MAFFRA SECONDARY COLLEGE

2027 Senior Years Subject Information

More than you imagine . . .

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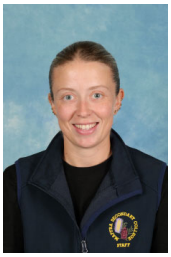
Senior School – Key Staff Members 2026

Kim Dormer

Senior School Leader

Carol Caffrey

Year 12 Coordinator



Ashlee Williams

Year 11 Coordinator

Judd Newton

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Renae Britton

Administration

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Careers Practitioner

Welcome to the Senior School (Years 10-12)

The Senior School at Maffra Secondary College comprises all students in years 10, 11 and 12. Students enter the Senior School at Year 10, with the ability to select an academic program that has breadth across the curriculum, while also being appropriate for their interests and pathways. Year 10 students must study the core subjects of English and Mathematics, which run all year. They must also select one semester-based subject from the Science subjects, and one from the Humanities subjects, but have the freedom to select 6 other electives, from any other subject areas. We encourage students to select Year 10 subjects that will align with their chosen pathways and are in line with VCE subjects they may select for Year 11. Individualised course counselling with qualified careers practitioners supports students to make subject choices that will best suit their individual future learning and career goals.

Our Year 10 program has high expectations of students, with a curriculum and assessment program that operates in alignment with the expectations and requirements of the VCE. As per years 7, 8 and 9, students in Year 10 achieve either 'Satisfactory' (S) or 'Not-Satisfactory' (N) for their semester-based units, and are required to maintain exemplary attendance, submission of required coursework, and completion of common assessment tasks (CATs) to receive an S for a unit. This approach prepares students for the rigour of the VCE which all students undertake in Year 11 and 12. All students are asked to achieve and maintain a progress report average of 3 across Year 10 to ensure they have the learning behaviours needed to achieve success in Year 11 and 12.

All students entering Year 11 undertake the VCE. However, some students may select to enrol in the Vocational Major (VM), which is a specific two-year program available within the VCE. Students who undertake the VCE VM will be required to undertake VCE VM subjects to ensure they meet the requirements of the certificate outlined by the Victorian Curriculum and Assessment Authority (VCAA). This pathway includes a compulsory Vocational Education and Training (VET) course, completed at TAFE Gippsland, and compulsory Structured Work Placement. Students will need to demonstrate readiness for an adult learning environment and complete a VET application to be considered for the VCE VM.

Students not wishing to undertake the VCE VM stream will complete their VCE as usual, by successfully undertaking the required number of VCE units over Years 11 and 12, before the external examinations and attainment of an ATAR (Australian Tertiary Admissions Rank). Both VCE options (VM and non-VM) are two-year programs and the certificate will be awarded at the completion of Year 12.

There will be a small number of students who are unable to access the VCE or VCE VM, due to disability, chronic illness, trauma or other documented reasons for disengagement. These students may be invited by the College to undertake the Victorian Pathways Certificate (VPC), which is essentially a re-engagement program and is not part of the VCE. This is a program that can prepare students to undertake the VCE VM or prepare students for employment. Please note, the VPC may not run every year depending on student cohort needs.

At MSC, through individual course counselling and tailored support, we aim to provide the program that suits each student's learning needs and future goals. Study skills and exam techniques are explicitly taught to all students, and we also encourage all students to contribute to their community. Student voice and agency are core foci both within and outside of the classroom.

To support students holistically as they progress through these important years of schooling, we provide a senior school leader, year level coordinators, extensive wellbeing support, and targeted careers support. These staff members are all located in the Senior School area in order to best serve the immediate needs of students.

The Senior School team look forward to working with you to help your child achieve their potential.

Senior School Support Services

Communication is Key

We begin the year with an information evening for all year 10-12 students and their families. Regular student meetings are held during the week, as well as assemblies on Mondays and Learning to Learn classes once a week. The Senior School team take these opportunities to distribute important information and have open discussions about relevant issues.

Learning to Learn is a compulsory, and very important component of each student's week. During Learning to Learn classes, we explicitly teach students key skills such as goal setting, minimizing stress, time management, study skills and invite reflection on fulfilling potential. Previous students and other motivational guest speakers are invited to return to the College to share their experiences. Career groups and employers also work with the College and attend special events including our annual Careers and Information EXPO. We also deliver the Respectful Relationships Curriculum through these sessions.

Parents are regularly kept informed about Senior School events and information via the College newsletter as well as letters sent directly to parents. Special information evenings are held as well as parent/teacher interviews, a Careers / Pathways EXPO and individual meetings when needed. If there are any concerns regarding your student the relevant Year Level Coordinator will make direct contact with parents/guardians.

Senior Study Centre

This spacious area is the academic and operational centre of the senior school. Located centrally in the H Wing, the facility provides self-contained administrative, study and careers areas. The study centre has the following facilities available for students:Wi-Fi access via student netbooks. Every student has a unique password that enables access to the College network programs and individual, secure, electronic file storage.

- Wi-Fi access via student netbooks. Every student has a unique password that enables access to the College network programs and individual, secure, electronic file storage.
- A kitchen equipped with microwave ovens, refrigerator, sandwich-makers and tea/coffee making facilities.
- Convenient access to all Senior School staff, our Careers Practitioner and the Careers Office, which contains up-to-date information on further education and employment pathways. Students are also located adjacent to the Wellbeing space, with access to counselling services and other support staff.

College Library

Our College library is open every day from 8.30am until 4.00pm and all students are encouraged to use the specialised staff and facilities it provides. The library provides the following services available to our senior students:

- A quiet place to work if needed
- Staff assistance with research and study questions
- Accessible computers
- Year 12 study guides/study cards/practice exams
- Web page with access to daily newspaper and magazine indexes including full text databases
- A broad range of daily papers as well as academic and recreational magazines

Careers and Managed Individual Pathways

Our College has a proud history of achieving positive outcomes for student transition from secondary school. The College Careers Team consists of two qualified Careers Practitioners. Mark Lomas does the majority of the student counselling, and our Assistant Principal Marie Clark (also a qualified careers practitioner) works closely with Mark to oversee the Careers Program at the school. The Careers Program provides information and services to all students, including:

- Individual course counselling for all students entering years 10-12.
- Co-ordination of work experience and work placement programs for students who are over 15 years of age.
- Extensive careers counselling services including tertiary education advice, referrals to employers, school-based traineeships and apprenticeships and assistance with all application processes.
- Assistance with tertiary applications, including applications for scholarships, interview preparation and referrals to receive assistance with folios.
- Co-ordination of special events including tertiary tours, careers events, guest speakers and careers excursions.
- Management of specialised programs such as Students Access Monash (SAMs) and partnerships with local employers and community groups.

The Careers Team looks forward to working with students and their families to progress towards a fulfilling and rewarding career path.

Student Wellbeing

The Student Wellbeing teamwork from our Wellbeing Centre, which is centrally located within the Senior Study Centre in the H Wing. Our highly qualified Wellbeing team work closely with the staff and students in the Senior Years to assist in providing support through what can be a very challenging few years.

Emily Herbstreit is the Wellbeing Leader. Her role is to work with individual students for all wellbeing related needs. Emily provides support to the whole school community by working with families, teaching staff, support staff and outside agencies to provide the best possible outcomes for our students and staff. She co-facilitates Positive Climate meetings and helps facilitate Respectful Relationships curriculum within Learn to Learn and Health classes.

Emily Herbstreit, Belinda Stuart and Karen Tenkate are our College Counsellors. Their role involves working with individual students increasing their knowledge, skills and attitudes in health-related topics as required. Emily, Belinda and Karen work closely with all year level staff developing programs and projects that can be delivered to all students from Years 7 – 12, as well as working with students one to one in a counselling capacity providing therapeutic interventions. Dylan O'Shannessy is our Koorie Liaison Coordinator, who works to support Indigenous students throughout their schooling as well as providing mentoring for a small number of students. Natasha Duffell, our school nurse, also works within the Wellbeing team to bring programs and initiatives to maximize healthy lifestyles for our students. The majority of her role is health promotion, delivering healthy lifestyle messages to the whole school community.

Doctors In Schools

The Doctors in Schools Program provides an accessible, affordable, fully functioning GP medical clinic onsite for student use. Appointments are available Wednesdays 9.30-12.30pm, with drop in available at recess. Students can book an appointment via Compass. A doctor from Maffra Medical Centre works at MSC and there is also a nurse available.

Disability Inclusion and Education Support

The Senior School encourages students with disabilities to participate in all courses offered by the school, enabling students to obtain success in their chosen pathway. Students can undertake various pathways in their education. The Year 10, VCE and VCE VM curriculum can be modified to suit each student's individual's needs. Some students with disabilities may be invited to undertake the Victorian Pathways Certificate (VPC) in Year 11 or 12, if this runs. Some students may undertake part of a program, concentrating on managing specific components rather than having to tackle the whole program if this is not suitable. Students who undertake a modified course of study will receive an individualised report which focuses on the progress the student has achieved. A summary of Achievements on College letterhead will also be issued.

Students with disabilities, neurodiverse students, or those who simply need extra support with their learning programs are well supported in our inclusive culture in the Senior School. We communicate regularly with parents or carers regarding progress. Meetings with families, Education Support staff and key support personnel occur regularly and short and long term goals are managed throughout each student's individual journey and our Individual Education Plans (IEPs).

Donna Heasley – Education Support Team Leader
Rebecca Jackson – Disability Inclusion Learning Specialist

Extra-Curricular Programs

In Years 10-12, we continue to provide students with a large range of opportunities to participate in programs which allow students to pursue their interests and develop to their full potential. Each year we review our programs with a view to expanding and improving them, whilst ensuring our focus remains on learning. Some of the programs available to Years 10, 11 & 12 students include:

- Year 10/11 Interstate Experience
- Year 10 Work Experience
- Student Leadership opportunities
- Year 12 Camp / Big Day Out
- VCE student excursion to Monash University
- VCE Vocational Major camp
- Debutante Ball
- Distance Education (approval by senior school and careers staff needed)
- House Sports
- Scholarship opportunities
- Presentation evening
- Senior formal (prom)
- VCE revision lectures
- Student exchange programs
- Valedictory dinner
- University open days
- Federation University Access program
- Tertiary Information Service (TIS) tour
- Higher Education Studies (HES) option

Timely information will be provided to students and families about each specific opportunity on Compass as needed, including information about costs. Camps, excursions and other extracurricular opportunities usually have associated costs for families, which can be paid at the main office. Payment plans are available.

How Do I Choose My Subjects?

After reading the details about each of the options, choose the options you wish to study on the basis of:

- What are you good at?
- What do you enjoy doing?
- What will take you to where you want to go in the longer term?

We will try to give students options from their first choices, however this is sometimes not possible. Students should therefore rank as many electives as they can on their subject selection sheet to maximise their chances of studying subjects they have an interest in.

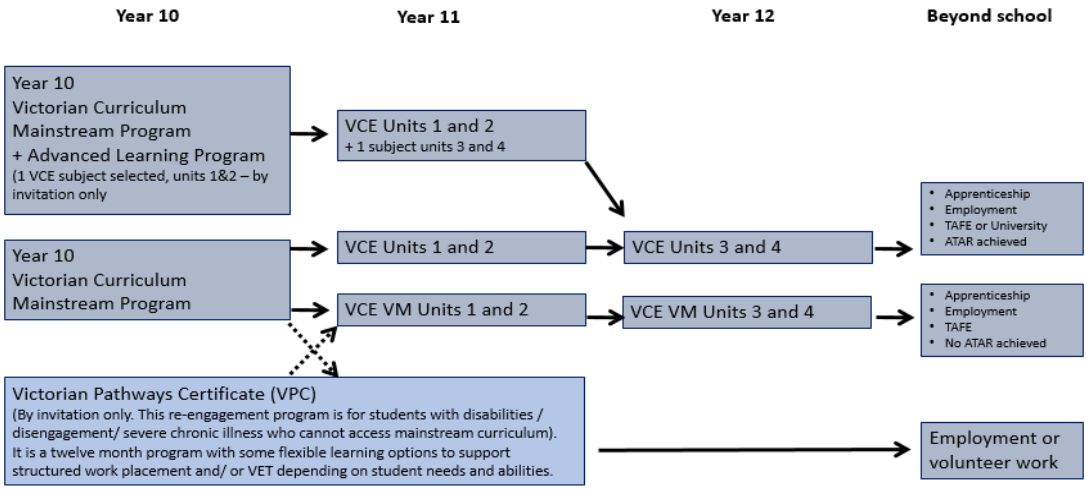
Each student will have a subject selection meeting to discuss their pathway and subject selection. At this session, they will complete their subject selection form and payments for high cost electives will be payable (or payment plan established). Timetable blocking takes place in term 3, and students will be notified of allocated subjects in Term 4.

SUBJECT SELECTION - Key Dates and Deadlines

Handbook available at end of Term Two

- Information discussed at the MSC Careers Expo (Wednesday 22nd July).
- Students receive their unique Edval web code
- Students study the handbook, select subjects and enter them online using their unique Edval student web code.
- Subject selection meetings Year 9 (2026) students going into year 10 in 2027: Tuesday 28th July (normal classes will run on this day, every student and their parent/guardian will need to attend a meeting in the library or online to discuss chosen subjects throughout the day).
- Counselling for Year 10 (2026) going into Year 11 in 2027: Fri 31st July (normal classes will run for year 10s on this day; every student and their parent/guardian will need to attend a meeting in the library or online to discuss chosen subjects and pathway).
- Please book your meeting online using Compass – Conferences – Year 9 into 10 Course Counselling or Year 10 into Year 11 course counselling
- Electives with a cost will be paid on the day of the subject selection meetings, or a payment plan put in place.

SENIOR SCHOOL PATHWAYS



Year 10 Handbook

YEAR 10 – ACADEMIC PROGRAM AND SUBJECT CHOICES

CORE SUBJECT AREAS

All Year 10 students are required to complete studies in the core areas of English and Mathematics. Students have the choice of studying either pre-methods or pre-general maths. Teachers will provide a recommendation to assist in selection. English and Mathematics run for the full year.

All Year 10 students are also required to complete one subject from the Science subjects, and one subject from the Humanities subjects. These subjects are semester-based.

Sciences and humanities may also be selected as electives.

One subject must be selected from
SCIENCES:

- Biology / Chemistry
- Physics / Chemistry
- Biology / Psychology

One subject must be selected from HUMANITIES:

- Modern History
- Legal Studies
- Accounting
- Business and Economics
- Geography

ELECTIVE SUBJECTS

Students have an enriched choice by electing their remaining 6 units at year 10 from any domain.

Available subjects from each domain are listed and described within the Handbook and can also be found on the subject selection sheets at the back of this Handbook.

To ensure students can pursue various pathways throughout their schooling and beyond, they will be encouraged to elect a program that they will enjoy, be successful in and also has a breadth of learning experiences. We encourage students to select subjects that they may study in VCE, to ensure they have the required knowledge to support success in years 11 and 12.

ADVANCED LEARNING PROGRAM

Students who have demonstrated that they have the learning habits and thinking skills required to be successful in a VCE or VET subject will be invited to participate in our Advanced Learning Program at Year 10, if they choose. Those students who have consistently shown high levels of academic achievement, exemplary attendance, timely submission of work, and excellent learning habits in the classroom will receive an invitation early in Term 3.

Invited students have the opportunity to select a VCE subject. The list of VCE subjects available to Year 10 students is available in this handbook (page 44). We encourage invited students to select a subject they are interested in, or think they will be good at. This is a great opportunity for students to get a 'head start' on their VCE and build a better understanding of what is required in managing the VCE workload. Furthermore, students who are successful in their study of a Unit 1 and 2 VCE subject in Year 10, can go on to study Units 3 and 4 of that subject in Year 11. This provides an extra Unit 3 and 4 sequence that contributed to ATAR calculation and can boost results.

Students who do not receive an invitation to participate in the Year 10 advanced learning program will have the opportunity to study a VCE subject in Year 11 in 2028 as part of their VCE or VCE VM enrolment. Students who are not invited are not able to select a VCE subject in Year 10.

YEAR 10 - COMPULSORY / CORE SUBJECTS

YEAR 10 ENGLISH

The Year 10 English course prepares all students for VCE. Students will produce, study and respond critically to spoken, written and visual texts created for a wide range of audiences and purposes. They will explore and interpret different perspectives on complex issues and analyse how different texts are likely to be interpreted by different groups. Students will learn a variety of approaches to literacy including: reading, writing, speaking and listening.

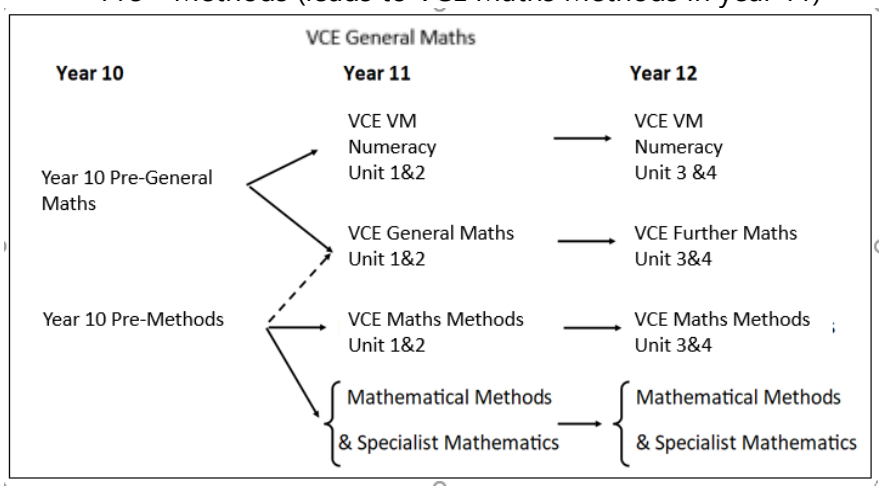
Students will look at texts including: novels, short stories, film, poetry, newspapers and television. They will complete a range of tasks including: analytical and creative writing, oral presentations and an exam.

Students may choose to follow Year 10 English with VCE English, or VCE VM Literacy.

YEAR 10 MATHEMATICS

There are 2 possible courses to undertake in Year 10; students will be recommended by their Year 9 Mathematics teacher as to which one would be suitable:

- Pre – General (leads to VCE General Maths or VCE VM Numeracy in year 11)
- Pre – Methods (leads to VCE Maths Methods in year 11)



Calculators required for the subjects are as follows:

- Year 10 Pre-General Maths – culator highly recommended, otherwise Scientific calculator
- Year 10 Pre-Methods – TI-Nspire CAS calculator
- All VCE Maths subjects – TI-Nspire CAS calculator
- VCE VM Numeracy – Scientific calculator

Scientific TI-Nspire CAS

PRE-GENERAL MATHS

- This course is a continuation of Year 9 Mathematics and is intended to provide students with the required preparation for VCE General Mathematics and VCE VM Numeracy. (Not Mathematical Methods)
- Topics to be studied include: Measurement, Networks, Matrices, Linear Algebra, Trigonometry, Geometry, Financial Maths, Probability and Statistics.

PRE-METHODS

- This course will have a larger problem solving focus than the other Year 10 courses and aims to prepare

students for VCE Maths Methods. It is a pre-requisite subject for VCE Maths Methods.
- Topics to be studied include: Measurement, Indices and Surds, Linear Algebra, Quadratic Algebra, Trigonometry, Linear Relations, Quadratic Graphs, Probability and Statistics.

YEAR 10 SCIENCE SUBJECTS

At least one subject must be selected from these options. Students may select additional Science subjects for their electives, if they wish.

BIOLOGY / CHEMISTRY

Cost: $0
Are you curious about the molecules that make up life and the chemical reactions that provide energy to all life on Earth? Are you interested in knowing what causes disease, and how scientists have designed drugs to fight disease? Are you considering studying Biology and/or Chemistry at VCE in Years 11 and 12?

Year 10 Biology/Chemistry is highly recommended for students considering studying VCE Biology or Chemistry. In this subject, you will explore the fascinating intersection between biology and chemistry, delving into the chemistry of life and its impact on biological systems. There are three main areas of study: the chemistry of life; fighting disease; and energy transformations. Underpinning each area of study are science inquiry skills, which support students to develop an understanding of key ideas, including chemical reactions that sustain life, energy transformations and the role of enzymes in biochemical reactions, the role of DNA and genes, infectious and non-infectious disease, and the use of antibiotics and vaccines to prevent disease. Students independently design and undertake scientific investigations to test hypotheses using a range of inquiry skills, including identifying variables and drawing evidence-based conclusions.

It is strongly recommended that students intending on studying a VCE Science subject in 2028 complete at least 2 Science electives at Year 10.

BIOLOGY / PSYCHOLOGY

Cost: $0
Have you ever wondered about what different body organs do? Are you interested in learning how the nervous and endocrine systems keep us alive? Are you curious about the science of neurology and the research scientists have done to understand brain trauma and how the brain adapts to change? Are you considering studying Biology and/or Psychology at VCE in Years 11 and 12?

Year 10 Biology / Psychology is highly recommended for students considering studying VCE Biology or Psychology. In this subject, you'll embark on a thrilling journey to unravel the mysteries of how biological systems function, delve into the complexities of neurology and explore the fascinating realm of Psychology. There are three main areas of study: Body and Mind, Responding to Survive, and Neurology. Underpinning each area of study are science inquiry skills, which support students to develop an understanding of key ideas, including the organisation of multicellular organisms, the nervous and endocrine systems, cell communication and homeostasis, and neurological science. Students independently design and undertake scientific investigations to test hypotheses using a range of inquiry skills, including identifying variables and drawing evidence-based conclusions.

It is strongly recommended that students intending on studying a VCE Science subject in 2028 complete at least 2 Science electives at Year 10.

PHYSICS / CHEMISTRY

Cost: $0
Have you ever wondered how elements on the Periodic Table combine through chemical reactions to form different substances? Are you interested in knowing how to predict the motion of objects? Are you curious about what energy and the different ways it can be transferred? Do you want to learn about how waves work? Are you considering studying Physics and/or Chemistry at VCE in Years 11 and 12?
Year 10 Physics/Chemistry is highly recommended for students considering studying VCE Physics or Chemistry. In this subject, you'll dive into the fascinating realms of the periodic table, chemical reactions, motion, energy and waves. There are four main areas of study: Chemistry, Motion, Energy and Waves. Underpinning each area of study are science inquiry skills, which support students to develop an understanding of key ideas, including physical and chemical properties of elements, the arrangement of elements in the Periodic Table, relationships between speed, acceleration, mass and force, how energy is transferred and waves. Students complete an engineering challenge and undertake scientific investigations to test hypotheses using a range of inquiry skills, including identifying variables and drawing evidence-based conclusions.
It is strongly recommended that students intending on studying a VCE Science subject in 2028 complete at least two Science subjects at Year 10.

YEAR 10 HUMANITIES SUBJECTS

At least one subject must be selected from these options. Students may select additional Humanities subjects for their electives, if they wish.

ACCOUNTING AND FINANCE

Cost: $0
Accounting and Finance is a practical unit in which students will learn the basic concepts relating to accounting, with a focus on book-keeping and managing finances for clubs and small businesses. Students will learn fundamental accounting terminology and techniques including cash flow statements, journal entries, profit and loss statements and balance sheets. Students will participate in a range of practical exercises to develop their understanding of what is involved in managing finances. Skills include learning accounting terminology, basic book-keeping practices and analysis/advice for clubs and small businesses.

BUSINESS AND ECONOMICS

Cost: $0
The Business and Economics curriculum explores the ways in which individuals, families, the community, workers, businesses, and governments make decisions in relation to the allocation of resources. It enables students to understand the process of economic and business decision-making at the personal, local, national, regional, and global levels and the effects of these decisions on themselves and others, now and in the future. Students learn to appreciate the interdependence of decisions made and develop the knowledge, understanding and skills that will inform and encourage them to participate in, and contribute to, the economy.

The subject also gives students an introduction to the structure and running of a business. Working as a part of a team, students will research, select, and design a product which will be sold at school. Students can produce and sell their product with a view to measuring profit and reflecting on how they can improve their business idea. Students will undertake a variety of marketing, sales, and accounting activities.

GEOGRAPHY

Cost: $0
Have you ever pondered the awe-inspiring mysteries surrounding the origin of our universe and the remarkable

diversity of life on Earth? Are you curious about the expanse of geological time and how Earth has changed over the last 4.5 billion years? Are you ever wonders how humans are impacting and changing the Earth and its systems? Are you considering studying Geography at VCE in Years 11 and 12?

In Year 10 Geography, you will not only answer all these questions, but many more. There are three main areas of study in this subject: Origin of our Earth and its Biodiversity, Earth Systems, and Environmental Change and Management. Underpinning each area of study are geographical concepts and skills, which support students to develop an understanding of key ideas, including the Big Bang theory, evolution, geological time scales, global systems, climate change, and management strategies as solutions to environmental changes caused by human impact.

MODERN HISTORY

Cost: $0

Modern History looks at Australia from 1918 to the present, it has an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing. What were the consequences of World War II? How did these consequences shape the modern world? How was Australian society affected by other significant global events and changes in this period? Skills learned include chronology and timelines, using historical sources as evidence, looking at change over time, analysing cause and effect, and determining historical significance.

LEGAL STUDIES

Cost: $0

Year 10 Legal Studies builds student knowledge of the role of the law in Victoria. Students will explore the function of laws, who makes the law and how this happens. They will focus on areas of law which are relevant to young people, or under the spotlight in the media. Students will investigate the effectiveness of particular laws and how they need to respond to change. They will be required to keep up to date with the latest legal issues and participate in class discussions. The focus of any particular semester is likely to be influenced by current events. Skills include: building understanding of

Skills include:

- Build understanding of legal terminology
- Discuss and interpret legal principles
- Investigation of current legal issues
- Critical thinking about the effectiveness of laws in the community
- Creative thinking about how Australia's legal system could be improved
- Apply legal knowledge to case study scenario

YEAR 10 ELECTIVE SUBJECTS

Year 10 students are required to select six elective units; they can be chosen from any domain, including Science and Humanities.

Please note that students who are studying a VCE or VET subject will have one fewer elective, as these subjects go for the whole year.

Students will need to consider their interests and future pathways when selecting their electives, including pre-requisite subjects for VCE subjects and beyond.

CREATIVE WRITING

Cost: $0
In **Creative Writing**, you will write in a range of styles, including short stories, poetry, novellas, memoirs, songs and scripts. The subject will use a workshop model, in which you will share and give feedback on each other's writing. You will also research and explore the publishing industry and avenues for publication.

GLOBAL HEALTH

Cost: $0
Are you interested in learning more about Australia's healthcare system, and health around the world? Are you interested in studying Health and Human Development at VCE in Years 11 and 12?

This course will provide you with the fundamental understanding of world health issues and trends. Through the study of both Sustainable Development Goals and the roles of government and non-government organisations you will examine global and local approaches taken to reduce these variations.

Students will learn to analyse the accessibility of Australia's health care system Medicare. Examine how Sustainable Development Goals are being addressed across the world. Investigate the roles of government and non-government organisations in improving health and wellbeing as well as exploring human rights inequalities.

AGRICULTURE AND HORTICULTURE

Cost: $50 (excursions)
Agricultural Science develops students' knowledge and understanding of scientific principles within the specialised area of agriculture. The course aims to provide a variety of practical experiences in a wide range of important agricultural enterprises. It is designed for students interested in managing their own farm, pursuing a professional career in one of the many agricultural fields or has a strong interest in agriculture. This subject also complements the other science subjects. Students will be involved with animal husbandry, crop trials, animal breeding programs, field observations and agriculture-based experiments. The subject provides pathways for students who wish to equip themselves for a wide range of careers within the rural sector – whether working or managing a farm, or accessing post-secondary study or training that leads to careers such as marketing, agronomy, veterinary science or agricultural research. Students' theoretical learning is supported by practical activities on local farms that are used for livestock, cropping and pasture production. Students will: research, implement and maintain an enterprise, complete an evaluation report on their enterprise and research past/present and future farming practises.

ART 10 – MAKING AND EXHIBITING

Cost: $20 (purchase of a skateboard deck)
Studio Art 10 involves students developing their drawing and artistic skills. Students will develop their printing and drawing skills using their artwork to develop a personal portfolio of their own work. The subject also develops skills with wet media and finding ways to express their personal emotions in artworks. Students will learn about stencil arts, painting, drawing and print making. They will also create mixed media artworks and participate in at least one collaborative artwork. This is a course that will develop student art skills and own personal style and would be strongly recommended to students wishing to study ***VCE Art- Making and Exhibiting.***

DIGITAL TECHNOLOGIES

Cost: $0
Digital Technologies is a unit based on problem solving skills. Students apply thinking skills when dealing with networked systems when accessing data, and when dealing with the security and privacy of data. They look at security practices and techniques used to compress data.

When analysing problems, students consider the functional and non-functional requirements of a solution by interacting with clients and regularly reviewing processes. They consolidate their algorithmic design skills to incorporate testing and review and further develop their understanding of the user experience to incorporate a wider variety of user needs. Students develop modular solutions to complex problems using an object-oriented programming language where appropriate.

DRAMA

Cost: $50 (excursion)
Drama is a creative and challenging subject that tells stories, explores ideas, makes sense of the world and communicates meaning through performance. In Year 10 Drama, students will explore, research and experiment with different Theatrical Styles and Conventions and interpret and perform play scripts from the pre-modern and modern era. They will also research and experiment with different stagecraft including acting, set design, costume design, lighting and sound whilst working collaboratively as a production team to create a piece for performance.

Over the course students will develop skills in:

- Rehearsal
- Performance
- Confidence
- Communication
- Collaboration
- Expression
- Research
- Brainstorming
- Improvisation
- Scripting

Students will have the opportunity to attend a live theatre performance and workshop to expand their understanding of how dramatic elements, expressive skills and various stagecraft work together to create theatre as art.

FOOD STUDIES

Cost: $50
Students with an interest in food will have the opportunity to explore a wide variety of food production techniques, food safety, preservation, new technologies, current food trends, healthy food options, taste testings and related contemporary food issues. Practical Activities (including cooking) will develop student's knowledge by designing investigating producing, presenting and evaluating a variety of dishes, exploring a large range of ingredients, alternatives and options, taste testing relevant food products and presentation options which will stimulate their knowledge and enthusiasm for high quality, nutritional and discretionary food. Skills include food preparation and presentation, sensory analysis, investigation, evaluation, and design in response to a brief

HOSPITALITY SKILLS

Cost: $50
This is a vocational skills based/development course for students that may be wondering about or considering a VET hospitality course or hospitality jobs, either part or full time, in the future. Students will complete their "Do Food Safely" course (certificate included), which is designed as the precursor to the food handlers certificate and safe work techniques will be practiced using a hands on approach, throughout the course. The subject will involve realistic projects and practical experiences, helping students to develop a range of cooking skills and including links to kitchen, retail and food service literacy and numeracy.

Topics will include kitchen basics, food safety, food handling, knife skills, tools and equipment safe practices, kitchen vocabulary and numeracy, analysing food, and a range of preparation techniques for a wide range of foods and dishes. There will be also learning around food communication such as developing menus, food styling, food literacy, food photography and food blogging, where students will create their own education blog site. Students will explore a range of different premises including café's, restaurants, fast food, patisseries, and bakeries. There will be a focus on packaging and minimising food waste, with particular reference to takeaway venues.

Students will be assessed on their capacity to cook for an occasion, including developing a design brief, exploring the options, working as a team, managing food production over a time frame, and communicating the event.

INDONESIAN

Cost: $0
Step into the world of Indonesian language and culture with this dynamic and interactive elective. This subject offers students the opportunity to extend their skills in both spoken and written Indonesian while deepening their understanding of the rich and diverse cultures of Indonesia.
Students will broaden their vocabulary, refine their grammar—particularly the use of affixation—and build confidence communicating in a variety of real-life contexts. The course supports the development of authentic communication through engaging topics such as:

- Aspirations and future careers
- Life in towns and villages
- Environmental issues in Indonesia and Australia

Through personal, descriptive, imaginative, and informative texts, students will explore and respond to materials drawn from contemporary media, music, interviews, and real-world scenarios.
Unique to this subject: Students may also take on the role of a peer language tutor, supporting younger students at school or local primary schools—enhancing leadership and mentoring skills.
Assessment is ongoing and encourages growth in both formal and informal use of the language, measuring progress in speaking, listening, reading, and writing.
Key Skills Developed:

- Effective communication in Indonesian (oral and written)
- Intercultural understanding and global perspectives

MUSIC

Cost: $0
Year 10 Music will **prepare students who are wishing to take music at VCE** but can also be chosen by students wanting a creative and skill based subject to pursue.

Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They demonstrate a developing personal voice and technical control, expression and stylistic understanding. They use general listening and specific aural skills to enhance their performances and use knowledge of the elements of music, style and notation to compose, document and share their music. Students aurally and visually analyse works and performances of different styles. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.

Students will research music genres in depth and further develop composition skills by creating a theme and variation form composition using technology.

MEDIA

Cost: $0
Year 10 Media curriculum involves students refining and extending their understanding and use of settings, viewpoints and genre conventions in their compositions. As they use media technologies, they extend the use of media elements such as time, space, sound, movement and lighting. They analyse the way in which audiences make meaning and how audiences interact with and share media artworks. Students safely use media technologies and consider their roles as artists and audiences as they engage with diverse media artworks.

PRODUCT DESIGN - TEXTILES

Costs: $0 (but students will need to purchase their own materials for a product they create)
Students will utilise a range of design and creative skills to encourage a possible pathway into fashion design and technology. They will develop techniques associated with textiles to bring their own creations to life! Through the study of fashion in the 21st Century students will investigate trends and function of the clothing and create a design brief that allows them to design, produce and evaluate different products. Students will address design issues and technology dilemmas to collaborative produce clothing that can be displayed throughout the college. Activities will include hand and machine sewing skills, safety practices, fashion drawing techniques, design brief folio, and production of a textile product.

PRODUCT DESIGN - MATERIALS

Costs: $50 (covers materials used for student-created items)
This unit focuses on developing practical skills alongside the theoretical knowledge involved in the design process. Students will be required to consider the needs of the 'end-user/s' to develop a design brief for a product of their choice and learn how to use visualization sketches and computer aided design (CAD) software to create 3D printed prototypes. Within the process of making this project students explore the properties of wood in conjunction with various fixing methods and production processes. Students will develop skills in using a range of electrical and hand tools and will be expected to learn and apply safe working practices.

PHYSICAL EDUCATION

Cost: $0
Are you interested in being physically active through Individual & team games and sports? Are you looking for a subject with both theoretical and practical components? As part of Year 10 PE, students will participate in a variety of drills, team sports and activities designed to build physical education skills. Students will design their own activities aimed at improving skills in game situations, and will evaluate their own and others' movement compositions, and provide and apply feedback in order to enhance performance situations. Students will be responsible for some of the following within the competition unit: playing, coaching, refereeing, scoring, scheduling, reporting & collection of statistics among other roles required for effective competition. In this subject, students will also investigate a number of health topics such as sexual health, consent and the law, and healthcare issues within Australia. Classes will be both theoretical and practical. Students will learn how to create and plan a well-structured and inclusive game. They will also learn about the various roles required for the successful running of a competition.

SPORTS SCIENCE

Cost: $0
Are you interested in a career as a health professional or in the physical education space? Are you considering studying Physical Education in VCE in Years 11 and 12? Are you curious about how the human body works to support physical activity?

In Year 10 Sports Science, students will study the musculoskeletal system and cardiorespiratory system, and

discover how these systems operate when the human body is physically active. The concepts of physical activity, sport and exercise will be defined and examined both theoretically and practically, and students will have the opportunity to analyse data related to practical activities. Components of athlete performance, effective fitness programs, and sports injuries will also be studied, and students will design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels. This subject has some practical components but has a strong theory component, and is designed to prepare students who are planning to study Physical Education at VCE.

OUTDOOR AND ENVIRONMENTAL STUDIES

Cost: $300 (compulsory camps)
Students expand their understanding of outdoor environments by investigating Australian and global biomes and the factors that influence their sustainability. Through practical outdoor experiences and environmental studies, students examine how natural systems function, the challenges facing outdoor environments, and strategies used to manage and conserve them.

The course develops advanced outdoor recreation skills including bushwalking, paddling, snorkelling and navigation. Students explore environmental risks and hazards, emergency response strategies, and introductory wilderness first aid and survival skills. Through case studies and fieldwork, students investigate the impacts of human activity on natural environments and evaluate approaches to environmental management and sustainability.

Students also investigate the conflicts that occur in outdoor environments and how these are resolved, focussing on a conflict in the local area

Topics include:

- Australian and global biomes
- Sustainability and environmental management
- Environmental change and human impacts
- Risk assessment and management in outdoor settings
- Natural hazards and environmental responses
- Indigenous and contemporary environmental stewardship
- Survival skills and wilderness first aid
- Conservation and recreation in natural environments
- Conflicts over the use of natural environments

Practical Activities:

- Bushwalking and expedition skills
- Canoeing and paddling
- Snorkelling and coastal exploration
- Navigation and route planning
- Environmental fieldwork
- Campcraft and survival skills
- Wilderness first aid scenarios

Please note: This course involves camps, which are a mandatory component of the course required to achieve a satisfactory unit outcome. **Please do not pick the subject if you are unable to attend the camps.**

SUPA COACH

Cost: $120 (cost of qualifications gained)
Are you interested in gaining the skills & knowledge required to be successful in a coaching environment? Are you considering a vocational learning pathway in Years 11 and 12 or beyond, such as TAFE or the VCE VM? Supa

Coach is a vocational-style learning subject in which students explore the field of sport and event management. They participate in a range of sessions which will enable them to plan and assist with sporting events. They will coach and officiate at primary school sporting events such as athletics, ball games and swimming. Supa Coach aims to provide students with a broader knowledge of various games and physical activities and develop their coaching skills. Students will be required to complete their Apply First Aid course as well as an official coaching and umpiring qualifications or the bronze swimming medallion. Students will learn the fundamentals of organisational and coaching skills, and how to apply them in a variety of sporting and activity-based situations. Students will also learn the required knowledge to be able to attain a First Aid certificate, as well as coaching qualifications and/or their Bronze Medallion. One of the aims of the SupaCoach subject is that students will devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams.

Please note: This course involves qualifications that the student completes as part of the subject.

TRADE SKILLS

Cost: $50
This unit aims to develop some of the basic skills and an awareness of the Australian Codes and Conventions that are used across a number of trade areas. This is a skill development course from the areas of Building & Construction and Safe Work Practices using a hands-on and vocational learning approach. This unit attempts to tie the students' literacy and numeracy from mainstream subjects to the working world by involving them in realistic projects. Students will gain experience working within a construction team to draw up plans, cost out projects, problem solve and apply learning relevant to today's industry requirements. This subject is vocational in nature and will suit students considering a trade pathway or the VCE Vocational Major in Year 11.

Skills include:

- fundamental skills required in a number of apprenticeship and traineeship areas eg: framing, production drawing, accurate marking out etc.
- make employment and training decisions, about post-school options and senior school course selections.
- act safely and appropriately while using tools and equipment in selected areas.
- follow instructions in a logical and mature manner;
- gain vocational skills leading to an apprenticeship or direct employment;
- be able to set goals and achieve them;
- act safely and appropriately while using tools and equipment in selected areas.
- follow instructions in a logical and mature manner;
- gain vocational skills leading to an apprenticeship or direct employment;
- be able to set goals and achieve them;

VISUAL COMMUNICATION AND DESIGN

Cost: $0
During this unit, students will apply a range of 2-D drawing and 3-D construction techniques to complete a variety of tasks following a brief; these include a tattoo design, designing a small house, constructing a 3-D small house, designing a magazine cover, surfboard design and researching a Graphic Designer. All work will incorporate the design process and include freehand and computer-generated drawings using the Creative Cloud suite. Skills include 2D and 3D drawing techniques, using the creative cloud suite to design the tasks, and designer research and analysis.

ADVANCED LEARNING PLAN ONLY - VCE SUBJECTS AVAILABLE IN YEAR 10

Students who have demonstrated that they have the learning habits and thinking skills required to be successful

in a VCE subject **will be invited** to participate in our Advanced Learning Program at Year 10, if they choose. Those students who have consistently shown high levels of academic achievement, exemplary attendance, timely submission of work, and excellent learning habits in the classroom will receive an invitation early in Term 3. Students who are not invited will be able to access VCE subjects in Year 11.

A list of which subjects are available to invited Year 10 Students can be found below – we strongly encourage students to research exactly what is studied in each subject using this Handbook, found on Compass. The VCAA study designs are also available on the VCAA website.

Students who are successful in Units 1 & 2 of a VCE subject in Year 10 are able to complete Units 3 & 4 in Year 11. This provides students with a 6th unit 3 and 4 sequence, which can be advantageous in calculation of their ATAR following completion of their VCE. If you have been invited to select a VCE subject in Year 10, please discuss your choice in your Course Counselling session.

- The College will give first preference to Year 11 and 12 students in VCE classes where subjects are over prescribed.
- Year 10s may only study one VCE subject, and only if invited.

VCE UNITS THAT MAY BE AVAILABLE FOR YEAR 10 AT MSC

VCE SUBJECT OFFERINGS AT YEAR 10 – Units 1 and 2	
Accounting	Legal Studies
Agriculture & Horticulture	Media
Art – Making and Exhibiting	Music
Biology	Outdoor and Environmental Studies
Business Management	Physical Education
Computing	Product Design and Development – Materials
Food Studies	Product Design and Development - Textiles
General Mathematics	Psychology
Geography	Theatre Studies
Health and Human Development	Visual Communication & Design
History (Modern History)	

VCE Handbook

The Victorian Certificate of Education (VCE)

What is the VCE?

The VCE is a two-year certificate designed to prepare students for apprenticeships, traineeships, further education and training, employment, or university. The VCE requires satisfactory completion of at least 16 units of study, including:

- At least three units of English
- Three sequences of Units 3 and 4 studies other than English.
- At Maffra Secondary College, students have the choice of a broad range of VCE subjects (electives) – see the next pages of this handbook for subject descriptions. This breadth of subject options helps to keep students engaged in their education as their progress through years 11 and 12. Students select 6 subjects in year 11, and 5 in year 12.

What is the VCE VM?

The VCE Vocational Major (VM) is a two-year vocational learning program within the VCE designed to prepare students for apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce. The VCE VM suits those students who are clear on their pathway and have a clear preference as to a TAFE course.

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units of study, including:

- Three VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- Two VCE VM Numeracy or VCE Mathematics units
- Two VCE VM Work Related Skills units
- Two VCE VM Personal Development Skills units, and
- Two VET credits at Certificate II level or above (180 nominal hours) – a TAFE course
- NOTE – students MUST choose and complete a TAFE course as part of their VCE VM program. It is not possible to change courses during the year, so choose carefully. TAFE is an adult learning environment and requires a big commitment from students.

The Victorian Pathways Certificate (VPC)

Please note: enrolment in the VPC is by invitation only and runs subject to sufficient student numbers.

What is the VPC?

The Victorian Pathways Certificate (VPC) is a flexible certificate that will meet the needs of the minority of students not able or ready to complete a certificate at the VCE level. It is designed for students with disabilities, serious chronic illness and ongoing disengagement. The VPC will support students to transition to the VCE Vocational Major, entry level VET or employment. The VPC will provide students with the opportunity to build their skills, including opportunities for work experience (if appropriate).

VCE Subject Offerings at MSC - 2026

VCE SUBJECT OFFERINGS	UNITS 1 and 2	UNITS 3 and 4
Subject	Cost	Cost
Accounting	$0	$0
Agriculture & Horticulture	$100	$100
Art – Making and Exhibiting	$100	$100
Biology	$60	$0
Business Management	$0	$0
Chemistry	$100	$80
Computing: Applied Computing	$0	$0
English	$0	$0
Environmental Science	$75	$75
Food Studies	$100	$100
Geography	$75	$75
Health and Human Development	$0	$0
History – Modern History	$0	
History – Revolutions		$0
Legal Studies	$0	$0
Mathematics - General	$0	$0
Mathematics - Maths Methods	$0	$0
Mathematics - Specialist (Methods co-requisite)	$0	$0
Media	$50	$50
Music	$0	$0
Outdoor and Environmental Studies	$500	$500
Physical Education	$0	$50
Physics	$90	$90
Product Design and Development – Textiles	$0	$0
Product Design and Development – Materials	$100	$100
Psychology	$0	$0
Theatre Studies	$50	$50
Visual Communication Design	$50	$50

Higher Education Studies (HES) – Advanced VCE

The Department of Education and Training (DET) have built the new Centre for Higher Education Studies (CHES) to further improve educational outcomes for high-achieving and high-ability senior secondary school students across Victoria. This opened in 2023.

CHES students can study **first-year university courses**, accompanied by an enhancement and enrichment program. This 'head start' on tertiary courses allows our most capable students to undertake study aligned to their skills and interests that may contribute to their ATAR, while also being considered for university credits.

If current Year 11 students are interested in studying a first year university subject in 2027, they should speak to the Careers Team. Please note, access to HES will need to be school-approved based on the student's academic progress, and an application made to the CHES including 2026 results. Higher education studies can also be accessed direct through some Universities. Speak to the Careers Team if you are interested.

VCE Accounting

Cost: $0 per year

Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT).

Students apply critical thinking skills to a range of business situations to model alternative outcomes and to provide accounting advice to business owners. In business decision-making, financial as well as ethical considerations (incorporating social and environmental aspects) should be taken into account.

UNIT 1: Role of accounting in business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors.

UNIT 2: Accounting and decision-making for a trading business

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

UNIT 3: Financial accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

UNIT 4: Recording, reporting, budgeting and decision-making

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.

VCE Agricultural and Horticultural Studies

Cost: $100 per year

Agricultural and Horticultural Studies is designed to develop students' understanding of the operations and practices involved with sustainable agricultural and horticultural systems within an economic, social and environmental context. This study allows students to develop and apply theoretical knowledge and skills to real world business and practices. Students apply their acquired knowledge and skills to design, develop and manage an agricultural and/or horticultural business as a project within this study.

UNIT 1 – Change and Opportunity

In this unit students develop their understanding of Australia's agricultural and horticultural industries and research the opportunities and practical realities of working in the sector. They consider sources of food and fibre indigenous to Victoria prior to European settlement, and current and past perceptions of Australian agricultural and horticultural industries. Students explore contemporary career pathways and professional roles, with a focus on innovation and creative problem solving in the face of change and challenge. Students seek to understand socio-cultural influences on food and fibre practices, and best practice in agriculture and horticulture in terms of climate zones, soil quality, plant and animal selection, workplace health and safety, and the collection and analysis of quality-assurance data. Students undertake practical tasks reflecting best-practice understandings.

UNIT 2 – Growing plants and animals

In this unit students research plant and animal nutrition, growth and reproduction. They develop an understanding of the conditions in which plants and animals grow and reproduce, and of related issues and challenges. They evaluate the effectiveness and sustainability of agricultural or horticultural practices. Students investigate the structure, function, nutrition and growth of plants. They explore animal nutrition and digestion, and growth and development, and make comparisons between production methods. Students research reproductive processes and technologies for both plants and animals within the contexts of food and fibre production. They undertake practical tasks relating to the growth and management of plants and animals.

UNIT 3 – Securing the Future

In this unit students examine the role of research and data, innovation and technology in Australia's food and fibre industries. They also look at practices that mitigate risk and protect the viability of these industries. Innovation is considered in the context of problem solving and finding solutions to challenges faced by food and fibre producers in Australia and globally. Students research Australia's past responses to such challenges, analysing responses leading to successful outcomes as well as those with unforeseen consequences. Students consider the everyday role of innovation and technology in agriculture and/or horticulture and research the impacts of new and emerging developments over the past six years. They explore the influence of market demands and social expectations as drivers of change. Emphasis is placed on the importance of biosecurity: the protection of agricultural and horticultural industries against pests, diseases and weeds, and measures to combat the serious threat posed by biological resistances. Students undertake practical tasks reflecting awareness of innovative, sustainable and safe agricultural and/or horticultural practices.

UNIT 4 – Sustainable food and fibre production

In this unit students examine sustainability in terms of land management, as well as its role in food and fibre industries. Sustainability is a holistic concept with environmental, economic and social dimensions. Students research the effects of climate change on food and fibre production through case studies of effective responses to this and other environmental challenges. Students investigate environmental degradation and approaches to sustainable land management and rehabilitation. They study ecosystems, the importance of biodiversity and the applicability of environmental modification techniques. In particular, students consider the constant monitoring of environmental indicators. Within the context of agricultural and/or horticultural practices, sustainability is

viewed as both a challenge and an opportunity, with students extending their thinking across the entire production chain from resource suppliers through to consumers. They research strategies for securing sustainable markets, for adding value to primary produce, and for ensuring and promoting the high quality of Australian-grown products. Students undertake practical tasks reflecting all dimensions of sustainable management of agricultural and/or horticultural practices as well as ethical considerations.

VCE ART – Making & Exhibiting

Costs: $100

VCE Art – Making & Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited. Students will use inquiry based learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They will learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Visits to a range of exhibition spaces, galleries and museums is an integral part of this subject and this will be an important aspect of their learning across Units 1-4.

*Students may be required to pay for specialised materials for their final artwork in Unit 4.

UNIT 1 – Explore, expand and investigate

Students will explore materials, techniques and processes in a range of art forms. They will expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. Students will explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students will also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time and the way to use materials safely in our art practice. Students will explore the different ways artists use materials, techniques and processes and use this knowledge to experiment with materials and techniques whilst developing their own ideas. All experimentation and exploration will be documented in a Visual Arts Journal/Diary.

UNIT 2 – Understand, develop and resolve

Students will continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning. Students will be given themes to respond to and progressively develop their own ideas through the use of materials, techniques and processes and the art elements and art principles. These ideas will then be used to plan and make finished artworks. Art styles are investigated along with art elements and art principles being explored to develop an understanding of how these can be used to create different emotions and expression. Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions. Students also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces.

UNIT 3 – Collect, extend and connect

In this unit students are actively engaged in art making using materials, techniques and processes. Students will explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. Students also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make. Students use a Visual Art Journal to record their art making. This includes but is not limited to recording: researched artists and artworks, researched materials, techniques and process and the incorporation of a wide range of resources and ideas. They will also document the iterative (repetitive) and interrelated aspects of art making to connect

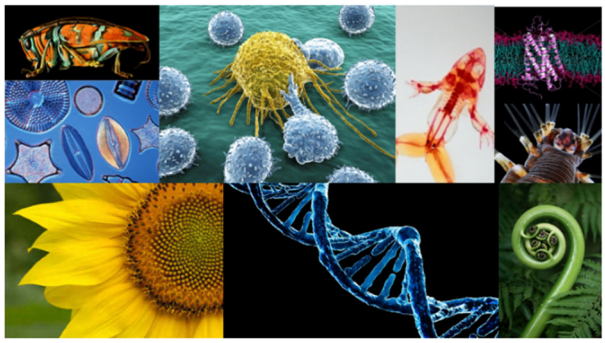
their inspirations and influences and develop their own individual style. Students will continually plan and develop artworks. Critiques will be conducted within the classroom to allow students to gather feedback which will help to develop and extend their ideas. After critiques are completed, students will evaluate their work and revise, refine and resolve their artworks. A compulsory part of this unit is students visiting a minimum of two exhibitions in a range of different art/exhibition spaces. Students will research the exhibition of artworks in these spaces and the role a curator has in planning and writing information about the exhibition.

UNIT 4 – Consolidate, present and conserve

In Unit 4, students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts Journal, demonstrating that they are developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students are required to reflect on their selected finished artworks and complete an evaluation of the materials, techniques and processes used to make them. The progress of individual student artworks is an important element of Unit 4 as is the student's ability to communicate to others about their artworks. Students need to be able to articulate the development of subject matter, ideas, visual language, their choice of materials, their understanding of the inherent characteristics and properties of the material, their use of techniques and processes and aesthetic qualities. Acting on their critique from Unit 3, students continue to develop their ideas and broaden their thinking to make new artworks. Students organise the presentation of their finished artworks considering key conservation and preservation strategies associated with presenting artworks and complete a critique based on this. Students will visit different exhibition spaces and engage in examining various exhibitions reviewing the methods used and considerations involved in presenting, conservation and care of artworks, including the conservation and care of their own artworks.

VCE Biology

Cost: $70 for Unit 1/2 and $0 for Unit 3/4



The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries.

UNIT 1 - How do organisms regulate their functions?

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

UNIT 2 - How does inheritance impact on diversity?

In Unit 2, students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse

patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

UNIT 3 - How do cells maintain life?
In Unit 3 Biology, students explore the relationship between nucleic acids and proteins as key molecules in cellular processes. They analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies such as genetically modified organisms, CRISPR-Cas9 and drug design. Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

UNIT 4 - How does life change and respond to challenges over time?
In Unit 4, students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease. Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from palaeontology, structural morphology, molecular homology and comparative genomics. Students also examine the evidence for structural trends in the human fossil record.

VCE Business Management

Cost: $0 per year

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

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

Unit 1: Planning a business
Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

Unit 2: Establishing a business
This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be

met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.

Unit 3: Managing a business
In this unit students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.

Unit 4: Transforming a business
Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of effective management and leadership in change management. Using one or more contemporary business case studies from the past four years, students evaluate business practice against theory.

VCE Chemistry

Cost: $100 per year (Unit 1/2)$80 per year (Unit 3/4)
UNIT 1 - How can the diversity of materials be explained?
In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.

UNIT 2 – How do chemical reactions shape the natural world?
In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve. Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

UNIT 3 - How can design and innovation be used to optimise chemical processes?
In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment. Students analyse and

compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

UNIT 4 – How are carbon-based compounds designed for purpose?
In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity. Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.

Some of the activities involved:

- Practical experiments into material properties, acids and bases, fragrances, water and food chemistry.
- Student designed practical investigation into water and foods or fuels
- Instrumental Analysis workshop at a university
- Research task into materials

VCE Applied Computing

Cost: $0 per year
VCE Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information and software security. The study examines the attributes of each component of an information system including people, processes, data and digital systems, and how their interrelationships affect the types and quality of digital solutions. VCE Applied Computing provides students with opportunities to acquire and apply knowledge and skills to use digital systems efficiently, effectively and innovatively when creating digital solutions. Students investigate legal requirements and ethical responsibilities that individuals and organisations have with respect to the security and integrity of data and information. Through a structured approach to problem solving, incorporating computational, design and systems thinking, students develop an awareness of the technical, social and economic impacts of information systems, both currently and into the future. Year 11 students will complete Units 1 and 2 in Applied Computing. In Year 12 students will do either Data Analytics OR Software Development.

UNIT 1 – Applied Computing
In unit 1 students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions. As an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. Students also select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology

UNIT 2 – Applied Computing
In unit 2 students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment. Students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. As an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

UNIT 3 – Data Analytics
In unit 3 students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology. Students respond to teacher-provided solution requirements and designs. Students develop data visualisations and use appropriate software tools to present findings. The students propose a research question, prepare a project plan, collect and analyse data, and design infographics or dynamic data visualisations. The first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1 is also introduced.

UNIT 4 – Data Analytics
In unit 4 students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats. Students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3 into infographics or dynamic data visualisations, and evaluate the solutions and project plan. This forms the second part of the School-assessed Task (SAT). The students also investigate security practices of an organisation. They examine the threats to data and information, evaluate security strategies and recommend improved strategies for protecting data and information.

VCE English

Cost: $0 per year
This study develops competence in the understanding and use of English for a variety of purposes sufficient to meet the demands of post-school employment, further education, and participation in a democratic society. It emphasises the integration of reading, writing, speaking, listening and thinking. It values student diversity and particularly encourages learning, in which students take responsibility for their language development and thus grow in confidence and in language skill and understanding.

UNIT 1:
In this unit, students engage in reading and viewing texts with a focus on personal connections with the story. They contemplate the ways a text can present and reflect human experiences, and how stories or aspects of stories resonate with their own memories and lives. Students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

UNIT 2:
In this unit, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students consider the way arguments are developed and delivered in many forms of media. They closely examine the language and the visuals employed by the author, and offer analysis of the intended effect on the audience.

Students apply their knowledge of argument to create a point of view text for oral presentation.

UNIT 3:
In Unit 3, area of study 1, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways. In area of study 2, students build on the knowledge and skills developed through Unit 1. They read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts. They further consider mentor texts through their understanding of the ways that purpose, context (including mode), and specific and situated audiences influence and shape writing.

UNIT 4:
In this unit students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.

Students apply reading and viewing strategies to engage with a text, and discuss and analyse the ways authors construct meaning in a text through the presentation of ideas, concerns and conflicts, and the use of vocabulary, text structures and language features. They engage with the dynamics of a text and explore the explicit and implicit ideas and values presented in a text. They recognise and explain the ways the historical context, and social and cultural values can affect a reader, and analyse how these social and cultural values are presented. They establish how these values can influence the way a text is read or viewed, can be understood by different audiences, and can position readers in different ways.

In area of study 2, students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. The texts must have appeared in the media since 1 September of the previous year and teachers are advised to work with their students to select an issue of relevance to the cohort. Students read, view and/or listen to a variety of texts from the media, including print and digital, and audio and audio visual, and develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue.

VCE Environmental Science

Cost: $75 per year

VCE Environmental Science enables students to understand Earth as a set of four interdependent systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students explore how the relationships between these systems produce environmental change over a variety of timescales.

They investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts with a focus on pollution, biodiversity, energy use and climate change.

Unit 1: How are Earth's dynamic systems interconnected to support life?

In this unit students examine the processes and interactions occurring within and between Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality.

Unit 2: What effects Earth's capacity to sustain life?
In this unit students consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment and management of a range of pollutants that are emitted or discharged into Earth's air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water.

Unit 3: How can biodiversity and development be sustained?
In this unit students focus on environmental management through the application of sustainability principles. They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services important for human health and well-being. They analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animal or plant species.

Unit 4: How can climate change and energy impacts be managed?

In this unit students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources in order to evaluate the suitability and consequences of their use in terms of upholding sustainability principles.

Some of the activities involved:
- Fieldwork and excursions off-site from school.
- Guest Speakers from local industry.
- Focus on climate change and conservation
- Features a student-designed practical investigation about biodiversity or energy use.

VCE Food Studies

Cost: $100 per year
VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills, and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices.

Practical activities are integral to Food Studies and include comparative food testing, cooking, creating and responding to design briefs, demonstrations, dietary analysis, nutritional analysis, product analysis, scientific experiments and sensory analysis (including taste testing and use of focus groups).

UNIT 1 - Food origins
In this unit students focus on food from historical and cultural perspectives and investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance

of food through inquiry into one particular food-producing region of the world.

In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European

settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

Students consider the influence of innovations, technologies and globalisation on food patterns. Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.

UNIT 2 - Food makers

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

UNIT 3 - Food in daily life

In this unit students investigate the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au), and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness, and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

UNIT 4 - Food issues, challenges and futures

In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population.

In Area of Study 1 students focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They also consider the relationship between food security, food sovereignty and food citizenship. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

In Area of Study 2 students focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and

technologies, and the challenges of food security, food sovereignty, food safety and food wastage. They research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. The focus of this unit is on food issues, challenges and futures in Australia.

Practical activities provide students with opportunities to apply their responses to environmental and ethical food issues, reflect on healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and consider how food selections and food choices can optimise human and planetary health.

VCE Geography

Cost: $75 per year

The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected?

Students explore these questions through fieldwork and investigation of a wide range of secondary sources. These methods underpin the development of a unique framework for understanding the world, enabling students to appreciate its complexity, the diversity and interactions of its environments, economies and cultures, and the processes that helped form and transform them.

UNIT 1: Hazards and disasters

Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

UNIT 2: Tourism

There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism. Students undertake fieldwork in this unit and report on fieldwork using the structure provided.

UNIT 3: Changing the land

Students investigate three major processes that are changing land cover in many regions of the world. Students investigate the distribution and causes of these three processes. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change. Students undertake fieldwork and produce a fieldwork report using the structure provided

UNIT 4: Human population – trends and issues

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. In this unit, students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

The growth of the world's population from 2.5 billion in 1950 to over 7 billion since 2010 has been on a scale without parallel in human history. Much of the current growth is occurring within developing countries while the populations in many developed countries are either growing slowly or are declining.

VCE Health & Human Development

Cost: $0 per year
VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

UNIT 1 – Understanding health and wellbeing
This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health.

UNIT 2 – Managing health and development
This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

UNIT 3 – Australia's health in a globalised world
This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs.

UNIT 4 – Health and human development in a global context
This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO).

VCE HISTORY

Cost: $0 per year

History is a dynamic discipline that involves structured inquiry into the human actions, forces and conditions (social, political, economic, cultural, environmental and technological) that have shaped the past and present. To make meaning of the past, historians use historical sources, which include primary sources and historical interpretations. Historians analyse and evaluate evidence and use this when constructing historical arguments. As historians ask new questions, revise interpretations, or discover new sources, fresh understandings about the past come to light.

Although history deals with the particular – specific individuals and key events – the potential scope of historical inquiry is vast and formed by the questions that historians pursue, the availability of historical sources, and the capacity of historians to interpret those sources. VCE History reflects this by enabling students to explore a variety of eras and periods, events, people, places and ideas.

Modern History examines the causes and consequences of conflict and change in the modern era. Revolutions explores the causes and consequences of significant social upheaval (America, France, Russia and China) in the modern period.

VCE Modern History (unit 1 and 2)

Unit 1: Change and conflict

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

World War One was a significant turning point in modern history. It represented a complete departure from the past and heralded changes that were to have significant consequences for the rest of the twentieth century. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures and led to the creation of many new nation states. These changes had many unintended consequences that would lay the foundations for future conflict and instability in Europe, the Americas, Asia, Africa and the Middle East. Economic instability caused by the Great Depression contributed to great social hardship as well as to the development of new political movements.

The period after World War One, in the contrasting decades of the 1920s and 1930s, was characterised by significant social, political, economic, cultural and technological change. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people and other minorities intensified, resulting, during World War Two, in the Holocaust. In the Union of Soviet Socialist Republics (USSR), millions of people were forced to work in state-owned factories and farms and had limited personal freedom. In the United States of America (USA), foreign policy was shaped by isolationism, and the consumerism and material progress of the Roaring Twenties was tempered by the Great Depression in 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

Unit 2: The changing world order

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

The period saw continuities in and challenges and changes to the established social, political and economic order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was

achieved through both military and diplomatic means. Ethnic and sectarian conflicts also continued and terrorism became increasingly global.

The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements, as well as new political partnerships, such as the UN, European Union, APEC, OPEC, ASEAN and the British Commonwealth of Nations.

VCE Revolutions (unit 3 and 4)

Units 3 and 4
In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on the regime's ideology.

Change in a post-revolutionary society is not guaranteed or inevitable and continuities can remain from the pre-revolutionary society. The implementation of revolutionary ideology was often challenged internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

In these units students construct an argument about the past using historical sources (primary sources and historical interpretations) as evidence to analyse the complexity and multiplicity of the causes and consequences of revolution, and to evaluate the extent to which the revolution brought change to the lives of people. Students analyse the different perspectives and experiences of people who lived through dramatic revolutionary moments, and how society changed and/or remained the same. Students use historical interpretations to evaluate the causes and consequences of revolution and the extent of change instigated by the new regime.

In developing a course, teachers select two revolutions to be studied, one for Unit 3 and one for Unit 4 from the list below. The revolution selected in Unit 3, Area of Study 1, must be selected for Unit 3, Area of Study 2. The revolution selected in Unit 4, Area of Study 1, must be selected for Unit 4, Area of Study 2.

- The American Revolution
- The French Revolution
- The Russian Revolution
- The Chinese Revolution

VCE Legal Studies

Cost: $0 per year

The VCE Study Design for Legal Studies allows students to explore the varied and complex ways in which laws impact their everyday lives. This includes investigating who makes laws, the process of making laws, how changes to laws are effected and the likely consequences of breaking laws. The study of Legal Studies at VCE enables students to become active and informed citizens. They will develop knowledge and skills that will enhance their confidence and ability to access and participate in the legal system. Further study in the legal field can lead to a broad range of careers such as lawyer, police officer, investigator, paralegal, legal secretary or careers in the justice or court system.

UNIT 1 – The Presumption of Innocence

Laws, including criminal law, aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order. When a criminal law is broken, a crime is committed which is punishable and can result in criminal charges and sanctions. In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

UNIT 2 – Wrongs and Rights

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

UNIT 3 - Rights and Justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit, students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.

Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

UNIT 4 - The People, the Law and Reform
The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

VCE Mathematics

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling, and problem posing and solving.

The study of Mathematics is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of all students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

In Year 11 and 12, students can choose one or multiple Mathematics units. Students should check on entry requirements for their choices and speak with their maths teacher about their suitability for different units. During subject selection students should also consider choosing the most appropriate unit(s) to meet prerequisites for further study.

VCE General Mathematics

Cost: $0 per year
Units 1 and 2
General Mathematics Units 1 and 2 cater for a range of student interests. The areas of study for covered across the year General Mathematics are univariate data, financial mathematics and recursion, linear functions and graphs, matrices, investigating relationships between two numerical variables, graphs and networks, variations and transformations, measurement and trigonometry.

Units 3 and 4
General Mathematics Units 3 and 4 focus on real-life application of mathematics. Unit 3 comprises the topics of *Data analysis and Statistics* and *Recursion and financial modelling*, and Unit 4 comprises *Matrices* and *Networks and decision mathematics*.

VCE Mathematical Methods*

Cost: $0 per year
Mathematical Methods Units 1 & 2 are completely prescribed and provide an introductory study of simple elementary functions, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and cover assumed knowledge and skills for those units.

*Students may be required to sit an entry test to ensure minimal skill requirements are met.

Mathematical Methods Units 3 & 4 are completely prescribed and extend the study of simple elementary functions to include combinations of these functions, algebra, calculus, probability and statistics, and their

applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, humanities, economics and medicine.

VCE Specialist Mathematics

Cost: $0 per year
Specialist Mathematics Units 1 & 2 comprise a combination of prescribed and selected non-calculus based topics and provide courses of study for students interested in advanced study of mathematics, with a focus on mathematical structure and reasoning. They incorporate topics that, in conjunction with Mathematical Methods Units 1 and 2, provide preparation for Specialist Mathematics Units 3 and 4 and cover assumed knowledge and skills for those units.

Specialist Mathematics Units 3 & 4 are designed to be taken in conjunction with Mathematical Methods Units 3 & 4, or following previous completion of Mathematical Methods Units 3 & 4. The areas of study extend content from Mathematical Methods Units 3 & 4 to include rational and other quotient functions as well as other advanced mathematics topics such as complex numbers, vectors, differential equations, mechanics and statistical inference. Study of Specialist Mathematics Units 3 & 4 assumes concurrent study or previous completion of Mathematical Methods Units 3 & 4.

NOTE: students selecting Specialist Mathematics must also select Mathematical Methods.

VCE Media

Cost: $50 per year
VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products.

*Students may be required to pay for specialised materials for their final artwork in unit 4.

UNIT 1 – Media forms, representations and Australian stories
The relationship between audiences and the media is evolving. Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product.

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

Students analyse how representations, narratives and media codes and conventions contribute to the construction of the media realities that audiences read and engage with. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production.

UNIT 2 – Narrative across media forms
Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, and using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content. Narratives in new media forms have generated new modes of audience engagement, consumption and reception.

UNIT 3 – Media narratives, contexts and pre-production
In this unit, students explore stories that circulate in society through a close analysis of a media narrative. Narratives are defined as the depiction of a chain of events in a cause-and-effect relationship occurring in physical and/or virtual space and time in fictional and non-fictional media products. Students consider the use of codes and narrative conventions to structure meaning and explore the role these play in media narratives. Through the close analysis of a media narrative, students develop media language and terminology and a deeper understanding of how codes and narrative conventions are combined in a narrative. They study how social, historical, institutional, culture, economic and political contexts may influence the construction of media narratives and audience readings.

UNIT 4 – Media production; agency control in and of the media
In this unit students focus on the production and post-production stages of the media production process, bringing the pre-production plans created in Unit 3 to their realisation. Students refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. The context in which media products are produced, distributed and consumed is an essential framework through which audiences view and read media products. Social, historical, institutional, cultural, economic and political contexts can be seen through explicit or implied views and values conveyed within media products. The media disseminate these views and values within a society and, as a result, can play a key role in influencing, reinforcing or challenging the cultural norms.

VCE Music Units 1 and 2

ENTRY: Students with limited experience or background in music should speak with the music teachers at school to discuss their suitability for this subject.

Cost: $0 per year
VCE Music offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures. Students can specialise in one or more approaches to the study of music, depending on their VCE program overall and the post-VCE pathways they may be interested in following. VCE Music offers students opportunities for personal development and to make an ongoing contribution to the culture of their community through participation in life-long music making.

UNIT 1 – Organisation of Music
In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation.

They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas..

UNIT 2 – Effect in Music
In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing

and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding. Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They should perform at least one work to convey a specified effect and demonstrate this in performance. They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied. As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

VCE Music – Contemporary Performance Units 3 and 4

Cost: $0 per year

UNIT 3 - Build and refine performance and musicianship skills

This unit focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges.

UNIT 4 - Develop and refine performance and musicianship skills

This unit focuses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and continue preparation of a performance program they will present in the end-of-year examination. All students present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. Through analyses of other performers' interpretations and feedback on their own performances, students refine their interpretations and optimise their approach to performance. They continue to address challenges relevant to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical musicianship skills. VCE Music offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures. Students can specialise in one or more approaches to the study of music, depending on their VCE program overall and the post-VCE pathways they may be interested in following. VCE Music offers students opportunities for personal development and to make an ongoing contribution to the culture of their community through participation in life-long music making.

VCE Outdoor & Environmental Studies

Cost: $500 per year – cost covers compulsory camps. Please note that camps and excursions are a mandatory component of this subject. Students will be unable to achieve a Satisfactory unit outcome without going on the camps and excursions. If payment is not made or a payment plan not established by the end of 2026, students will be counselled into another subject that does not have a cost.

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with theory-based study enables informed understanding of human relationships with nature.

UNIT 1 - Exploring outdoor experiences

This unit examines some of the ways in which humans understand and relate to nature through experiences of

outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments.

UNIT 2 - Discovering Outdoor Environments

In this unit students study nature's impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise human impact on outdoor environments. Students are provided with practical experiences as the basis for comparison between outdoor environments and reflection to develop theoretical knowledge about natural environments.

UNIT 3 - Relationships with Outdoor Environments

Students consider a number of factors that influence contemporary relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop theoretical knowledge and skills about specific natural environments.

UNIT 4 - Sustainable Outdoor Relationships

Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current agreements and environmental legislation, as well as management strategies and policies for achieving and maintaining healthy and sustainable environments in contemporary Australian society. Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop and apply theoretical knowledge about outdoor environments.

VCE Physical Education

Cost: $50 (units 3&4 only)

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

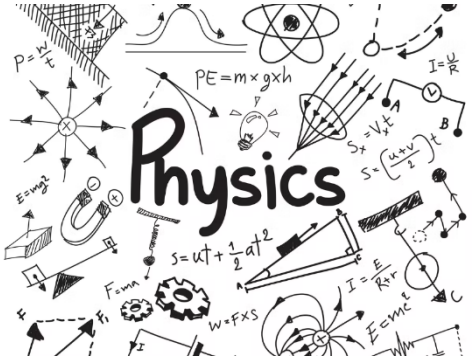
UNIT 1 - The Human Body in Motion
In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

UNIT 2 - Physical activity, sport and society
This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity.

UNIT 3 – Movement skills and energy for physical activity
This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

UNIT 4 – Training to improve performance
In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

VCE Physics



Cost: $90 per year (excursion to Gumbuya World)
Physics seeks to understand and explain the physical world, both natural and constructed. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops.

UNIT 1 – How is energy useful to society?
In this unit, students attempt to understand and explain energy in the forms of light, thermal energy, radioactivity, nuclear processes and electricity. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

UNIT 2 – How does physics help us to understand the world?
In this unit, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. They are also able to choose one of eighteen options including topics such as climate science, nuclear energy, flight, structural engineering, sports science, electronics, astrophysics, astrobiology and more!

UNIT 3 – How do fields explain motion and electricity?
In this unit, students use Newton's laws to investigate motion in one and two dimensions. They compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They explore fields in relation to satellites, electricity transmission the design of particle accelerators.

UNIT 4 – How have creative ideas and investigations revolutionised thinking in physics?
In this unit, students examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Students are challenged to imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light.

Some of the activities involved:

- Excursion to Gumbuya World to experience the physics of water slides!
- Study of radioactive substances in the classroom
- Practical activities on interference patterns created by light
- Observation of magnetic fields occurring in real life
- Student designed practical investigation based on motion. Some examples of investigations created by past students:
    - Energy in a bowling ball pendulum
    - Acceleration of objects dropped from a drone
    - Conservation of momentum on a frictionless air track
    - Height of a projectile using air rockets

VCE Product Design & Technology: Textiles

Cost: $0 per year (however students must purchase own textiles for products)

VCE Product Design & Technology: Materials

Cost: $100 per year - covers materials for products that students create and take home

Product design is a solution-focused approach that engages with the diverse needs and opportunities of individuals, society and the environment in which we live. Product designers aim to improve welfare, which includes quality of life, by designing innovative and ethical solutions. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental and cultural factors. These factors influence the form, function and aesthetics of products.

UNIT 1 – Design practices
This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. In doing this, they practise using their critical, creative and speculative thinking strategies. When creating their own designs, students use appropriate drawing systems – both manual and digital – to develop graphical product concepts. They also experiment with materials, tools and processes to prototype and propose physical product concepts.

UNIT 2 – Positive impacts for end users
Designers should look outward, both locally and globally, to research the diverse needs of end users. They should explore how inclusive product design solutions can support belonging, access, usability and equity. In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.
Students also explore cultural influences on design. They develop an awareness of how Aboriginal and Torres

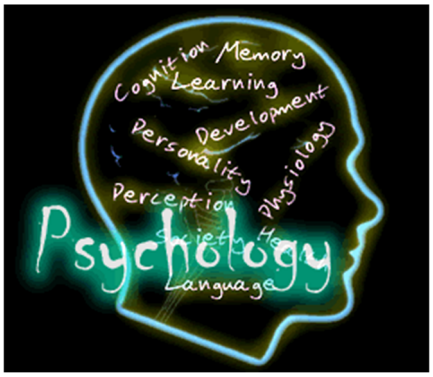
Strait Islander peoples design and produce products, how sustainable design practices care for Country, and how traditions and culture are acknowledged in contemporary designs. Students also have opportunities to make connections to personal or other cultural heritages.

UNIT 3 – Ethical product design and development
In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s).
Product designers respond to current and future social, economic, environmental or other ethical considerations. This unit focuses on the analysis of available materials in relation to sustainable practices, tensions between manufacturing and production, modern industrial and commercial practices, and the lifecycles of products from sustainability or worldview perspectives.
Students plan to develop an ethical product through a problem-based design approach, starting with a need or opportunity and using a design process and testing to problem-solve.

UNIT 4 – Production and evaluation of ethical designs
In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes.

Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution. Students also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends.

VCE Psychology



Cost: $0 per year
VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. Students explore the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health.

UNIT 1 - How are behaviour and mental processes shaped?
At the start of Unit, students explore how hereditary and environmental factors of a person's development. The second topic explores concepts of normality and neurotypicality and consider how typical or atypical psychological development in individuals may be defined. We also explore the role of mental health practitioners and organisations in supporting psychological development and the diagnosis.

UNIT 2 - How do external factors influence behaviour and mental processes?
In Unit 2 Psychology, students explore the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups. In the second outcome students explore two aspects of human perception (vision and taste) and learn to understand visual illusions and how taste can be influenced by food appearance and packaging.

UNIT 3 - How does experience affect behaviour and mental processes?
In Year 12 Psychology, students begin by exploring how the human nervous system influences behaviour. There

is also a focus on learning about stress and coping strategies. In the next topic students examine how the mechanisms of learning and study various models of learning. Then, they look at the regions of the brain involved in memory and how memory can be improved.

UNIT 4 - How is wellbeing developed and maintained?
The topic begins exploring the topic of consciousness including a comparison between normal waking consciousness and altered states of consciousness. The importance of sleep and sleep disturbances is also explored. The final topic explores the influences around mental wellbeing.

Some of the activities involved:
- Reviewing media articles relating to psychology topics
- Research task
- Creating models and undertaking role
- Viewing videos of historical experiments
- Student-designed practical investigations

VCE Theatre Studies

Cost: $50 per year (covers a compulsory excursion to see performance)
UNIT 1 – History of theatre styles and conventions pre-1945
This unit focuses on the application of acting, direction and design in relation to theatre styles and their conventions pre-1945, that is, from the era up to and including 1944. Students work in production roles with scripts from specific periods that fall between the beginning of theatre history until the end of 1944 focusing on at least 2 theatre styles, their conventions and histories. They study innovations in theatre production through the styles they explore and apply this knowledge to their interpretations of works.

UNIT 2 – Contemporary theatre styles and movements
In this unit, students study contemporary theatre practice through the exploration of scripts from 1945 to the present day. They select scripts from either 2 distinct theatre styles OR a theatre movement between 1945 and the present day. In either option, students should study at least one Australian play. Contemporary theatre movements can be defined as performance styles from 1945 onwards that push the boundaries of traditional theatre styles and conventions. They often consist of a range of conventions and features and can cut across art forms, genres and disciplines. This unit focuses on the application of acting, direction and design in relation to contemporary theatre practice from 1945 to the present day. Students work in production roles to interpret scripts. They study developments and innovations in theatre and apply this knowledge to their own work.

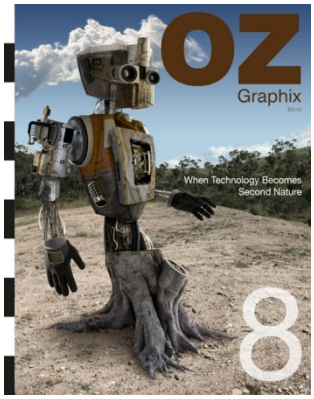
UNIT 3 – Producing Theatre
In this unit, students develop an interpretation of a script through the 3 stages of the theatre production process: planning, development and presentation. Students specialise in 2 production roles, working collaboratively to interpret and realise the production of a script. They apply the knowledge developed during this process to analyse and evaluate how production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge of elements of theatre composition and safe, ethical, inclusive and sustainable (where possible, environmentally sustainable) working practices in the theatre. Students attend a performance selected from the prescribed VCE Theatre Studies Playlist and analyse and evaluate the interpretation of the script of the performance. The playlist is published annually on the VCAA website.

UNIT 4 – Presenting an Interpretation
In this unit, students study a scene and an associated monologue from a script. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the 3 stages of the production process. Students then develop an interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, students work in production roles as an actor

and director, or as a designer.

VCE Visual Communication Design

Cost: $50 per year



The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to influence everyday life for individuals, communities and societies. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills to visualise thinking and to present potential solutions. *Students may be required to pay for specialised materials for their final artwork in unit 4.

UNIT 1 – Finding, reframing and resolving design problems

In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

UNIT 2 – Design contexts and connections

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.

UNIT 3 – Visual communication in design practice

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

UNIT 4 – Delivering design solutions

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes.

VCE Vocational Major (VCE VM) - Structure

Please note, students studying the VCE Vocation Major MUST complete a two-year VET course as part of their certificate. For this reason, combined with the fact that TAFE is a two-year commitment in an adult learning environment, **we do not recommend the VCE VM to students who are still unsure of their pathway or what careers they are interested in.** Subject choices in the VCE VM are limited due to the requirements of the course. There is a cost of $250 to cover the bus to and from TAFE, and a $250 VET fee, along with a fee for the camp.

The VCE VM program at MSC is structured as follows:

Monday, Tuesday and Wednesday – students attend school and complete VCE VM literacy, numeracy, PDS and WRS – see subject descriptions below. Students are expected to complete assessments as part of their VCE VM, and to demonstrate satisfactory achievement of the outcomes.

Thursday – students attend their VET course at TAFE Gippsland (buses are available from MSC to transport students)

Friday – students complete Structured Workplace Learning (SWL - see below).

VCE VM Program Costs

All students who enrol in the VCE VM program will need to pay the following costs per year:

VCE VM Camp	$400
Excursions	$100
TAFE bus	$250
TAFE fees	$250
TOTAL PROGRAM COST:	$1000

Students considering a TAFE program should speak to the Careers Team to obtain a copy of the TAFE Gippsland course options (see subject selection forms at the end of this Handbook for a list).

STRUCTURED WORPLACE LEARNING IN VCE VM

Students enrolled in the VCE VM at Maffra Secondary College must engage in Structured Workplace Learning (SWL) which takes place each Friday.

What is SWL?
SWL is effectively unpaid work placement. The benefit of SWL is that students learn skills and engage in learning about the workplace. This can help students to find employment and relate the learning that they are doing at school to the real world.

How do I arrange SWL?

- Students are expected to make their own SWL arrangements by considering which employers or workplaces they would like experience in, then making phone calls or visits to arrange the placement with the employer.
- Support is available if needed, but students are expected to proactively manage their own SWL and complete their workplace learning record to ensure they are credited towards their certificate.
- There is also insurance paperwork that must be completed prior to the placement. The placement is not a legal arrangement unless the paperwork is returned to the school, signed by the employer, prior to the placement starting.

What if I am doing a School-Based Apprenticeship or Traineeship?
Students enrolled in an SBAT are already in a workplace at least 2 days a week and concurrently completing a

VET qualification. They are not required to complete extra SWL on top of this.

In order to receive credit into the VCE VM or VPC, students need to maintain and complete a Workplace Learning Record (WLR).

VCE VM LITERACY

UNIT 1 – Literacy for Personal Use, and Understanding and Creating Digital Texts
Students will develop their reading and viewing skills and expand their responses beyond the Year 10 Level. This area of study focuses on the structures and features of a range of texts – print, visual and film – and the personal reasons readers may have for engaging with these texts. Students will read or watch a variety of texts for a personal purpose, such as finding information. Students will develop their understanding of the structures and features of these text types, and examine how they are influenced by purpose, context, audience and culture. Students will read texts that serve a variety of purposes, from everyday content written to convey information, to texts written for specific workplaces or educational settings.

Students also build on and work to consolidate their digital literacy skills. Students will develop their capacity to critically assess digital texts, including webpages for vocational and workplace settings, podcasts and social media. They will develop their analytic skills to identify and discuss aspects of digital texts. As a part of their studies, students will discuss the reliability and effectiveness of websites in connecting with audiences and delivering factual messages and information.

UNIT 2 - Understanding issues and voices, and Responding to Opinions
Students will engage in issues that are characterised by disagreement or discussion, developing and expanding upon learning from Unit 1. Students will consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might arise in particular vocational or workplace settings. Students will read, view and listen to a range of texts and content that demonstrate diverse opinions on a range of local and global issues, and which may impact on their community or be of particular concern to a vocational or workplace group. Students should consider the language and purpose of different text types and consider how this language is used to influence an audience.

Students practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform. Students consider their own perspectives on issues and develop reasoned and logical responses to these discussions in a respectful and thoughtful manner.

Students consider the arguments presented and critically analyse the language, evidence and logic of the arguments of others so that they can create their own response. In constructing their own responses, students select evidence that supports their viewpoint. Students learn to accurately reference and acknowledge the evidence they select.

UNIT 3 – Accessing, understanding, creating and responding to informational, organisational and procedural texts
Students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. These texts should reflect real-life situations encountered by students and be representative of the sorts of texts students will encounter in a vocational setting or workplace, or for their health and participation in the community.

Students will learn to recognise, analyse and evaluate the structures and semantic elements of informational, organisational and procedural texts as well as discuss and analyse their purpose and audience. Students will develop their confidence to deal with a range of technical content that they will encounter throughout adulthood, such as safety reports, public health initiatives, tax forms and advice, contracts, promotional videos

and vocational and workplace texts.

Area of study 2 focuses on texts about an individual's rights and responsibilities within organisations, workplaces and vocational groups. Students read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organisations they interact with.

UNIT 4 – Understanding and engaging with literacy for advocacy, and Speaking to advise or to advocate
Students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting. Students will research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure.

Students will consider which elements are important for creating a 'brand' (including personal branding) and how different texts, images, products and multimedia platforms work together to produce one, central message to influence an audience. Students will compare and contrast the ways in which same message can be presented through different platforms and participate in discussions that consider the effectiveness of these messages, considering their purpose and the social and workplace values associated with them.

In area of study 2, students will use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning. The presentation needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus. Students are encouraged to connect this area of study to their learning in Unit 4 of either Work Related Skills or Personal Development Skills.

VCE VM NUMERACY:

To achieve the VCE VM Certificate, students must complete at least 2 VCE VM numeracy or VCE general mathematics units and in most cases will need 4 to achieve the required number of units. Students should take the time to discuss the best option with their current maths teacher and careers advisor.

UNITS 1&2
In Unit 1 students will develop their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies.

These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

UNITS 3&4
In Units 3&4 students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies.

These units provide students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.

VCE VM WORK RELATED SKILLS

UNIT 1 - Careers and learning for the future
This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills, capabilities and education and/or employment goals. They will develop and apply strategies to communicate their findings.

UNIT 2 – Workplace skills and capabilities
As the nature of work changes over time, so do the skills and capabilities needed for success. Fundamental to achieving personal goals relating to future education and employment is the ability to recognise and develop individual skills and capabilities that are valued in a chosen pathway. In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

UNIT 3 - Industrial relations, workplace environment and practice
This unit focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas:

- wellbeing, culture and the employee-employer relationship
- workplace relations, and
- communication and collaboration.

Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces.

UNIT 4 - Portfolio preparation and presentation
Portfolios are a practical and tangible way for a person to communicate relevant skills, experiences and capabilities to education providers and future employers. In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

VCE VM PERSONAL DEVELOPMENT SKILLS

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

UNIT 1 - Healthy individuals
This unit focuses on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and individual health and wellbeing. Students will use these findings to enhance an understanding of community cohesion, community engagement and how sense of identity may affect outcomes in different contexts. Students will investigate the elements of emotional intelligence and begin to develop an

awareness of interrelationships between communities and the health and wellbeing of individuals.

Students will investigate local health-promoting organisations and resources and play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing. This unit highlights the importance of critical and creative thinking and clear communication as individuals explore personal identity and the role of community. Students will examine relationships between technologies and health and wellbeing, and develop tools for analysing the reliability, validity and accuracy of information and the efficacy of health messages.

UNIT 2: Connecting with community

This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community.

In the topic of community engagement, students will seek to understand different perspectives on issues affecting a community. They will reflect on relationships between community issues, social cohesion, and health and wellbeing, and the importance of clear information and communication. Students will investigate how communities may be called upon to support individual members and identify effective strategies for creating positive community change. They will plan, implement and evaluate an active response to an individual's need for community support.

UNIT 3 – Leadership and Teamwork

This unit considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team.

UNIT 4: Community project

This unit focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. They will look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will reflect on how community awareness of a selected issue can be improved. Students will engage in a process of planning, implementing and evaluating a response to a selected community issue. They will conduct research, analyse findings and make decisions on how to present work. Students will consider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project. Students will present project to an appropriate audience of peers or community members and evaluate the effectiveness of chosen response to the issue.

HOMEWORK IN THE SENIOR SCHOOL

All students are expected to complete set homework, as well as prepare revision notes and study for exams. Students should have a set space to complete homework tasks, preferably in a quiet area with good lighting. When studying for long periods of time students should take breaks every hour to walk around and stretch. Tips for managing homework are available in the student diary, and assistance is available from Senior School staff members.

The Senior School homework expectations are as follows:

Year 10 – average of 5 – 8 hours per week
Year 11 – average of 9 – 12 hours per week (approx. 1½ - 2 hrs per subject, per week)
Year 12 – average of 15 hours per week (up to but no more than 3 hrs per subject per week. Private study lessons used productively could make up part of this time)

Purpose of Homework

- Consistently working on each subject each day improves the connections that empower learning
- We can't retain everything we learn in class so reading through notes and doing set tasks helps build the connections and shifts new learning to long term memory.
- If students apply themselves to homework tasks then preparation for assessments become revision rather than relearning information that has been forgotten or learning information for the first time.

Students should keep a balance between:

- Homework requirements
- Hours of employment – studies have shown that more than 10 – 14 hours of paid work per week is harmful to achieving good results at school
- Extra-curricular activities
- Leisure time; and
- Have plenty of sleep.

Generally students will not be expected to study more than the time allocation per subject per week. It is better to have a reasonable amount of homework frequently, so that a regular weekly routine can be established. All subjects have been allocated enough class time to satisfy VCAA requirements even after excursions and sports days have been taken into account.

Students should also be revising their work on a regular basis, reviewing the work that has been covered for each key learning area and making sure they have a thorough grasp of each concept covered. If a student does not feel completely confident with their current topics they should follow up by seeking assistance from their teacher as soon as possible.

Making a set timetable with all the homework times marked in for the week, and actually doing it at the time, means that relaxation can occur at other times without feeling guilty. Homework may include: reading, revising, completing questions, summarising or researching.

Year 9 into 10 Subject Selection for 2027

NAME _____ **FORM GROUP** _____

MY CURRENT STUDIES
My semester one progress report average score was: _____
My Semester One Victorian Curriculum Levels are _____(English) _____(Maths)

Maths Teacher Recommendation:
☐ Pre-General Maths ☐ Pre-Methods Maths

Comments / goals moving forward

AREAS OF CAREER INTEREST CAREER PRE-REQUISITES	NOTES FROM CAREERS PRACTITIONER

A normal Year 10 program will consist of compulsory subjects English and Maths, one science subject, one humanities elective, and six other elective subjects for the year. If you have been invited to study a VCE subject (advanced learning program), this will replace one of your electives each semester. Students study 6 subjects per semester. English, Maths and any VCE subjects run for the whole year.

ADVANCED LEARNING PROGRAM (invited students only):
☐ I have received an invitation to study a VCE or VET subject in 2027
Choose one the following 2 options:
☐ I would like to study a VCE subject (list 2 preferences): 1. _____ 2. _____
☐ I would like to study a normal Year 10 Program, and do not wish to study VCE in 2027

2027 SUBJECT CHOICES **Select subjects in order of preference from 1 to 12** *NB: You will only study 4 elective subjects each semester (8 in total) so be thoughtful in the order of priority*
COMPULSORY SUBJECTS
ENGLISH
Circle your preferred Maths Pre-General OR Pre-Methods
SCIENCE CHOICE (circle your preferred option) • Biology / Chemistry (No cost) • Chemistry / Physics (No cost) • Biology / Psychology (No cost)
HUMANITIES CHOICE (circle your preferred option) • Modern History (No cost) • Accounting and Finance (No cost) • Business and Economics (No cost) • Legal Studies (No cost) • Geography (No cost)
ELECTIVES (in order of preference) *Studying an advanced learning program (VCE) is equal to 2 elective subjects. Please place these as preference 1 & 2 with (VCE) in brackets*
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

Year 10 Elective Subjects Offerings	
Subject Name	Cost
Creative Writing	$0
Global Health	$0
Agriculture and Horticulture	$50
Art - Making and Exhibiting	$20
Digital Technologies	$0
Drama	$50
Food Studies	$50
Hospitality Skills	$50
Indonesian	$0
Music	$0
Media	$0
Outdoor and Environmental Studies	$300
Sports Science	$0
Physical Education	$0
Product Design - Textiles	$0
Product Design - Materials	$50
Supa Coach	$120
Trade Skills	$50
Visual Communication & Design	$0

Please retain as a record of your preferences. Payments for costed electives will need to be made by the end of term 3 to secure a place in the subject. While we endeavour to give each student their first preferences, this may not be possible in every case depending on timetabling and/or student numbers. We ask for backup preferences to facilitate preferred options in the case of first preferences being unavailable.

Please sign

Student: _____

Parent:_____

Careers:_____

VCE Subject Selection for 2027

NAME _____ **FORM GROUP** _____

AREAS OF CAREER INTEREST CAREER PRE-REQUISITES:	CAREERS PRACTITIONER NOTES:

MY CURRENT STUDIES

My semester one progress report average score was: _____

My semester one Victorian Curriculum Levels for English were: _____

My semester one Victorian Curriculum Levels for Maths were: _____

Maths Recommendation:

☐ General Maths 1/2 ☐ Maths Methods 1/2 ☐ Specialist Maths 1/2

Comments / goals moving forward:

_____

_____

_____

SUBJECT SELECTION

A normal VCE Program will consist of **12 Units (6 subjects) from Unit 1 & 2 studies** and **10 Units (5 subjects) from Unit 3 & 4 studies**, which **must** include a sequence of English units. Variations are possible through negotiation.

2027 SUBJECT CHOICES **Select subjects in order of preference from 1 to 8** (you will only study 6 subjects so be thoughtful in the order of priority)			**Proposed 2028 SUBJECTS**		
SUBJECT (in order of preference)	**Unit**	**Unit**	**SUBJECT**	**Unit**	**Unit**
1. (list your English subject first)			**1.** (list your English subject first)		
2.					
3.					
4.					
5.					
6.					
7.					
8.					

VCE Subject offerings 2027

VCE SUBJECT OFFERINGS	UNITS 1 and 2	UNITS 3 and 4
Subject	Cost	Cost
Accounting	$0	$0
Agriculture & Horticulture	$100	$100
Art- Making and Exhibiting	$100	$100
Biology	$70	$0
Business Management	$0	$0
Chemistry	$100	$80
Computing: Applied Computing	$0	$0
English	$0	$0
Environmental Science	$75	$50
Food Studies	$100	$100
Geography	$75	$75
Health and Human Development	$0	$0
History - Modern History (units 1/2 only)	$0	$0
History - Revolutions (units 3/4 only)	$0	$0
Legal Studies	$0	$0
Mathematics - General	$0	$0
Mathematics - Maths Methods	$0	$0
Mathematics - Specialist	$0	$0
Media	$50	$50
Music	$0	$0
Outdoor and Environmental Studies	$500	$500
Physical Education	$0	$50
Physics	$90	$90
Product Design and Development – Textiles	$0	$0
Product Design and Development – Materials	$100	$100
Psychology	$0	$0
Theatre Studies	$50	$50
Visual Communication Design	$50	$50

Please sign

Student: _____ **Parent:** _____ **Careers Practitioner:** _____

Year Level Coordinator Approval _____

Please retain as a record of your preferences. The course selection will be entered online by your Year Level Leader once it is approved. Any relevant subject costs will then be payable to secure a student's place. While we endeavour to give each student their first preferences, this may not be possible in every case depending on timetabling and/or student numbers.

VCE VM Subject Selection for 2027

NAME _____ **FORM GROUP** _____

AREAS OF CAREER INTEREST	CAREER PRE-REQUISITES

MY CURRENT STUDIES
My semester one progress report average score was: _____
My semester one Victorian Curriculum Levels for English were: _____
My semester one Victorian Curriculum Levels for Maths were: _____

Maths Recommendation (from maths teacher):

☐ VCE VM Numeracy ☐ VCE General Maths
Comments / goals moving forward

A normal VCE VM Program consists of

- a full day of Structured Workplace Learning (Friday)
- a full day studying a VET subject at TAFE each week (Thursday)
- Literacy, Numeracy, Work-related Skills and Personal Development (Monday, Tuesday and Wednesday

Compulsory VCE VM Subjects

- VCE VM Literacy
- VCE VM WRS
- VCE VM Personal Development
- VCE VM Numeracy

VET subject
Select one option from the Subject Offerings

_____
Please note all VCE VM students must pay their TAFE costs, along with $400 for the camp and $100 for excursions to secure their place in the program VCE VM CHECKLIST – please tick

Have you included in your choices the following?
☐ VET subject choice

Please sign
Student: _____**Parent:** _____
Careers Practitioner: _____

Year Level Team Leader / Assistant Recommendation – please tick
☐ Course is approved OR
☐ Another appointment with Careers is required

VCE VM - VET SUBJECT OFFERINGS	Year 1	Year 2
Subject	Cost	Cost
Health Services Assistance (Cert III) – Port of Sale	$500	$250
Automotive (Cert II) – Port of Sale	$500	$250
Hair and Beauty (components of Cert III) – Port of Sale	$500	$250
Community Services (Cert II) – Port of Sale	$500	$250
Business Studies (Cert II) (online only)	$500	$250
Early Childhood Education and Care (Cert III) Port of Sale	$500	$250
Engineering Studies (Cert II) – Port of Sale	$500	$250
Building and Construction (carpentry) (Cert II) – Port of Sale	$500	$250
Electrotechnology (Cert II) – GTEC Sale	$500	$250
Cookery (Cert II) - MSC	$500	$250
Plumbing (Cert II) – Bairnsdale only (Friday)	$500	$250
Conservation and Land Management (Cert II) – Bairnsdale only (Friday)	$500	$250
Agriculture (Cert II) Bairnsdale	$500	$250
Animal Care (Cert II) – GTEC Sale	$500	$250
Horticulture (Cert II) Bairnsdale	$500	$250

Please retain as a record of your preferences. The course selection will be entered online by your Year Level Leader once it is approved. VCE VM program cost will then be payable to secure a student's place. While we endeavour to give each student their first preferences, this may not be possible in every case depending on timetabling and/or student numbers. Note that the VET subjects run at the discretion of TAFE Gippsland.

PROTOCOLS FOR SENIOR STUDENTS

Satisfactory Unit Completion
To pass a unit at Years 10, or in VCE / VCE VM, the following requirements must be met:

- Exemplary attendance
- Completion of all required coursework
- Achieving an S on each Common Assessment Task (CAT – year 10) or School Assessed Coursework (SAC – VCE).

In cases where students have been absent and provided medical certificates, the teacher has to see the work progress in class often enough to be confident that the student has enough evidence to show the learning development required to achieve the learning outcomes, and to be able to authenticate the work as the student's own.

Senior School Outcomes (Years 10-12)

S Satisfactory – The outcome was achieved.
N Not satisfactory – The outcome was not achieved.
NA Not assessed – The outcome has not yet been assessed.

NOTE: Except for exams and assessments held at the end of the semester (for which the importance of attendance has been stressed) students have the opportunity to catch up on assessments missed after school once a week at SAC Catch-up.

- Student Absence or Special Arrangements
  - Students must provide a medical certificate or a statutory declaration when they don't attend a SAC. If one is not provided and/or it is not a school approved absence, the student will automatically fail their initial SAC attempt and will only receive an 'S' on the satisfactory completion of a SAC resit.
- Procedures for SAC resits and SAC Catchup:
  - SAC resits are held every Thursday afterschool in H1, starting promptly at 3:30pm and finishing at 4:30pm. If students do not attend they must provide a medical certificate or will receive an N for the SAC.

VCE and VCE VM Student Contract- 2027

A student undertaking assessment under test conditions as part of School-based Assessment must comply with VCAA examination rules, where relevant.

I ..... understand that I must fulfil the requirements of this contract as outlined.

- I understand that I must submit all work requirements by the due date.
- I acknowledge work submitted is genuinely my own.
- I acknowledge all resources I use.
- I will not receive undue assistance from another person in the preparation and submission of work.
- I will not submit the same piece of work for assessment in more than one study, or more than once within a study.
- I will not circulate or publish written work that is being submitted for assessment in a study, in the year of enrolment.
- I will not knowingly assist another student in a breach of rules.
- I will comply with SAC or assessment task conditions as defined by the teacher.
- **I will provide a medical certificate or a statutory declaration when I do not attend a SAC or VCE VM assessment task**. If one is not provided and/or it is not a school approved absence, then I understand that I will automatically receive an N for the initial SAC attempt and will only receive an 'S' on the satisfactory completion of a SAC resit.
- SAC resits are held every Thursday afterschool in H1, starting promptly at 3:30pm and finishing at 4:30pm. If I do not attend I will provide a medical certificate or I will receive an N for the SAC and a zero for scored assessment.

Student's Signature .....

VCE Coordinator .....

Date ..... /2027