHC33015	Certificate III in Individual Support (Partial Completion)	Health
22569VIC	Certificate II in Plumbing (Pre-apprenticeship)	Building and Construction
SHB20216	Certificate II in Salon Assistant	Hair and Beauty

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

VET DELIVERED TO SECONDARY SCHOOL (VDSS)

GOTAFE Wangaratta Courses

Course Code	Certificate	Pathway
AUR20720	Certificate II in Automotive Vocational Preparation	Automotive
22614VIC	Certificate II in Building and Construction Pre-Apprenticeship	Building
CHC32015	Certificate III in Community Services	Community Services
CUA30720	Certificate III in Design Fundamentals	Design Fundamentals
CHC30121	Certificate III in Early Childhood Education and Care	Early Childhood
CHC24015	Certificate II in Active Volunteering (NEW)	Community Services
CHC30221	Certificate III in School Based Education Support	Education Support
UEE22020	Certificate II in Electrotechnology (Career Start)	Electrical
22632VIC	Certificate II in Engineering Studies	Engineering
SHB20216	Certificate II in Salon Assistant	Salon Assistant
HLT33115	Certificate III in Health Services Assistance	Health
ICT30120	Certificate III in Information Technology	Info Tech
SIT20421	Certificate II in Cookery	Cookery
SHB30221	Certificate III in Make-Up	Make - Up
22569VIC	Certificate II in Plumbing (Pre-Apprenticeship)	Plumbing
ACM20121	Certificate II in Animal Care	Animal Studies
22647VIC	Certificate III in Equine Studies	Equine Studies
BSB30120	Certificate III in Business	Business
AHC20122	Certificate II in Agriculture	Agriculture

*All courses are subject to change based on student enrolment numbers and availability. Scored assessment is available with some courses. For more information visit: <https://www.gotafe.vic.edu.au/courses/vet-delivered-to-school-students>

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