



MIDDLE SCHOOL SUBJECT SELECTION GUIDE

2027



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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 or 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

2027 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	HU86 Ancient Societies	JS83 Matter in Motion	PE08 Physical Education Year 8	TF02 Around the World	AT16 Decorative and Functional
EN09 Year 9 English		MA09 Year 9 Maths	HU88 Cultures and Connections	JS84 The Dynamic Planet	PE09 Physical Education Year 9	TM03 Functional Woodwork	VC03 Design and Make
				SC82 Sport Science	SP01 Sport Years 7/8	TT03 Dramatic Design	DR03 All the World's a Stage
					OE09 Alpine Environments		
					HE82 Healthy Mind, Healthy Body		
Semester 1 – Years 9/10							
EN09 Year 9 English	LA03 Intermediate Indonesian 1	MA09 Year 9 Maths	HI91 World War One Before and After	SS93 Blueprints and Building Blocks	PE09 Physical Education Year 9	TF09 Baker's Shop	AT18 Places and Spaces
EN10 Year 10 English		MA10 Year 10 Maths	HU93 Global Rights and Freedom	SS94 Earth's Core to Cosmic Shore	PE10 Physical Education Year 10	TM13 Woodwork Extension	VC06 Design Themes
			HU94 Cost of Conflict	SC94 Forensics and Psychology	SP02 Sport Years 9/10	TT03 Dramatic Design	DR03 All the World's a Stage
					HC10 Health and Careers Year 10		
					OE09 Alpine Environments		

2027 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	HI86 Beyond the Horizon HI82 Medieval History	JS83 Matter in Motion JS84 The Dynamic Planet PH82 Space Science and Rockerty	PE08 Physical Education Year 8 PE09 Physical Education Year 9 SP01 Sport 7/8 HE82 Healthy Mind, Healthy Body	TF13 Lunchbox Delights TM04 Functional Metalwork TT10 Sew Sensational IT08 Worldwide Communications	AT15 Appropriation and Inspiration VC04 Architecture and Environmental Design ME04 Media Makers
EN09 Year 9 English		MA09 Year 9 Maths					
Semester 2 – Years 9/10							
EN09 Year 9 English	LA04 Intermediate Indonesian 2	MA09 Year 9 Maths	SE92 Alpine Studies SE93 Global Turning Points HU95 Modern Explorers	SS93 Blueprints and Building Blocks SS94 Earth's core to Cosmic Shore SC93 Biochemistry Science	PE09 Physical Education Year 9 PE10 Physical Education Year 10 SP02 Sport 9/10 HC10 Health and Careers Year 10	TF12 Cooking Classics TM14 Metalwork Extension TT10 Sew Sensational IT08 Worldwide Communications	AT17 A Picture Paint 1000 Words VC07 Advertising and Communication Design ME04 Media Makers
EN10 Year 10 English		MA10 Year 10 Maths					

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 and 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 different 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: Healthy Mind, Healthy Body

Code: HE82

Year Level: 8/9

Learning Area: Health and Physical Education

Capability: Personal and Social Capability

Course Description: In Healthy Mind, Healthy Body, students will explore the personal and social factors that influence identities, relationships and overall wellbeing. They will investigate the impact of substances such as alcohol, drugs and vaping, analysing health information and messages to develop strategies that promote safer decision-making for themselves and others. Students will also examine how digital and social media shape identity, communication and health behaviours. Through learning activities inspired by The Practical Guide to Love, Sex and Relationships, students will develop their understanding of consent, communication, sexual diversity, protective behaviours and help-seeking strategies both online and offline. Class discussions, resource creation and project-based learning will encourage students to think critically about respectful relationships, health messages and the influences that shape their choices. By the end of the subject, students will be equipped with practical skills to support their own wellbeing and respond confidently to the challenges faced by young people.

Unit title: Alpine Environments

Code: OE09

Year level: 8/9/10

Learning Area: Health and Physical Education, Humanities

Capability: Personal and Social Capability

Course Description: In Alpine Environments, students will develop skills in hiking, mountain bike riding, map reading, navigation, first aid and risk management, while exploring the characteristics of alpine environments, First Nations connections to Country, the history of land use and the impacts people have on outdoor environments. The course encourages students to participate safely, confidently, respectfully and sustainably in outdoor activities.

HUMANITIES

Unit Title: Beyond the Horizon

Code: HI86

Year Level: 8/9

Learning Area: Humanities

Capability: Personal and Social

Course Description: Students will discover pirates as a truly global phenomenon, spanning different cultures, eras, and oceans. This unit explores the infamous pirates of the Caribbean, the Barbary corsairs who raided the Mediterranean, and the powerful pirate fleets of Asia, including the remarkable story of Ching Shih, who commanded one of the largest pirate fleets in history. Students will investigate why pirates have emerged throughout history, from weak governance and valuable trade routes to economic desperation and consider how pirates still exist in parts of the world today.

Unit Title: Medieval History

Code: HI82

Year Level: 8/9

Learning Area: Humanities

Capability: Personal and Social

Course Description: Students will undertake the fascinating study of Medieval Europe from 1066 to 1500. This unit explores daily life in medieval times, from the experiences of peasants and merchants to the lives of knights and nobles, and how feudal society was organised into a strict hierarchy of power and obligation. Students will investigate the importance of castles and monasteries, not just as buildings but as centres of defence, faith, and community life. The unit examines the rule of great kings and queens through times of peace and war, including the causes and consequences of major conflicts such as the Crusades.

Unit Title: Ancient Societies

Code: HU86

Year Level: 8/9

Learning Area: Humanities

Capability: Intercultural

Course Description: Students will step back in time 10,000 years to discover how the very first cities, laws, and civilisations were born. This unit uncovers the secrets of three incredible ancient societies: Mesopotamia, the land between two rivers where writing was invented; Egypt, home to towering pyramids and powerful pharaohs; and India, birthplace of some of the world's oldest cities and trade networks. Students will investigate how early humans went from wandering hunters to city builders, and how ancient rulers governed entire empires.

Unit Title: Cultures and Connections

Code: HU88

Year Level: 8/9

Semester: Semester 2

Learning Area: Humanities

Capability: Intercultural

Course Description: Students will explore cultural identity, migration, and diversity in historical and contemporary contexts. This unit examines what shapes cultural identity, the causes and effects of migration throughout history, and the lives and traditions of Indigenous peoples, including Māori, Native American, and Sámi communities, and their deep connection to land and language. Students will explore significant movements of people, from European settlement to modern refugee journeys, and the diverse cultures that have shaped our connected world.

Unit Title: Alpine Studies

Code: SE92

Year Level: 9/10

Learning Area: Humanities

Capability: Ethical

Course Description: Students will explore the diverse and fragile alpine environments both locally and globally. The unit 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, as well as the environmental threats and development challenges facing these high-altitude areas.

Unit Title: Global Turning Points

Code: SE93

Year Level: 9/10

Learning Area: Humanities

Capability: Ethical

Course Description: Students will delve into pivotal historical moments and their profound effects on geography, economics, and civic life around the world. This unit explores events such as the Great Depression, the Holocaust, and the September 11 attacks, examining how these moments have transformed societies, reshaped institutions, and influenced global policies. Students will uncover the lasting impact of these events and develop a deeper understanding of how history shapes today's world.

Unit Title: World War One: Before and After

Code: HI91

Year Level: 9/10

Learning Area: Humanities

Capability: Ethical

Course Description: Students will investigate how Australian society developed in the decades following Federation. This unit covers the reasons for Federation, the White Australia Policy, the First World War, and the social changes of the 1920s. Students will explore how these events shaped the Australia we know today.

Unit Title: Global Rights and Freedom

Code: HU93

Year Level: 9/10

Learning Area: Humanities

Capability: Ethical

Course Description: Students will explore the global struggle for human rights and freedom in the modern world. This unit examines how rights are won, protected, and challenged across different societies, looking at issues such as democracy and authoritarianism, forced migration, and the ongoing push for equality. Students will also consider the role international law and global movements play in shaping a fairer world.

Unit Title: Cost of Conflict

Code: HU94

Year Level: 9/10

Learning Area: Humanities

Capability: Ethical

Course Description: Students will explore the causes and consequences of conflict from 1950 to the present day, with a focus on Australia's involvement in global wars. This unit examines the Korean War, the Vietnam War, and conflicts in the Middle East, looking at why these wars broke out and the impact they had on soldiers, civilians, and nations. Students will consider the lasting cost of conflict and its role in shaping the modern world.

Unit Title: Modern Explorers
Learning Area: Humanities
Capability: Critical and Creative Thinking

Code: HU95 Year Level: 9/10

Course Description: Students will explore the achievements and impact of modern exploration, from the depths of the ocean to the edges of space. This unit examines the space race and the rise of new space pioneers, alongside deep-sea exploration, polar expeditions, and the challenge of climbing Mount Everest. Students will consider how these feats of exploration have shaped economies, communities, and our understanding of the world.

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

Code: LA01 Year Level: 8

Learning Area: Languages - Indonesian

Capability: Intercultural

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

Code: LA02 Year Level: 8

Learning Area: Languages – Indonesian

Capability: Intercultural

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: Intermediate Indonesian 1

Code: LA03 Year Level: 9/10

Learning Area: Languages – Indonesian

Capability: Intercultural

Course Description: Intermediate Indonesian 1 builds on students' existing knowledge of Indonesian and develops their ability to communicate in familiar and increasingly complex contexts. Topics include Going to School and Transportation. Students develop their listening, speaking, reading and writing skills while expanding their vocabulary and understanding of Indonesian grammatical structures. Students engage with a range of spoken, written and multimodal Indonesian texts and develop their ability to communicate information, express ideas and describe experiences. The course also develops intercultural understanding through exploration of Indonesian language, culture and everyday life.

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

Code: LA04 Year Level: 9/10

Course Description: Intermediate Indonesian 2 continues to develop students' knowledge and use of Indonesian, building greater confidence and competence in communication. Topics include Sports and Environment. Students further develop their listening, speaking, reading and writing skills through increasingly complex Indonesian texts and interactions. The course focuses on expanding vocabulary and grammatical structures to enable students to communicate ideas, express opinions, describe experiences and discuss familiar issues. Students also develop their intercultural understanding by exploring Indonesian perspectives, practices and experiences related to sport, the environment and everyday life.

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: Year 8 Mathematics is a year-long subject, covering the six Mathematics strands of the Victorian Curriculum F-10: Number, Algebra, Measurement, Space, Probability, and Statistics. Students will use irrational numbers, apply exponent laws, and use algebraic techniques to simplify expressions, solve linear equations and graph relationships. They model practical problems using ratios, percentages, rates and linear relations, solve measurement problems involving composite shapes, right prisms, circles and Pythagoras' theorem, and describe position in 3 D while identifying congruency and similarity. Students analyse data distributions, compare samples, and determine probabilities for simple and compound events using tables, diagrams and simulations. Throughout the year, students will develop problem-solving abilities, enhance their understanding through mathematical modelling, and learn to apply their knowledge in practical situations.

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

Code: MA09

Course Description: Year 9 Mathematics is a year-long subject, covering the six Mathematics strands of the Victorian Curriculum F-10: Number, Algebra, Measurement, Space, Probability, and Statistics. Students will use rational and irrational numbers to solve problems, extend exponent laws, and expand and factorise quadratic expressions. They explore linear relationships by finding gradients, midpoints and distances, and use mathematical modelling with linear and quadratic functions to understand and describe change, including simple interest. Students graph and solve quadratic equations, investigate how changing parameters affects different functions, and apply formulas to solve surface area, volume, ratio, similarity and scale problems. They use Pythagoras' theorem, trigonometric ratios and scientific notation in practical contexts. Students also work with enlargements, design and test geometric algorithms, analyse multiple data sets using summary statistics, and determine probabilities for two step chance experiments using tables, diagrams and simulations.

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

Code: MA10

Course Description: Year 10 Mathematics is a year-long subject, covering the six Mathematics strands of the Victorian Curriculum F-10: Number, Algebra, Measurement, Space, Probability and Statistics. Students make connections between algebraic equations and their related graphs and strengthen their number skills. 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, scale and proportion, and apply Pythagoras and trigonometry. Throughout these mathematical studies, digital tools are used to explore and visualise key concepts.

SCIENCE

Compulsory 8/9 Units

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

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 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 compulsory subject that needs to be completed in Year 8 or Year 9.

SCIENCE

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 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 compulsory subject that needs to be completed in Year 9 or Year 10.

OTHER SCIENCE UNITS

Unit Title: Space Science and Rocketry
Learning Area: Science
Capability: Critical and Creative Thinking

Code: PH82

Year Level: 8/9

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 and research activities.

Unit Title: Sport Science
Learning Area: Science
Capability: Critical and Creative Thinking

Code: SC82

Year Level: 8/9

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. A research and practical reports are also expected to be completed.

Unit Title: Forensics and Psychology
Learning Area: Science
Capability: Critical and Creative Thinking

Code: SC94

Year Level: 9/10

Course Description: This unit is an introduction to forensic science including what it is, collecting evidence, the forensic laboratory and the crime scene. Forensic testing on contact traces includes: drugs, hair, fibre analysis, pesticides, body fluids and tissues, microscopic analysis, product tampering, fingerprinting, documentation (forgery) and DNA analysis. Instrumentation techniques in forensic science include chromatography, microscopes and instrumental analysis. Forensic psychology, personality types, human behaviour will also be studied. There will be an emphasis on scientific technique and the problems encountered with scientific evidence – how the accuracy of results depends on the method of evidence collection and the care taken during analysis to avoid contamination. Assessments will include research, practical investigations, poster work and tests. At least four homework tasks are also part of the course.

Unit Title: Biochemistry Science
Learning Area: Science
Capability: Critical and Creative Thinking

Code: SC93

Year Level: 9/10

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 and research activities.

TECHNOLOGIES

WOOD AND METAL

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

Code: TM03 Year Level: 8/9

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 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
Learning Area: Technologies
Capability: Personal and Social

Code: TM04 Year Level: 8/9

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 Welded Steel Dice and a Fire Poker Set 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 read and interpret plans, record all aspects of the process, and then make a presentation of their finished project to the teacher. This unit should give students a good basis for Metal Technology units in the future.

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

Code: TM13 Year Level: 9/10

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 several products made from timber. Completing this course will assist anyone moving into VCE VET Furnishing.

Unit Title: Metalwork Extensions
Learning Area: Technologies
Capability: Personal and Social

Code: TM14 Year Level: 9/10

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 VCE VET Engineering in future years.

FOOD

Unit Title: Around the World
Learning Area: Technologies
Capability: Intercultural

Code: TF02 Year Level: 8/9

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, covering each continent. They will investigate their chosen countries with an emphasis on the food industry and food preparation, developing an awareness of cultures unfamiliar to them.

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

Unit Title: Lunchbox Delights
Learning Area: Technologies
Capability: Personal and Social

Code: TF13 Year Level: 8/9

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, emphasising the preparation of 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.

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

Unit Title: Baker's Shop
Learning Area: Technologies
Capability: Critical and Creative Thinking

Code: TF09 Year Level: 9/10

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, with students trialling a variety of decorative techniques, and packaging and marketing will also be explored.

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

Unit Title: Cooking Classics
Learning Area: Technologies
Capability: Personal and Social

Code: TF12 Year Level: 9/10

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. Students will also examine the origins and evolution of classic recipes, understanding how they have been adapted to modern tastes and dietary requirements.

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

DIGITAL TECHNOLOGIES

Unit Title: Worldwide Communications
Learning Area: Technologies
Capability: Ethical

Code: IT08 Year Level: 8/9/10

Course Description: In this course, students will learn about the functions and components of websites and apply their knowledge to create a range of websites that focus on design, functionality and organisation. They develop an understanding of requirements and design criteria as well as user needs, future impacts and opportunities for enterprise and innovation. The course also examines the benefits of global communication through the internet and explores the societal impacts of social media. In addition, students will study computer networks and potential security threats as well as develop their understanding of digital footprints.

TEXTILES

Unit Title: Dramatic Designs
Learning Area: Technologies
Capability: Critical and Creative Thinking

Code: TT03 Year Level: 8/9/10

Course Description: In this unit, students will be introduced to the basic principles of design and begin using more advanced fabric embellishment techniques, e.g. beading and trims, to create simple but dramatic costumes for theatre, fancy dress parties or evening wear. Students will investigate the use of costume design in the theatre and on the red carpet. Students will complete samples of various construction techniques and processes and will maintain a folio of design ideas.

Unit Title: Sew Sensational
Learning Area: Technologies
Capability: Critical and Creative Thinking

Code: TT10 Year Level: 8/9/10

Course Description: In this unit, students will learn and develop their basic sewing skills. Students will begin to use commercial patterns and learn various decorative techniques and investigate textiles in traditional culture. Students will be required to apply these techniques to construct a decorated book cover and tote bag during the semester and will maintain a folio of design ideas.

THE ARTS

VISUAL ARTS

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

Code: AT16 Year Level: 8/9

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 a ceramic piece with the emphasis of surface design using painted glaze. A piece created using printmaking techniques and a third object that has a decorative and functional purpose. A visual diary will be maintained that includes student ideas, designs and technical information about the pieces they will produce. 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 elements and principles and provide them with essential art making skills.

Unit Title: Appropriation and Inspiration
Learning Area: The Arts
Capability: Critical and Creative Thinking, Ethical

Code: AT15 Year Level: 8/9

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 several art works in conjunction with research and written appreciation tasks. A visual diary will be maintained that includes student ideas, designs and technical information regarding the folio pieces they will produce. 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
Learning Area: The Arts
Capability: Critical and Creative Thinking

Code: AT17 Year Level: 9/10

Course Description: Art always tells a story of some kind. This unit explores the different purpose and intention of art messages such as 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 visual diary work. Students will create folio pieces that have specific messages. A broad range of media both two and three dimensional will be offered. A visual diary will be maintained that includes student ideas, designs and technical information about the folio pieces they will produce. 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.

Unit Title: Places and Space
Learning Area: The Arts
Capability: Critical and Creative Thinking

Code: AT18 Year Level: 9/10

Course Description:

This unit will explore the theme of landscape. Students will examine famous Landscape artists from Historic to Contemporary. 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 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. A visual Diary will be maintained that includes student ideas, designs and technical information. 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.

VISUAL COMMUNICATION DESIGN

Unit Title: Design and Make
Learning Area: The Arts
Capability: Critical and Creative Thinking

Code: VC03 Level: 8/9

Course Description:

This unit provides students with the opportunity to design, create, and develop solutions that meet a specific design brief. Students will consider purpose, context and target audience to conduct research, generate ideas, and refine those ideas before producing a mock-up of their final product or design. Throughout the design process, students will maintain a visual diary to document their design process. They will also explore the materials, media, and methods used by designers and analyse how design elements and principles are applied in various pieces of design.

Unit Title: Architecture and Environmental Design
Learning Area: The Arts
Capability: Critical and Creative thinking

CODE: VC04 Level: 8/9

Course Description: This unit focuses on the design of both interior and exterior spaces, encompassing aspects of architecture and interior design. Students will learn a variety of technical drawing skills and will investigate environmental design concepts. The course begins with students completing the design of a bedroom, utilising mood boards, floor plans, and planometric drawings. Following this, they will create a floor plan, elevations, and a two-point perspective drawing of a house. Additionally, the course will explore manual 3D construction techniques using paper and cardboard and may also introduce digital methods for producing 3D models and drawings.

Unit Title: Design Themes
Learning Area: The Arts
Capability: Critical and Creative thinking

Code: VC06 Level: 9/10

Course Description: This unit will enable students to further develop their skills and concepts in Visual Communication Design. Students will engage in the design process while responding to specific design briefs. This unit encourages students to select their own themes and explore design challenges in areas of personal interest, such as recreation, sports, fashion, hobbies, or other topics they are passionate about. A variety of methods will be explored throughout the course, including drawing, computer-based design, 3D processes, and photography. Students will work with a range of media, techniques, and materials while examining design elements and principles.

Unit Title: Advertising and Communication Design

Code: VC07

Level: 9/10

Learning Area: The Arts

Capability: Critical and Creative thinking

Course Description: This unit introduces students to the role of designers in the advertising industry. Students will explore how advertising agencies operate and understand the specific contributions of graphic designers. They will learn how to write a creative brief and follow the design process to develop both two-dimensional and three-dimensional advertising solutions for a brand or product. Throughout this exploration, students will experiment with various methods, media, and materials. They will investigate a range of advertising techniques utilising different media, from print to moving images, and present their ideas both manually and digitally.

DRAMA

Unit Title: All the World's a Stage

Code: DR03 Year Level: 8/9/10

Learning Area: The Arts

Capability: Personal and Social

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.

MEDIA ARTS

Unit Title: Media Makers

Code: ME04 Year Level: 8/9/10

Learning Area: The Arts

Capability: Personal and Social

Course Description: Students explore the creative process behind film production through a range of hands-on activities. They develop skills in visual storytelling, planning, photography, and digital media while working collaboratively to bring ideas to life.

ACCELERATION

ACCELERATION GUIDELINES FOR YEAR 10 STUDENTS

PURPOSE:

- To enable students to experience and be challenged by a VCE or VCE VET subject or a VET Delivered to Secondary School (VDSS) course.

ADVANTAGES:

- For students to experience a VCE/VCE VET subject or a VDSS course.
- To provide an additional opportunity to extend and academically challenge students
- Increased subject focus and exposure to a VCE/VCE VET subject or a VDSS course
- Potential extension and consolidation of a student's Senior School 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 Acceleration subject/course 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 child 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 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/VCE VET subject or VDSS course 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/VCE VET subject or a VDSS course

- 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 2027

- VCE Chemistry
- VCE Physical Education
- VCE Psychology
- VCE VET Sport and Recreation
- VCE Visual Communication Design
- VET Delivered to Secondary School (VDSS) course

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.

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

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

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

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 PSYCHOLOGY

Rationale

VCE Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour. They develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements. The study is designed to promote students' confidence and their disposition to use the information they learn in the study in everyday situations. Studying VCE Psychology enables students to develop their capacity to think, question and analyse psychological research and critically reflect on the findings of experiments and research. They are encouraged to use their problem-solving skills, including critical and creative thinking, to establish and articulate their understandings through their class discussions, practical work and written responses – all of which may help students to think deeply and critically about their own lives, manage life circumstances and reach personal goals.

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: How are behaviour and mental processes shaped?

Unit 2: How do internal and external factors influence behaviour and mental processes?

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.

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

These are extracts from the VCAA Study Designs.

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

VET DELIVERED TO SECONDARY SCHOOL (VDSS)

VET Delivered to Secondary School (VDSS) is offered through external organisations and provides a student with the ability to undertake an 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 to these VET courses. However, transport availability for 2027 is yet to be advised. 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
SIT20421	Certificate II in Cookery	Hospitality
CAU30720	Certificate III in Design Fundamentals	Creative Industries
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
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
ACM20121	Certificate II in Animal Care	Animal Studies
AUR20720	Certificate II in Automotive Vocational Preparation	Automotive
22614VIC	Certificate II in Building and Construction Pre-Apprenticeship	Building
BSB30120	Certificate III in Business	Business
CUA30720	Certificate III in Design Fundamentals	Design Fundamentals
CHC30121	Certificate III in Early Childhood Education and Care	Early Childhood
UEE22020	Certificate II in Electrotechnology (Career Start)	Electrical
22632VIC	Certificate II in Engineering Studies	Engineering
22647VIC	Certificate III in Equine Studies	Equine
HLT33115	Certificate III in Health Services Assistance	Health
ICT30120	Certificate III in Information Technology	Info Tech
SHB30221	Certificate III in Make-Up	Make - Up
AHC20122	Certificate II in Plumbing (Pre-apprenticeship)	Plumbing
SHB20216	Certificate in Salon Assistant	Hair

Year 10 Multi Trade Vocational Explorer Program

The Multi Trade Vocational Explorer Program (2027) is a one-year Vocational Education and Training Delivered to Secondary Students (VDSS) course designed for Year 10 students. The program provides a broad introduction to key trade areas, including Construction, Plumbing, Engineering, and Automotive, supporting students to explore potential pathways before selecting a specialised VDSS or pre-apprenticeship program in 2028.

*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>

