



YEAR 10

Course Selection Handbook

2027

37 Graf Road
Somerville, Victoria, 3912

Phone:
5973 1000

Email
somerville.sc@education.vic.
gov.au

Website
www.somervillesc.vic.edu.au

*'Together we use our voice to challenge and
grow a confident community.'*

Contents

Introduction	5
Contacts for Course Selection	6
For Your Diary Course Selection Timeline	7
The Year 10 program.....	8
Course Counselling.....	8
Course Selection Interviews	8
How to use this Guide	8
Parents and Guardian.....	8
Quick tips	9
How to choose	9
Your Year 10 Course	9
Minimum requirements across other areas	9
Whole year level pastoral care focus	9
Careers and Pathways: Skills for Success from Year 7 to Year 12.....	10
Know Yourself – Building Foundations (Years 7–9)	10
Know Your World – Exploring Futures (Years 9–11).....	11
Manage Your Future – Pathways for Life (Years 10–12)	11
Career Education Year 10	11
Work Experience	11
How do students get a work experience placement?	12
What do I need to do before I start a placement?	12
PROMOTION TO SENIOR PATHWAYS	13
Year 11 & 12	13
Year 10 Attendance	13
Promotion to Senior Pathways.....	14
Prerequisites	14
VCE Completion	14
VCE Vocational Major.....	14
Year 10 Accelerated and Additional Learning Opportunities	14
Advanced English	15
Advanced Maths	15
Language	15
What a year 10 Course could look like	16
SUBJECT COSTS 2027.....	18
Curriculum contributions costing	Error! Bookmark not defined.
Elective Indicative Costs Breakdown.....	Error! Bookmark not defined.
COMPULSORY SUBJECT - YEAR 10 MATHS CORE	28
Profit 4 Me	28
COMPULSORY SUBJECT - YEAR 10 ENGLISH CORE.....	29
Debating.....	31
Literacy Improvement	32
Literature	33
Walt Disney Pictures Presents.....	34
HUMANITIES	35
Around the World in 80 Days.....	36
Build a Business	37
Caring for Our Coasts	38
Current Affairs	39
Law and Order.....	40

Money Talks	41
People, Place and Planet	42
Rights & Freedoms	43
They Called Australia Home	44
21st Century Tyrants	45
World War I History	46
World War II History – Europe	47
World War II History – The Pacific	48
SCIENCE	49
Animalia	50
Cosmetic Science	51
Environmental & Marine Science	52
Forensic Science	53
Introduction to VCE Sciences	54
Physics for Life	55
Psychology	56
Space Science	57
INDONESIAN	58
YEAR 10 Indonesian	58
ART	59
Digital Art	59
Digital Music/Composition	60
Digital Photography	61
Music Performance	62
Visual Art – 2D	63
Visual Art – 3D	64
Visual Communication Design	65
TECHNOLOGY	66
Computer Aided Design & Manufacture	67
Construction	68
Digital Technologies	69
Electronic Products	70
Product Design	71
STEAM	72
Café Culture	73
Create, Make and Bake	74
FEAST	75
Food Around the World	76
Food for Health & Fitness Industry	77
HEALTH & PHYSICAL EDUCATION (HPE)	78
CORE Health	79
Active for Life	80
Body Balance	81
Dance Discovery	82
Football Games	83
Gym and Fitness Training	84
Invasion Sports	85
Net and Court Sports	86
Nutrition and Health Promotion	87
Sports Coaching	89
Sports Performance and Science	90
Striking and Fielding Sports	91

Stop and Pivot (Netball)	92
Track and Field	93
Umpiring and Officiating	94
Unit 1&2 Outdoor and Environmental Studies	96
Accelerated Vocational Education and Training (VET)	97
What is VET.....	97
How do I apply as a Year 10 student	97
What does VET look like for a Year 10	97
Possible VET opportunities	98
Acronyms	99
Glossary	100

Introduction

As your child moves through secondary school, their thoughts naturally turn to considering their options for their future career. As a parent and carer, you are well placed to offer support and advice as students begin to direct themselves towards their future goals.

This handbook is designed to assist students and parents/carers in planning programs and pathways for the important senior years of secondary education.

The College ensures students and families receive course counselling, guidance and access to helpful information and resources to support them through the crucial decision-making processes that lie ahead: from understanding what careers support is available, to where you and your young person can find further information.

The course counselling process provides guidance and support to meet the needs of students as individuals with the support of the staff of the college along the way. Academic and personal growth are both equally valued with the classroom focus on challenge, engagement, achievement, and celebration of success.

We aim to support our students to:

- Find their career passion.
- Understand the labour trends in today's world.
- Consider the options available to them.
- Discover their next step.
- Where to go to find out more.

In Year 9 and 10, the timetable enables students to access a wide range of electives over a two-year period, however, students' selections will determine the subjects that are run in 2027. Students will only be offered subjects where there are sufficient numbers to make up a class.

Decisions about future pathways are a joint responsibility between the student, the parent/carers and the school. It is recommended that parents/carers take the time to discuss course direction and long-term goals with their child. This is an exciting and important process for students to go through, which provides them an opportunity to have choice in their subjects based on interest and their future goals.

We look forward to working with you through this process and establishing your child's courses for 2027.

Charlie Travis, Acting Principal

Our Vision

"Together we use our voice to challenge and grow a confident community."

Our Mission

At Somerville Secondary College we aim to achieve our vision by:

- 1. Providing an inclusive, encouraging, caring, safe and secure learning environment**
- 2. Developing responsible behaviours through clear expectations and high levels of consistency and accountability**
- 3. Providing an engaging and appropriately challenging learning environment with high expectations for learners within a culture of continuous improvement**
- 4. Providing high quality co-curricular, sport, personal development and leadership programs**
- 5. Actively promoting the development of positive and supportive relationships within the learning community**

Our Values

At Somerville Secondary College our vision and mission are underpinned by:

- 6. Integrity - acting in accordance with principles of moral and ethical conduct, ensuring consistency between words and actions.**
 - 7. Respect – treating others with consideration and regard.**
 - 8. Responsibility – accepting personal accountability for behaviours, actions and consequences, including the constructive resolution of differences.**
-

Contacts for Course Selection

Charlie Travis	Acting College Principal
Katie Johnson	Assistant Principal – Wellbeing and Inclusion
Matt Mackenzie	Assistant Principal – Teaching and Learning
Andrew Bohni	Acting Assistant Principal - Facilities
Laura Herrington	Leading Teacher Teaching and Learning
Penelope Linardos	Leading Teacher Teaching and Learning
Jacquelyn Kirk	Junior Sub School Leader Year 7 & 8
Greg Kershaw	Assistant Sub School Leader Year 7
Morgan Maloney	Assistant Sub School Leader Year 8
Graham Howgate	Middle Sub School Leader Year 9 & 10
Geoff Martin	Assistant Sub School Leader Year 9
Claudia D’Cruz	Assistant Sub School Leader – Year 10
David McGillivray	Senior Sub School Leader Year 11-12
Catherine Nelson	Assistant Sub School Leader Year 12
Josh Granger	Assistant Sub School Leader Year 11
Jess Ballingall	Leading Teacher VCE Vocational Major
Elise McNeil	Student Pathways/Careers Advisors
Matthew Mackinlay	Maths KLA Leader
Marley Collins	Learning Specialist Literacy
Shelly Thacker	Learning Specialist Numeracy
Zac Shinkfield	English KLA Leader
Lauren Humphrey	Learning Specialist - Inclusion

For Your Diary Course Selection Timeline

Thursday 4 June	COURSE INFORMATION EVENING, (for parents/guardians & students). <u>All Year levels 8-11</u> Visit the Course displays in the Resource Centre 5:00 pm - 5:45 pm Information Session: 5:45 pm - 6:15 pm Gymnasium Middle School Building 6 Senior School
Wednesday 17 June	COURSE SELECTION DAY 12:00 pm – 6:30 pm Year 8-11 students and their parent/guardian. Individual interviews (booked via Compass Conferences) VET/SBAT subjects will be chosen* <i>(Year 7 students are NOT required at school).</i>
Friday 26 June	Course selection closes for all students
Friday 4 September	Subject choices given to students.
Monday 5 October	Parents will receive their parent payment booklets which is notification of their 2027 Curriculum contributions
Monday 5 October	Booklist (Campion Books) distributed - <i>online orders and delivery options will be advised.</i>
Monday 23 October	Senior School Booklist orders should be completed by to receive resources in time for Headstart
Friday 13 November	Senior School books will be delivered if ordered by 23 October
Monday 16 November	Headstart – Students commence their 2027 curriculum
Friday 20 November	2027 Curriculum Contributions payment plans commence
Wednesday 16 December	Year 7-10 Booklist orders should be completed by to receive resources in time start of year
Friday 22 January	Year 7-10 books will be delivered if ordered by 16 December

The Year 10 program

We aim to provide opportunities, so all students are continually challenged to perform at their best, are engaged in their work and encouraged to regularly attend classes.

Our commitment to you is to provide students with access to programs that suit their interests and are directed towards their future goals.

We endeavour to establish strong personal and respectful relationships with each student in our care. We aim to present enjoyable, relevant and rigorous teaching and learning programs that reflect the developmental stages of our students, as they move through their adolescent years into the Later Years Program.

Course Counselling

Students undergo multiple sessions of course counselling to familiarize themselves with the courses on offer and will receive support from our key staff to guide them through this process to design their program. Course counselling will also include:

- Information sent out via parent/student email on Compass.
- Student information sessions delivered by key staff.
- Online course selection tools.

Course Selection Interviews

Compulsory course selection **interviews** will be held in lieu of formal classes as per timeline. The interview is designed to explore your future aspirations and pathway preference, as well as discussing your current academic achievement and locking in a course that is suited to you and enables you to work towards that aspiration or pathway. It is recommended that a parent/guardian participates in your interview.

Students are requested to complete their course selection preferences as per timeline. We will do our best to offer students their first choices, however this is not always possible, so students will also need to preference additional courses within their selections.

*Please note that on the Course Selection Interview Day if your student is wishing to do an accelerated VET they will also need to attend a 10-minute group session with Pathways and Careers in the conference room

How to use this Guide

1. Read all sections of this book carefully, especially the section for your 2027-year level.
2. Use the examples of a student timetable.
3. Look ahead to VCE, VCE-Vocational Major, VET and SBAT pathways to ensure your course aligns with what you may already have planned.
4. Make sure that your choices will support your future pathway and aspirations.
5. Write down any questions you may have so you can either email or contact a teacher at school to ask.
6. Speak to the Key Contacts listed as they will be able to best answer your queries.

Parents and Guardian

- Research indicates that parents and guardians are the biggest factors affecting how well students want to do at school.
- All students need the active encouragement and support of parents and guardians.
- We want you to be involved and we encourage you to contact the College if you have concerns or wish to discuss any aspect of your child's education.
- We seek and welcome parents and guardians into a partnership. Together we will assist students to set goals and work towards developing their potential.
- We look for your full support in implementing our college's policies.

Quick tips

Keep in mind, the decisions you make about your studies now are important, but they're not the only chance you'll have to choose or change your future study and career options. There are many avenues to tertiary study and the career you want. It doesn't hurt, however, to do some investigation and planning so that you give yourself the best opportunity to be happy with your choices in the long run.

It's your decision. Study choice is your personal decision and requires you to think carefully about what you are good at, what you are interested in and which studies will help you reach your goals.

It's a good idea to speak to other people about their experiences and what they think you are good at, but the decisions you make should be yours.

How to choose

- When choosing subjects think about what interests you and what you are good at.
- Stuck? Consider a broad program. This is the best pathway to take if you have no idea what you would like to do once you finish school. Pick subjects across the areas you are interested in and are good at.
- Consider an accelerated pathway. Would you like to start a VCE Subject in Year 10 or perhaps start a VET course?
- Don't choose studies if you don't like them or aren't good at them. Not making informed decisions and ending up having to settle for what's available. Be an active participant in Course Counselling. It is all about YOU.
- Students are requested to complete their course selection preferences as per timeline
- We will do our best to offer students their first choices, however this is not possible, so students will need to preference additional courses within their selections.

Your Year 10 Course

In Year 10 the Core Subjects are English, Mathematics, Humanities, Science and Physical Education/Health. The students must choose the following courses:

- Core English or Core Advanced English
- Core Maths or Core Advanced Maths
- Core Science or 2 Humanities Electives or Both
- Core health + 1 PE Elective (1 Semester each)

Minimum requirements across other areas

- 2 Humanities Electives
- May Choose VET or VCE but not both
- Only 1 VCE subject may be chosen (via an application process)

NOTE: If students choose LOTE, then it must be across both semesters.

Whole year level pastoral care focus

The Year 10 Pastoral Care focuses on developing independence in the individual learner. Goal setting, learning styles and improved organisational skills help students to become independent learners, which incorporates the development of Individual Pathways Plan. These plans embrace planning for the future, resume writing, how to apply for a job, covering letters, interviews as well as Occupational Health & Safety topics.

- Students need to participate in a variety of workplace learning activities while they are still at school to assist in their development of a realistic understanding of the world of work. These activities can help students to:
 - Develop employability skills.
 - Explore possible career options.
 - Understand employer's expectations.
 - Increase their self-understanding, maturity, independence and self-confidence.
-

Year 10 Core structure

SUBJECT	PERIODS PER WEEK
Core English OR Advanced English	4 periods
Core Maths OR Advanced Maths	4 periods
Core Health	2 periods (one semester only)
Electives	8 OR 10, depending on semester

Minimum elective requirements

SUBJECT	PERIODS PER WEEK
Core English OR Advanced English	4 periods
Core Maths OR Advanced Maths	4 periods
Core Health	2 periods (one semester only)
Electives	8 OR 10, depending on semester

Careers and Pathways: Skills for Success from Year 7 to Year 12

At Somerville Secondary College, we guide every student on a personalised journey from Year 7 curiosity to Year 12 confidence. Our Pathways & Careers program builds key skills for future success.

Know Yourself – Building Foundations (Years 7–9)

- Identify strengths, interests, skills, and values

- Develop communication, teamwork, and leadership skills
- Build confidence and a positive sense of self
- Use technology to explore ideas and information
- Begin developing lifelong learning habits

Know Your World – Exploring Futures (Years 9–11)

- Research education, training, and employment pathways
- Explore diverse roles across industries
- Understand how work connects to society and the economy
- Investigate labour market trends and future jobs
- Gain experience through work exposure and practical skills

Manage Your Future – Pathways for Life (Years 10–12)

- Make informed and confident career decisions
- Set goals and plan realistic next steps
- Develop resilience and adaptability
- Present professionally and build networks
- Balance school, work, and wellbeing

Our Commitment: Somerville Secondary College supports every student to navigate their future—whether they aspire to university, apprenticeships, trades, employment, or further training.

“Inspire to Aspire-Who you are tomorrow begins with what you do today”

Career Education Year 10

- Continue with regular **Career Action Planning**
- Complete **Work Experience** across various industries
- Mathematics: Careers Unit analysing labour market data using statistics
- English: Resume and cover letter writing
- Strongly encouraged to attend university open days
- Whole-year excursion to visit tertiary environments
- Access to course counselling for senior pathway planning
- Opportunity for selected students to begin **VET (Vocational Education & Training)**

Work Experience

A core component of the College’s Career Education Program is Work Experience. **Students at Year 10 are required to undertake a 1-week Work Experience Placement.** This placement is planned to take place in May 2027 (dates will be advised) and forms a key assessment task for the program at Year 10. Students who do not complete a placement may not meet the assessment requirements for Year 10.

Know yourself – self-development

Students need to understand their own skills, strengths, interests and values to make more informed decisions for their future. Many of the employability skills essential for managing careers over a lifetime relate to self-development. They include teamwork, communication skills and flexibility, as well as building resilience and maintaining a positive self-concept.

Know your world – career exploration

Students need accurate information about all the possible options for future work. This includes information about current and future labour market trends locally and beyond the local area. Identifying industries and jobs that are best suited to specific skills and interests and identifying different pathways to similar jobs informs good decision-making. Experiencing the work place through work experience, volunteering or paid work, developing practical skills, by undertaking barista courses or interview practice, also provides insight for future decision-making about future work.

Manage your future – be proactive

Students who can use insight gained from self-development and career exploration to make informed decisions about their future options will be better able to effectively build and manage their careers over a lifetime. Predicting possible challenges or recognising setbacks and being able to deal with them supports the career building process and assists with career and life transitions.

How do students get a work experience placement?

As part of their Careers Education, students in Years 9 and 10 spend class time examining their potential career paths, the world of work- and work-related skills which include how to secure a work experience placement. It is a critical part of the learning process that the student works to secure their own placement. This will require contacting potential employers either by phone, mail or in person to negotiate a placement.

Students are advised to start this process as soon as possible to ensure the placement is confirmed. Whilst parent assistance is encouraged, the opportunity for learning is lessened when parents undertake work experience organization for their child. Support to obtain a placement will be given at school by Pastoral Care teachers, Form Teachers and the Careers Teacher **but the school will not organise a placement for your child.**

What do I need to do before I start a placement?

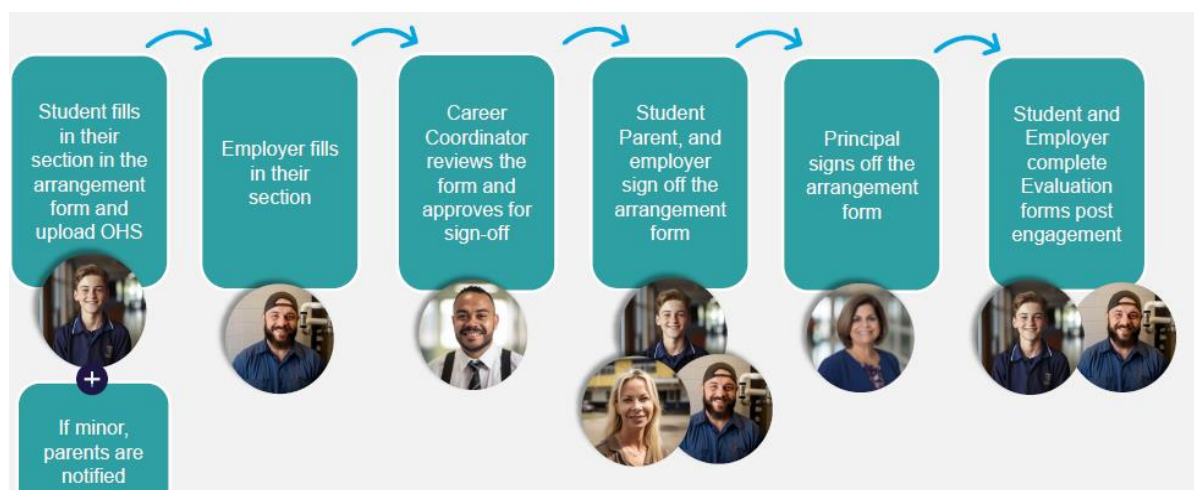
It is a legal requirement that students have completed the digital Work Experience Arrangement Application (Ministerial Order No. 382) within the Work based learning application. This is a legal document and all processes **MUST** be completed and signed by the host employer, the student and the parent or guardian and approved by the school

Students must also meet the DET Occupational Health and Safety requirements before commencing their placement.

This requires that they undertake training and assessment using the Safe@Work Program.

Students will complete the General Module and Industry Specific Module during Term One

Students undertake the Industry Specific Module relevant to the occupational area being explored during placement



PROMOTION TO SENIOR PATHWAYS

Year 11 & 12

- Victorian Certificate of Education (VCE)
- VCE Vocational Major
- VCE Victorian Pathway Certificate

Throughout Year 10, students are required to demonstrate their commitment and ability to manage the rigors of study for the VCE senior pathway level.

- **VCE Vocational Major, (No ATAR)**
- **VCE Victorian Pathway Certificate (No ATAR)**
- **VCE - Victorian Certificate of Education (ATAR gained)**

To be deemed eligible for these Senior Pathway options in 2027 the requirements for Year 10 Graduation at Somerville Secondary College are the following:

- Attendance 90% or above during Year 10.
- Demonstrated commitment to studies at Year 10.
- Completion of work experience unless considered exempt.
- Demonstrated capability to meet submission deadlines.
- Attained individualised and appropriate level/outcomes (growth) in four subjects each semester at Year 10, inclusive of Mathematics and English. (Accelerated subjects at Year 11 level and/or VET also contribute to these requirements).

Students who have satisfactorily undertaken studies and met the requirements above, as indicated by their teachers' feedback and Semester 1&2 reports, will graduate Year 10 and will be eligible for a Senior Pathway at Somerville Secondary College.

Students who do not meet the above criteria will be at risk of not being eligible for a Senior Pathway until these requirements have been met.

This may result in some students being required to repeat Year 10.

In these cases, consultations between student, parents, student managers and the principal will occur. In all cases, decisions will be based on the demonstrated commitment of the student to their studies and ability of the student to demonstrate the capabilities and requirements of a Senior Pathway.

Year 10 Attendance

Regular attendance at the Year 10 level is an important indicator of future attendance commitment for Senior Pathways. It is also an indicator of student acquisition of knowledge and skill development which dependent on student/teacher interaction. Regular attendance also supports requirements of authentication of work, as many assessment tasks are required to be undertaken in class. Work completed at home may not be able to be verified as a student's own work if the teacher has not verified drafts in class. Whilst each case will be assessed on its merits, Year 10 students whose attendance falls below 85%, or have not demonstrated the other eligibility requirements will be required to attend an interview with a panel which may include principal, coordinator, and parent.

Outcomes may include:

Repeating Year 10 to demonstrate the ability to meet the requirements of a Senior Pathway.

Making up attendance time after school or on the weekend.

Pursuing an alternative pathway external to Somerville Secondary College.

Promotion to Senior Pathways

Prerequisites

Year 10 students are required to meet the individualised specific learning requirements in a *minimum* of four subjects each semester. English and Maths must comprise two of these.

VCE Completion

Students need to successfully complete a minimum of sixteen units of study over two years (Year 11 and Year 12) to achieve their VCE certificate. This generally occurs over two years. Therefore, a student must successfully complete a minimum of eight Units (Units 1 and 2) in Year 11 to be able to attempt a full Year 12 consisting of ten Units (Units 3 and 4). Students with less than eight units may be asked to repeat all or some of Year 11.

No student will be enrolled in VCE Unit 3 English unless they have successfully completed either Unit 1 English or Unit 2 English. Students will, however, be permitted to combine Units 1 and 2 studies and Units 3 and 4 studies in their second year when necessary. Students need to understand that in this case they will not be able to complete their VCE in two years.

VCE Vocational Major

The Vocational Major is a vocational 2-year applied VCE program. Students are required to gain a minimum of 16 units over 2 years that will enable transitions into apprenticeships, traineeships, further education and training and university (via a non-ATAR pathway). This is an integrated program at Somerville Secondary College and the satisfactory completion requirements are the same as the standard VCE, that is 16 units.

Year 10 Accelerated and Additional Learning Opportunities

Students who wish to undertake an accelerated VCE or VET subject in year 10 must demonstrate the work habits, social and emotional maturity and academic results indicative of readiness for acceleration. Students should complete an application process by **9th June, 2026** by completing form A. Students will then be notified of their eligibility to accelerate during the course counselling interviews.

Form A: [2027 Form A subject acceleration form - Fill out form](#)

Subject descriptions can be found in the Senior School handbook.

The following subjects are recommended as most suitable for acceleration.

Some require prerequisites so please read carefully.

Subjects suitable for acceleration	Prerequisite required to accelerate	Key Learning Area
Psychology Biology Physics	N/A	Science
General Maths	Advanced Maths	Maths
Legal Studies Business Management	N/A	Humanities
Health and Human Development Outdoor Education	Outdoor Education must be completed as an accelerated subject so that camps and excursions are completed prior to the final year	Health and P.E.
Art Making and Exhibiting Visual Communication Design	Advanced Art Advanced Art	Art
Food Technology Product Design Systems Engineering	N/A	Technology

Advanced English

Students wishing to undertake Advanced English must follow the application process by completing form A

Form A: [2027 Form A subject acceleration form - Fill out form](#)

In Advanced English, students will undertake a rigorous study of reading, writing, speaking and listening. The subject aligns with the Year 10 English curriculum, whilst providing opportunities for extension and a deeper analysis of the set texts, as well as an increased focus on the precision of expository writing and rich in-class discussion. Students will be given the opportunity to challenge themselves with supplementary materials and theories in order to best prepare them for success in VCE English Units 1 to 4.

Advanced Maths

Students wishing to undertake Advanced Maths must follow the application process by completing form A.

Form A: [2027 Form A subject acceleration form - Fill out form](#)

Year 10 Advanced Mathematics is intended for students seeking a more rigorous and in-depth study of mathematics in preparation for higher-level VCE subjects such as Mathematical Methods and Specialist Mathematics. While aligned with the Year 10 curriculum, this course extends students through more complex algebra, functions and modelling, including deeper exploration of non-linear relationships and advanced problem-solving techniques. Students are challenged to think critically, justify their reasoning and apply mathematics in unfamiliar contexts, building a strong foundation for future studies in advanced mathematics.

Language

In view of changing global opportunities, it is strongly recommended that students continue with their Indonesian studies. We have a responsibility to ensure our students are Asia literate in their cultural understandings and language skills. Like Australia, many countries across the globe are making major investments in Asia, and knowledge and skills of this region are vital to international understandings.

Language studies:

- Develop deeper knowledge and understanding about Asia and regional cultures.
 - Develop language skills, knowledge and fluency.
 - Focus on reading, writing, listening and speaking.
 - Promote social cohesion, boost economic cooperation and address global issues.
-

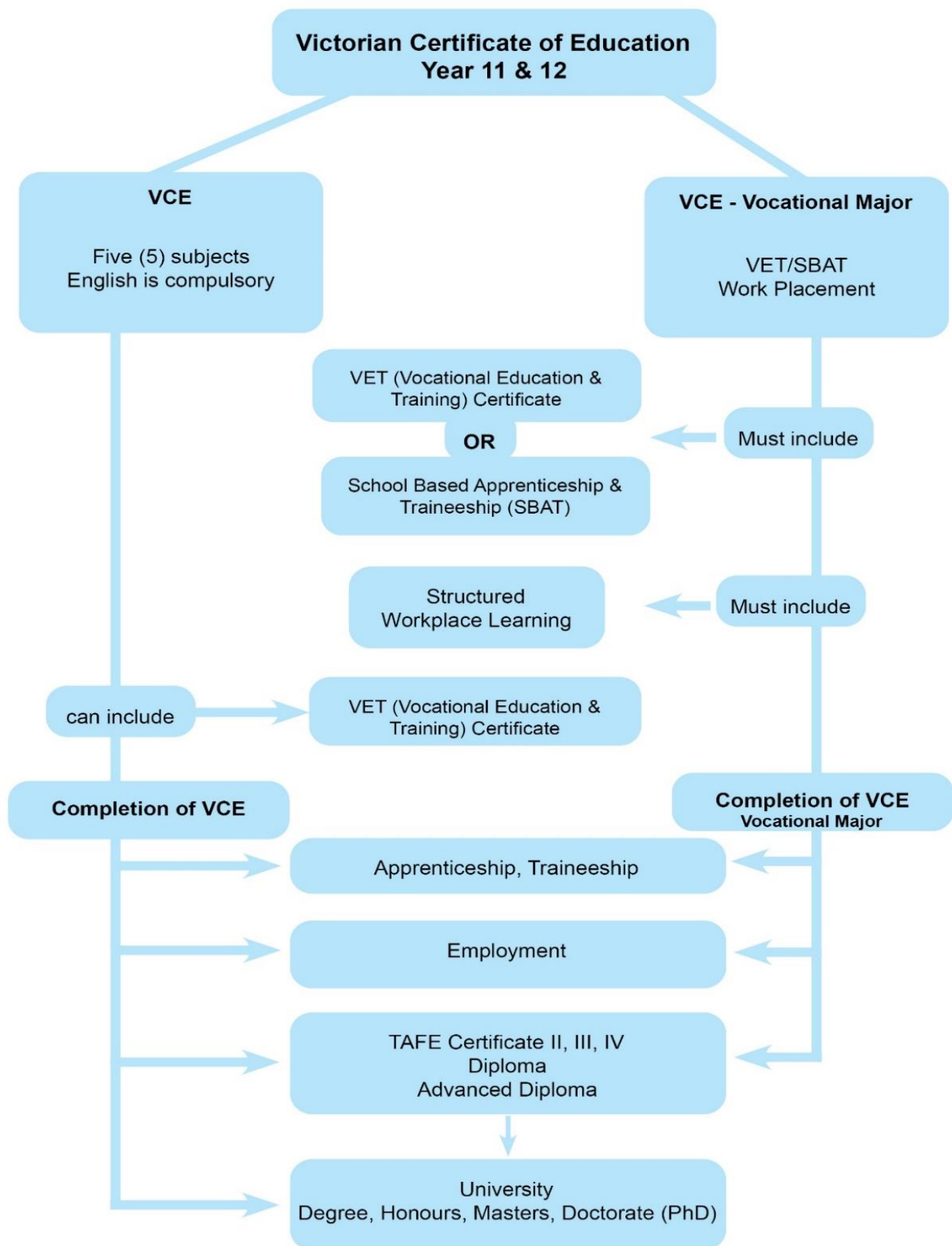
What a year 10 Course could look like

If language continued

Mon 11	Tue 12	Wed 13	Thu 14	Fri 15 9:49am
8:45: 1 - 10EN10E - (English Yr10) - 6C - JCOX	8:45: 1 - 9BB9/10B - (Build A Business Yr9/10) - 5G - JPR FSC	8:45: 1 - 9SC9/10A - (Sports Coaching Yr9/10) - 2D - IPO	8:45: 1 - 10EN10E - (English Yr10) - 6C - JCOX	8:45: 1 - 9PD9/10A - (Product Design Yr9/10) - 6I - CS
10:00: 2 - 9SC9/10A - (Sports Coaching Yr9/10) - 1B - IPO	10:00: 2 - 9DP9/10C - (Digital Photography Yr9/10) - 2D - JDV	10:00: 2 - 9SPV9/10A - (Stop & Pivot 9/10) - 2D - SHH	10:00: 2 - 9DP9/10C - (Digital Photography Yr9/10) - 2D - JDV	10:00: 2 - 9SPV9/10A - (Stop & Pivot 9/10) - 3B - SHH
11:40: 3 - 9BB9/10B - (Build A Business Yr9/10) - 3B - JPR JGR	11:40: 3 - 10MA10A - (Maths Yr10) - 5C - JT	11:40: 3 - 10IN10A - (Indonesian Yr10) - 5H - JK	11:40: 3 - 10IN10A - (Indonesian Yr10) - 5H - JK	11:40: 3 - 10MA10A - (Maths Yr10) - 3E - JT
1:40: 4 - 10MA10A - (Maths Yr10) - 6C - JT	1:40: 4 - 9PD9/10A - (Product Design Yr9/10) - 6B - CS	1:40: 4 - 10EN10E - (English Yr10) - 5C - LFO	1:40: 4 - 10MA10A - (Maths Yr10) - 5J - JT HBE	1:40: 4 - 10EN10E - (English Yr10) - 6D - JCOX

If no language continued

Mon 23	Tue 24	Wed 25	Thu 26	Fri 27
8:45: 1 - 10AE10A - (Advanced English Yr10) - 5L - ZSH	8:45: GUITAR_D - 8:45: 1 - 9HEA9/10F - (Core Health 9/10) - 2C - HBE	8:45: 1 - 9GF9/10B - (Gym & Fitness Training Yr9/10) - 1W - MMC	8:45: 1 - 10AE10A - (Advanced English Yr10) - 5L - ZSH	8:45: 1 - 11PY011A - (Psychology Units 1 & 2) - 1F - PLI
10:00: 2 - 9GF9/10B - (Gym & Fitness Training Yr9/10) - 4W 6I - MMC	10:00: 2 - 9CC9/10A - (Cafe Culture Yr9/10) - 1C - FSC	10:00: 2 - 9CMB9/10D - (Create, Make & Bake Yr9/10) - 6F 1C - FSC	10:00: 2 - 9CC9/10A - (Cafe Culture Yr9/10) - 2B - FSC	10:00: 2 - 9CMB9/10D - (Create, Make & Bake Yr9/10) - 1C - FSC
11:40: 3 - 9HEA9/10F - (Core Health 9/10) - 6H - HBE	11:40: 3 - 10MAA10A - (Advanced Maths Yr10) - 1F - STH	11:40: 3 - 11PY011A - (Psychology Units 1 & 2) - 6B - PLI	11:40: 3 - 11PY011A - (Psychology Units 1 & 2) - 6B - PLI	11:40: 3 - 10MAA10A - (Advanced Maths Yr10) - 1F - STH
1:40: 4 - 10MAA10A - (Advanced Maths Yr10) - 1F - STH	1:40: 4 - 11PY011A - (Psychology Units 1 & 2) - 5G - PLI	1:40: 4 - 10AE10A - (Advanced English Yr10) - 5L - ZSH	1:40: 4 - 10MAA10A - (Advanced Maths Yr10) - 1F - STH	1:40: 4 - 10AE10A - (Advanced English Yr10) - 5L - ZSH



SUBJECT COSTS 2027

Victorian government schools provide free instruction. This means all students have free access to all items, activities and services that schools use to deliver the curriculum, including reasonable adjustments to support students with disability.

Some families choose to make a voluntary financial contribution to support the school, and we are very grateful for this support. Making a voluntary contribution is your choice. There is no expectation or pressure for families to contribute.

Somerville offers a range of items and activities that are additional to the free instruction provided to all students at our school.

Financial help is available for extra-curricular items and activities if you are experiencing financial hardship (see further details under Financial Help for Families in the attached information). For a confidential discussion about how to access the financial help available, please contact: [Contact name, [phone number], [email address]].

If you need an interpreter, please contact [03 9605 3053](tel:0396053053) and give our school's phone number [insert school's phone number]. An interpreter can help you speak with us. This service is free. For more information, please see [How to use an interpreter to contact your school](#).

Somerville Secondary College, like all government schools, ensures students have access to the items, activities, and services to fulfil standard curriculum requirements. This includes instructional curriculum materials and equipment required for theory-based learning activities across learning areas and may include items such as: poster/coloured paper, food, chemicals, and materials to conduct practical activities/learning tasks which support the program.

Extra-curricular items and activities

User pays

- User-pays contributions may be requested for additional curriculum instructional materials, items and activities that enhance or broaden the schooling experience of students that are above and beyond what the school provides to deliver the curriculum. This may include student materials for practical aspects of the course which students will

own/consume/for home use.

- These items are provided on a user-pays system. Unfortunately, students will be unable to access these extra-curricular items and activities if these contributions are unpaid.
- Many electives attract extra-curricular, user-pays contributions for materials, activities, camps and/or excursions over and above the standard curriculum which should be considered in selecting subjects for next year.
- Where student elective/subject choices incur a cost for extra-curricular items and activities- which are those items, activities or services that are essential to support student learning of the standard curriculum - payments are requested to be made within the reasonable timeframe indicated by the college.
- To support families in planning for these contributions, the College offers payment options via credit card and Centrepay (Centrelink).
- Payments can also be made via Compass Pay.
- Please contact the office if you require further information on payment options and plans.

Other family support includes:

- The Camps, Sports and Excursion Fund (CSEF) is an initiative of the Victorian State Government to assist families holding a valid concession card. CSEF provides a single payment to schools for eligible students to attend camps, sports and excursions during the year. An application form is included in enrolment and re-enrolment packs and are distributed to parents each year.
- State Schools Relief (SSR) may assist families in providing uniform, books, shoes and more. Please contact our Wellbeing team for more information or to make an appointment to discuss assistance available.

Department of Education Parent Contributions Policy:

For more information on the Department of Education's Parent Contributions policy please see the information attached. You can read the full policy at [Parent Contributions: Policy | education.vic.gov.au](https://www.education.vic.gov.au/parent-contributions-policy).

Voluntary and Extra-curricular contributions Year 9/10 Cost Breakdown

Subject Name	Breakdown of Cost	Voluntary Contribution	Extra-Curricular Items Curriculum	Total Cost Voluntary + Extra Curricular	Pay as you Go Events - Paid via Compass	Pay as you go - Compass Events
Digital Art 9/10	•Photocopying –incl. general copying and workbooks (\$10) •Exams & shared materials incl. paint, pencils, etc. (\$20.00) •Maintenance Equipment (\$40.00) •Materials for take-home projects (\$20.00)	\$60.00	\$30.00	\$90.00		
Digital Photography 9/10	•Photocopying –incl. general copying and workbooks (\$10) •Exams & shared materials incl. paint, pencils, etc. (\$20.00) •Photography maintenance Equipment (\$40.00) •SD Cards and other digital storage (\$20.00) •Materials for take-home projects (\$20.00)	\$80.00	\$30.00	\$110.00		
Visual Art 2D 9/10	• Photocopying –incl. general copying and workbooks (\$10) • butcher, coloured poster paper for activities (\$15.00) • Shared materials incl. stationary, etc. (\$15.00) •Maintenance Equipment (\$10.00) •Paints, inks, canvas, etc. (\$40) • Materials for take-home projects (\$20.00)	\$30.00	\$80.00	\$110.00		
Visual Art 3D 9/10	• Photocopying –incl. general copying and workbooks (\$10) • butcher coloured poster paper for activities (\$15) • Shared materials incl. stationary, etc. (\$15.00) • Maintenance Equipment (\$20.00) • Paints and sculptural materials (\$70) • Materials for take-home projects (\$20.00)	\$35.00	\$115.00	\$150.00		
Vis Com Design Yr9/10	Photocopying –incl. general copying and workbooks (\$10) butcher, white coloured poster paper for activities (\$20.00) Shared materials incl. paint, pencils, drafting tools, (\$25.00) Maintenance Equipment (\$10.00), Materials for take-home projects (\$20.00)	\$35.00	\$50.00	\$85.00		

Digital/Composition Music Yr9/10	Photocopying (\$20), exam, butcher, white, and coloured poster paper for activities (\$10.00), General-use consumables incl. guitar strings, reeds, maintenance, etc. (\$10.00), Music-making software – Cubase (\$25.00)	\$10.00	\$55.00	\$65.00	Top Class Music	\$50.00
Music Performance 9/10	Photocopying (\$20), exam, butcher, white, and coloured poster paper for activities (\$10.00), General-use consumables incl. guitar strings, reeds, maintenance, etc. (\$10.00), Music-making software – Cubase (\$25.00), Studio Headphones (\$25.00)	\$10.00	\$80.00	\$90.00	Top Class Music	\$50.00
English Yr9/10	materials (\$20), Photocopying (\$20)	\$0.00	\$40.00	\$40.00		
Advanced English 9/10	Materials (\$20), photocopying (\$20)	\$0.00	\$40.00	\$40.00		
Land the Right Job 9/10	material (\$20), Photocopying (\$20)	\$0.00	\$40.00	\$40.00		
Walt Disney Pictures Presents 9/10	materials (\$20)Photocopying (\$20)	\$0.00	\$40.00	\$40.00		
Literacy Improvement 9/10	materials (\$20) Photocopying (\$20)	\$0.00	\$40.00	\$40.00		
Literature 9/10	Basic class materials to run the program. (\$20) Photocopying (\$20)	\$0.00	\$40.00	\$40.00		
Debating 9/10	Basic class materials to run the program. (\$20) Photocopying (\$20)	\$0.00	\$40.00	\$40.00		
Core Health 9/10	materials and equipment (e.g. shared classroom stationery, paper, (\$15) Photocopying (\$5)	\$0.00	\$20.00	\$20.00	Health Incursions	\$50.00
Active for Life 9/10	• General classroom materials and equipment (e.g. shared classroom stationery, paper,) (\$15), Use and upkeep of specialised facilities (e.g. gym, weights room, sporting equipment, etc) (\$10), photocopying (\$5)	\$10.00	\$20.00	\$30.00	Various Excursions	\$115.00
Umpiring and Officiating 9/10	General classroom materials and equipment (e.g. shared classroom stationery, paper,) (\$15) • Use and upkeep of specialised facilities (e.g. gym, weights room, sporting equipment, etc) (\$10) Photocopying \$5	\$10.00	\$20.00	\$30.00	Various Excursions	\$85.00
Body Balance 9/10	General classroom materials and equipment (e.g. shared classroom stationery, paper,) (\$15) • Use and upkeep of specialised facilities (e.g. gym, weights room, sporting equipment, etc) (\$10) Photocopying \$5	\$10.00	\$20.00	\$30.00	Various Excursions	\$95.00

Net and Wall Sports	General classroom materials and equipment (e.g. shared classroom stationery, paper,) (\$15) • Use and upkeep of specialised facilities (e.g. gym, weights room, sporting equipment, etc) (\$10) Photocopying \$5	\$10.00	\$20.00	\$30.00	Various Excursions	\$85.00
Football Games 9/10	General classroom materials and equipment (e.g. shared classroom stationery, paper,) (\$15) • Use and upkeep of specialised facilities (e.g. gym, weights room, sporting equipment, etc) (\$10) Photocopying \$5	\$10.00	\$20.00	\$30.00	Various Excursions	\$85.00
Gym & Fitness Training Yr9/10	General classroom materials and equipment (e.g. shared classroom stationery, paper,) (\$15) • Use and upkeep of specialised facilities (e.g. gym, weights room, sporting equipment, etc) (\$10) Photocopying \$5	\$10.00	\$20.00	\$30.00	Various Excursions	\$95.00
Nutrition and Health Promotion 9/10	General classroom materials and equipment (e.g. shared classroom stationery, paper,) (\$15) Photocopying (\$5)	\$0.00	\$20.00	\$20.00		
Outdoor Recreations 9/10	General classroom materials and equipment (e.g. shared classroom stationery, paper, photocopying,) (\$20) • Use and upkeep of specialised facilities (e.g. gym, weights room, sporting equipment, etc) (\$10) • Excursions (\$355) Day Trips include: - Snorkelling, Mountain Bike Ride, Surfing X2, Surf Kayaking, Laser Tag, High Ropes/Rock Climbing	\$0.00	\$415.00	\$415.00		
Sport Coaching 9/10	General classroom materials and equipment (e.g. shared classroom stationery, paper,) (\$15), Use and upkeep of specialised facilities (e.g. gym, weights room, sporting equipment, etc) (\$10) Photocopying \$5	\$10.00	\$20.00	\$30.00	Various Excursions	\$85.00
Sports Performance & Science 9/10	General classroom materials and equipment (e.g. shared classroom stationery, paper,) (\$15), Use and upkeep of specialised facilities (e.g. gym, weights room, sporting equipment, etc) (\$10) Photocopying \$5	\$10.00	\$20.00	\$30.00	Various Excursions	\$90.00
Striking and Field Sports 9/10	General classroom materials and equipment (e.g. shared classroom stationery, paper,) (\$15) • Use and upkeep of specialised facilities (e.g. gym, weights room, sporting equipment, etc) (\$10) Photocopying \$5	\$10.00	\$20.00	\$30.00	Various Excursions	\$85.00

Stop and Pivot 9/10	General classroom materials and equipment (e.g. shared classroom stationery, paper,) (\$15, Use and upkeep of specialised facilities (e.g. gym, weights room, sporting equipment, etc) (\$10) Photocopying \$5	\$10.00	\$20.00	\$30.00	Various Excursions	\$85.00
Invasion Games 9/10	General classroom materials and equipment (e.g. shared classroom stationery, paper,) (\$15), Use and upkeep of specialised facilities (e.g. gym, weights room, sporting equipment, etc) (\$10) Photocopying \$5	\$10.00	\$20.00	\$30.00	Various Excursions	\$85.00
Track & Field 9/10	General classroom materials and equipment (e.g. shared classroom stationery, paper,) (\$15), Use and upkeep of specialised facilities (e.g. gym, weights room, sporting equipment, etc) (\$10) Photocopying \$5	\$10.00	\$20.00	\$30.00	Various Excursions	\$45.00
Water Sports 9/10	General classroom materials and equipment (e.g. shared classroom stationery, paper,) (\$15), Use and upkeep of specialised facilities (e.g. gym, weights room, sporting equipment, etc) (\$10) Photocopying \$5	\$10.00	\$20.00	\$30.00	Various Excursions	\$130.00
Dance Discovery 9/10	General classroom materials and equipment (e.g. shared classroom stationery, paper,) (\$15), Use and upkeep of specialised facilities (e.g. gym, weights room, sporting equipment, etc) (\$10) Photocopying \$5	\$10.00	\$20.00	\$30.00	Various Excursions	\$75.00
Around the World in 80 Days Yr9/10	Materials required for learning activities: (\$10), Exam, butcher, white, and coloured poster paper for activities Student booklets, printed learning materials (10)	\$0.00	\$20.00	\$20.00		
Build A Business Yr9/10	Materials required for learning activities: (\$10), Exam, butcher, white, and coloured poster paper for activities, Student booklets, printed learning materials (\$10)	\$0.00	\$20.00	\$20.00		
Caring for our Coasts 9/10	Materials required for learning activities: (\$10), Exam, butcher, white, and coloured poster paper for activities Student booklets, printed learning materials (10)	\$0.00	\$20.00	\$20.00		
Current Affairs Yr9/10	Materials required for learning activities: (\$10), Exam, butcher, white, and coloured poster paper for activities, Student booklets, printed learning materials (\$10)	\$0.00	\$20.00	\$20.00		

People, Place and Planet 9/10	Materials required for learning activities: (\$10), Exam, butcher, white, and coloured poster paper for activities, Student booklets, printed learning materials (10)	\$0.00	\$20.00	\$20.00		
21st Century Tyrants 9/10	Materials required for learning activities: (\$10), Exam, butcher, white, and coloured poster paper for activities, Student booklets, printed learning materials (\$10)	\$0.00	\$20.00	\$20.00		
WW1 History Yr9/10	Materials required for learning activities: (\$10) Exam, butcher, white, and coloured poster paper for activities Student booklets, printed learning materials (10)	\$0.00	\$20.00	\$20.00		
WW2 History - Europe Yr9/10	Materials required for learning activities: (\$10), Exam, butcher, white, and coloured poster paper for activities, Student booklets, printed learning materials (\$10)	\$0.00	\$20.00	\$20.00		
WW2 History - The Pacific Yr9/10	Materials required for learning activities: (\$10), Exam, butcher, white, and coloured poster paper for activities, Student booklets, printed learning materials (10)	\$0.00	\$20.00	\$20.00		
Law and Order Yr9/10	Materials required for learning activities: (\$10), Exam, butcher, white, and coloured poster paper for activities, Student booklets, printed learning materials (\$10)	\$0.00	\$20.00	\$20.00		
Money Talks	Materials required for learning activities: (\$10), Exam, butcher, white, and coloured poster paper for activities, Student booklets, printed learning materials (10)	\$0.00	\$20.00	\$20.00		
Rights and Freedom (History)	Materials required for learning activities: (\$10), Exam, butcher, white, and coloured poster paper for activities, Student booklets, printed learning materials (\$10)	\$0.00	\$20.00	\$20.00		
They Called Australia Home Yr9/10	Materials required for learning activities: (\$10), Exam, butcher, white, and coloured poster paper for activities, Student booklets, printed learning materials (10)	\$0.00	\$20.00	\$20.00		
Indonesian Yr10	Basic class materials to run the program. E.g. coloured poster paper, materials for flashcards, photocopying \$10	\$5.00	\$10.00	\$15.00		
Indonesian Yr9	Basic class materials to run the program. E.g. coloured poster paper, materials for flashcards, photocopying \$10	\$5.00	\$10.00	\$15.00		

Maths Yr9/10	Photocopying learning resources for units of work covered (\$10) Materials required for Rich assessment tasks/projects (\$10) Coloured paper, Poster paper, Graph paper, post it notes Geometry and Measurement Equipment (\$2)	\$0.00	\$22.00	\$22.00		
Advanced Maths Yr9	Photocopying learning resources for units of work covered (\$10) Materials required for Rich assessment tasks/projects (\$8) Coloured paper, Poster paper, Graph paper, post it notes Geometry and Measurement Equipment (\$2)	\$0.00	\$22.00	\$22.00	Maths Competition (\$10)	
Advanced Maths Yr10	Photocopying learning resources for units of work covered (\$10) Materials required for Rich assessment tasks/projects (\$8)• Coloured paper• Poster paper• Graph paper• Post it notes Geometry and Measurement Equipment (\$2)	\$0.00	\$22.00	\$22.00	Maths Competition (\$10)	
Profit 4 Me	Photocopying learning resources for units of work covered (\$10) Materials required for Investigation tasks and SACs (\$10) Coloured paper, Poster paper, Graph paper, post it notes	\$0.00	\$20.00	\$20.00		
Science Yr9	Photocopying (\$5), exam, butcher, white, and coloured poster paper for activities (\$5.00), Resources for experiments; e.g. chemicals, heart dissection (\$30.00)	\$5.00	\$35.00	\$40.00		
Science Yr10	Photocopying (\$5), exam, butcher, white, and coloured poster paper for activities (\$5.00), Resources for experiments; e.g. chemicals, heart dissection (\$30.00)	\$5.00	\$35.00	\$40.00		
Animalia Yr9/10	Photocopying (\$5), exam, butcher, white, and coloured poster paper for activities (\$5.00), Resources for experiments; e.g. chemicals, heart dissection (\$30.00)	\$5.00	\$35.00	\$40.00		
Cosmetic Science Yr9/10	Photocopying (\$5), exam, butcher, white, and coloured poster paper for activities (\$5.00), Resources for experiments; e.g. Chemicals (\$30.00)	\$5.00	\$35.00	\$40.00		
Forensic Science Yr9/10	Photocopying (\$5), exam, butcher, white, and coloured poster paper for activities (\$5.00), Resources for experiments; e.g. Chemicals (\$30.00)	\$5.00	\$35.00	\$40.00		
Marine Science Yr9/10	Photocopying (\$5), exam, butcher, white, and coloured poster paper for activities (\$5.00), Resources for experiments; e.g. chemicals, heart dissection (\$30.00)	\$5.00	\$35.00	\$40.00		

Psychology Yr9/10	Photocopying (\$5) Class materials: Various papers (E.g. project paper, graph paper) and supplies required for learning activities. (\$15), Practical Activities: Materials to conduct practical learning tasks. (\$20)	\$15.00	\$25.00	\$40.00		
Space Science 9/10	Photocopying (\$5) and exam, butcher, white, and coloured poster paper for activities (\$5.00), Resources for experiments; e.g. Equipment, chemicals (\$20.00)	\$5.00	\$25.00	\$30.00		
Physics for Life 9/10	• Photocopying (\$5) and exam, butcher, white, and coloured poster paper for activities (\$5.00), Resources for experiments; e.g. Equipment, chemicals (\$20.00)	\$5.00	\$25.00	\$30.00		
Introduction to VCE Sciences 9/10	• Photocopying (\$5) and exam, butcher, white, and coloured poster paper for activities (\$5.00), Resources for experiments; e.g. Chemicals (\$30.00)	\$5.00	\$35.00	\$40.00		
Computer Aided Design & Manufacture Yr9/10	Copying (\$5, CAD software (\$5), Design equipment and resources (\$5) and Resources including laser cut and 3D printing materials such as PLA, plywood and acrylic. This will also include lighting components for a specific project. (\$80)	\$5.00	\$90.00	\$95.00		
Construction Yr9/10	Photocopying (\$5) Repair to equipment (\$5), Cleaning equipment and products (\$5), Design equipment and resources (\$5) and Resources including timbers and prototyping materials. Students will use these to manufacture products (\$120)	\$10.00	\$130.00	\$140.00		
Digital Technologies 9/10	copying (\$5) and Design equipment and resources (\$15) Resources for prototyping (\$10)	\$15.00	\$15.00	\$30.00		
Electronic Products Yr9/10	copying (\$5, repair to equipment (\$5), CAD software (\$5), Cleaning equipment and products (\$2), Design equipment and resources (\$5) and Resources including wood, metal, plastics and electronic componentry. The finished products will be brought home. (\$125)	\$17.00	\$130.00	\$147.00		
Product Design Yr9/10	copying (5) repair to equipment (\$5), CAD software (\$5), Cleaning equipment and products (\$2), Design equipment and resources (\$10) and Resources including acrylics, metals, timbers and prototyping materials. Students will use these to manufacture products (\$125)	\$17.00	\$135.00	\$152.00		
STEAM Yr9/10	copying (\$5), repair to equipment (\$5), CAD software (\$5), Cleaning equipment and products (\$2), Design equipment and resources (\$5) and Resources including various materials for manufacturing and prototyping. In addition, this will also include mechanical and electronic components. Students will use these materials and components to create mechanical and electronic products. (\$140)	\$17.00	\$145.00	\$162.00		

Cafe Culture Yr9/10	Tasting ingredients, Materials for plating activities relating to garnishing and decorating food recipe cards, Poster paper, Food packaging, Coffee making materials for experimentation/ practice - \$20. Ingredients for weekly practical activities (average \$5.50 per activity) and Presentation materials for CAT food items - \$130, Photocopying \$5	\$20.00	\$135.00	\$155.00	Barista /Food Safety	\$180.00
Create, Make & Bake Yr9/10	Materials for focussed tasks e.g. sugar paste modelling, piping skills, Recipe cards, Poser paper Food packaging materials \$20, Photocopying \$5 Ingredients for weekly practical activities (average of \$5.50 per activity), Cake boards and associated packaging materials for main cake items - \$130	\$20.00	\$135.00	\$155.00	Cake decorator incursion with the owner of creative cakes in Somerville	\$10.00
Food Around the World Yr9/10	Ingredients for demonstrations: Tasting ingredients (health claim products/ comparison tasks) Recipe cards, Poster paper, Food packaging - \$20 and Ingredients for weekly practical activities (average \$5.50 per activity), Presentation materials for CAT food items - \$130, Photocopying \$5	\$20.00	\$135.00	\$155.00		
Food Education and Sustainability Training (FEAST) 9/10	Ingredients for demonstration: Recipe cards, Poster paper, Food packaging materials, Kitchen garden resources - \$20 and Ingredients for weekly practical activities (average of \$5.50 per activity) - \$130, Photocopying \$5	\$20.00	\$135.00	\$155.00		
Food for the Health & Fitness Industry Yr9/10	Ingredients for demonstrations Tasting ingredients (health claim products/ comparison tasks), Recipe cards, Poster paper Food packaging - \$20 Ingredients for weekly practical activities (average \$5.50 per activity), Presentation materials for CAT food items - \$130, Photocopying \$5	\$20.00	\$135.00	\$155.00		

Other Voluntary Contributions across all year levels include:

Curriculum Item	Breakdown of Costs	Voluntary
Sporting Opportunities	All students are encouraged to attend our sporting opportunities as a participant or to support their house. Novelty events are included as an option for participation.	\$40.00
Affiliations	School Sport Victoria Affiliation fee.	20.00
Online Subscriptions	Compass Access (\$15), Library Systems (\$5), IT Security & Support (\$80)	\$100.00
Somerville Curriculum Enhancement	Supports the College purchasing equipment & items that enhance the programs offered at the college.	\$120.00
First Aid Equipment	Donations to support the purchase of first aid equipment and supplies for students	\$20.00
Wellbeing Support	Support the delivery of wellbeing programs for all students	\$20.00
School Bus	Donations towards purchase of new school bus	\$20.00
Library Fund	Contribution to support book purchases & other equipment that sustain the library as a valuable resource.	\$20.00
Building and Grounds Fund	Contribution to support renovations, upgrades, and maintenance of school infrastructure.	\$40.00

Other Extra-Curricular Items and Activities for all year levels include:

College Swimming Carnival	\$30.00
College Athletics Carnival	\$20.00
Instrumental Music	\$600.00

Digital subscriptions across all year levels include:

Somerville Secondary College uses the below digital subscriptions for learning. You can buy a subscription directly if you want:

- **Mathspace** for Years 7 -10 cost of \$27.00 per student purchased via compass events
- **Edrolo** for certain VCE subjects cost at \$40.00 per subject purchased via compass events

Food studies online – VCE Food Study Students (\$50)

COMPULSORY SUBJECT - YEAR 10 MATHS CORE

Year 9	Year 10	Year 11	Year 12
Year 9 Mathematics <i>Or</i> *Year 9 Advanced Mathematics	Year 10 Mathematics <i>Or</i> *Year 10 Advanced Mathematics	Unit 1 & 2 of: Foundation Mathematics <i>Or</i> *General Mathematics <i>Or</i> *Mathematical Methods	Units 3 & 4 of: Foundation Mathematics <i>Or</i> *General Mathematics <i>Or</i> *Mathematical Methods
ELECTIVE: Profit 4 Me! (Can be chosen for Year 9 <i>or</i> Year 10)			

*Before selecting Advanced Maths, students must have a discussion with their current maths teacher about this choice.

- NOTE: If students choose Advanced Maths or Advanced English, they must apply to accelerate by completing Forms A and B by **June 9th 2026**.
-
- Form A: [2027 Form A subject acceleration form - Fill out form](#)

Year 10 Maths - Course Description

Year 10 Mathematics

Year 10 Mathematics provides a strong foundation for VCE pathways by extending students' skills across algebra, functions, geometry, measurement, and statistics. Students work with more complex algebraic expressions and solve equations, inequalities and simultaneous equations using a range of methods. They model real-world situations using linear, quadratic and exponential functions, and connect graphical, numerical and algebraic representations, including non-linear relationships. Students apply trigonometry and geometric reasoning to solve problems in two and three dimensions, and explore measurement of composite and irregular objects. In statistics and probability, they investigate conditional probability, analyse relationships between variables, and interpret data to draw informed conclusions.

Year 10 Advanced Mathematics

Year 10 Advanced Mathematics is intended for students seeking a more rigorous and in-depth study of mathematics in preparation for higher-level VCE subjects such as Mathematical Methods and Specialist Mathematics. While aligned with the Year 10 curriculum, this course extends students through more complex algebra, functions and modelling, including deeper exploration of non-linear relationships and advanced problem-solving techniques. Students are challenged to think critically, justify their reasoning and apply mathematics in unfamiliar contexts, building a strong foundation for future studies in advanced mathematics.

Subject costs - refer to pages 19 -29

Profit 4 Me

Featured Learning Area	Mathematics
Additional Learning Areas	Economics
Learning Capabilities Developed	Critical/Creative Thinking and Personal and Social

Featured Learning Area	Mathematics
Additional Learning Areas	Humanities - Economics
Learning Capabilities Developed	Critical/Creative Thinking and Personal and Social

Profit for Me is a practical and engaging course that develops the mathematical and financial skills needed to navigate the world of business and personal finance. Students use reasoning, critical thinking and problem-solving skills alongside mathematics to explore how money works in real-life contexts.

The course covers key concepts such as whole numbers, fractions, decimals and percentages, with a strong focus on their application in business situations. Students investigate how businesses operate, including how wholesalers and manufacturers price goods, apply discounts and manage costs to make a profit.

A major focus of the course is financial literacy. Students explore payslips, the difference between wages and salaries, taxation, savings, and different types of accounts. They also examine the role of insurance and financial decision-making when setting up and running a business.

Students are introduced to the share market, learning how buying and selling shares works, how prices change, and how investors aim to make a profit. Through practical activities and simulations, they develop an understanding of risk, return and informed decision-making.

This elective is ideal for students interested in business, entrepreneurship, or developing essential life skills for managing money and making smart financial choices.

Assessment

COMMON ASSESSMENT TASK	DESCRIPTION
PROJECT: It is all about the profit!	Students will have a choice to look at the existing local small businesses and decide on one business that they would like to have an in-depth study. Students will look at how these small businesses run and how they make and at least maintain their profit margin.
PROJECT: 'If I had a million dollars...'	Students will have a chance to be entrepreneurs, and they will need to create a new business with the one million dollars that they own. They need to create a business plan, hire labour, acquire resources and financing, and provide leadership and management for the business.

Potential Pathways

Foundation Mathematics, General Mathematics, Mathematical Methods
Accounting, Business Management, VCE VM

Subject costs - refer to pages 19 -29

COMPULSORY SUBJECT - YEAR 10 ENGLISH CORE

Year 10 English - Course Description

This subject prepares students for several pathways in later years, whether students select VCE English or VCE – This subject prepares students for several pathways in later years, whether students select VCE English or VCE – Vocational Major Literacy in Year 11. Students will complete the same themes and text studies across Year 10

classes, with the emphasis on building the organisational and expressive skills of students in a range of writing tasks.

Reading skills of a high order are developed through learning critical reading strategies, while students run class discussions and presentations increase students' speaking confidence and teamwork skills. Film study, thematic studies and set novels and plays, will provide students in Year 10 English with classic and modern texts that will develop their critical thinking and analytical skills. The subject fee includes the printing of detailed Unit booklets. Students will need to pay separately for excursions or incursions

Year 10 Advanced English - Course Description

In Advanced English, students will undertake a rigorous study of reading, writing, speaking and listening. The subject aligns with the Year 10 English curriculum, whilst providing opportunities for extension and a deeper analysis of the set texts, as well as an increased focus on the precision of expository writing and rich in-class discussion. Students will be given the opportunity to challenge themselves with supplementary materials and theories in order to best prepare them for success in VCE English Units 1 to 4.

English	Year 9	Year 10	Year 11	Year 12
	CORE: English	CORE: English		
	CORE: Advanced English	CORE: Advanced English		
	ELECTIVES		Units 1 & 2 English VCE Vocational Major	Units 3 & 4 English VCE Vocational Major
	Debating			
	Land the Right Job			
	Literacy Improvement			
	Literature			
	Walt Disney Pictures Presents....			

Debating

Featured Learning Area	English
Additional Learning Areas	History
Learning Capabilities Developed	Critical/Creative Thinking

Debating - Course Description

This subject is for anyone who likes to play the Devil 's Advocate. Do you like to stir the pot? Do you like arguing the opposing the point of view? This might be the subject for you. This class will consider a range of age old and contemporary issues and choose the juiciest ones to explore in depth through debating, both informally and formally.

Think topics like:

- Should immunisation be compulsory for everyone?
- Should we no longer have the Olympic Games because they are too expensive and is anyone really interested?
- Gun laws: should all countries in the world adopt the same gun laws as Australia to avoid shootings and massacres?
- Should Australia become a republic with a new flag and anthem?

You will also have input to debate the topics that interest you.

This subject will utilise and develop skills such as speaking, debating, researching and analytical skills. Basically, you'll never lose an argument with mum or dad again!

Debating - Course Assessment

Debating - Potential Pathways

English, Literature, Media, VCE-Vocational Major

Common ASSESSMENT TASK	DESCRIPTION
Team Debate	Students will work in small teams to debate a topic. Students will have the chance to take a stand on an issue and argue the merits in a moderated debate.
News Segment	Students will become the lead journalists on a hot topic and present a video of a news segment from one of these contentious issues.
Semester Exam	An examination of all topics studied for the semester.

Subject costs - refer to pages 19 -29

Literacy Improvement

Featured Learning Area	English
Additional Learning Areas	The Arts (Media)
Learning Capabilities Developed	Creative and Critical Thinking

Literacy Improvement - course description

This subject is designed for students that require additional support in English or that have been encouraged to develop foundational skills when reading, writing, speaking and listening. This subject is not an extension programme.

During this study, students will revisit the core skills of reading for comprehension and understanding, writing with accurate grammar and punctuation, as well as speaking to a small class-based audience.

Literacy improvement - course assessment

Common ASSESSMENT TASK	DESCRIPTION
1. Reading Comprehension	Students will produce a small portfolio of annotations and summaries to demonstrate their reading comprehension skills.
2. Writing for Life	Students will plan, draft, edit and publish a text of their choice for a real-world purpose (such as a resume, letter or blog).
3. Semester Exam	An examination of all topics studied for the semester.

Literacy Improvement - Potential VCE/VM Pathways

English – Media – Vocational Major

Subject costs - refer to pages 19 -29

Featured Learning Area	English
Additional Learning Areas	The Arts (Media)
Learning Capabilities Developed	Creative and Critical Thinking

Literature - course description

Literature differs from English in its close study of poetry, plays, novels and more. Everything comes back to the text and how we read it.

This course will expose you to literary theories to expand the way that you read the world, as well as sharpen your skills as a writer.

Not sure if it's for you? If you love reading and thinking critically, Literature is a place for likeminded students to get together to explore classics and contemporary works from a range of voices.

Literature - course assessment

Common ASSESSMENT TASK	DESCRIPTION
1. Analytical Response	An analytical response to a text.
2. Creative Response	A creative response to a text.
3. Semester Exam	An examination of all topics studied for the semester.

Literature - Potential VCE/VCAL Pathways

English – Literature - English Language – Media

Subject costs - refer to pages 19 -29

Walt Disney Pictures Presents

Featured Learning Area	English
Additional Learning Areas	The Arts (Media)
Learning Capabilities Developed	Critical/Creative Thinking

Walt Disney Pictures Presents - course description

Remember all your favourites while growing up? *The Lion King*, *Beauty and the Beast*, Pixar, Marvel, Star Wars?

Disney's got them all now so you can't say you haven't seen at least one of their movies.

But why are all these stories so happy? What if you found out that Ariel is supposed to die, or that Elsa kidnaps children?

In this unit you will watch a range of Disney films, find out where they came from and discover what it means to 'Disney-fy' a story, no matter how dark and gloomy it might be.

You will learn and understand why so many stories have been changed in this way, and then you will be given a chance to *Disney-fy* or darken well known stories through your own writing.

Walt Disney Pictures Presents - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Analytical Essay	This task requires students to write an essay about a particular Disney movie, analysing the changes between the original story and the film version, and explaining why these changes were made.
Creative Writing	Students will write their own short story that changes the genre, and modifies the story, of either a Disney film or an original fairy-tale.
Semester Exam	An examination of all topics studied for the semester.

Walt Disney Pictures Presents - Potential VCE Pathways

English, Literature, Media, VCE-Vocational Major

Subject costs - refer to pages 19 -29

HUMANITIES

Humanities	Year 9	Year 10	Year 11	Year 12
	ELECTIVES			
	Around the World in 80 Days		Units 1 & 2 Legal Studies Units 1 & 2 Business Management Units 1 & 2 20 th Century History Unit 1 & 2 Geography VCE Vocational Major	Units 3 & 4 Legal Studies Units 3 & 4 Business Management Units 3 & 4 History Revolutions VCE Vocational Major
	Build a Business			
	Caring for our Coasts			
	Current Affairs			
	Law and Order			
	Money Talks			
	People, Place and Planet			
	Rights and Freedoms			
	They Called Australia Home			
	21st Century Tyrants			
	WW1 History			
	WW2 History – Europe			
	WW2 History - The Pacific			

Around the World in 80 Days

Featured Learning Area	Humanities – Geography
Additional Learning Areas	Humanities – History, Civics, Economics, Science
Learning Capabilities Developed	Critical/Creative Thinking

Around the World in 80 Days - course description

Around the World in 80 Days explores how people, environments and global connections shape the world we live in. Across two units, students investigate the relationship between natural systems, human activity and global change. In **Term 1: Biomes and Food Security**, students examine the world's major biomes and the environmental factors that influence where food is produced. They explore Australia's biomes, climate patterns and how these affect agricultural productivity. Students investigate the environmental and economic impacts of food production, including case studies such as palm oil plantations in Indonesia. The unit then shifts to food security, where students analyse global differences in access to food and consider challenges such as population growth, land degradation, water scarcity and climate change. Aboriginal and Torres Strait Islander perspectives are incorporated to deepen understanding of sustainable practices. Students complete a Common Assessment Task (CAT) comparing an Australian and an Asian biome and evaluating their capacity to support food production now and into the future. In **Term 2: Global Tourism and Interconnections**, students explore how increasing global connections influence people, places and environments. They investigate different types of tourism and their impacts, including wilderness, cultural and historical tourism, with case studies such as Uluru and Gallipoli. Students then examine global interconnectedness and how ideas, trends and risks spread across the world. This includes studying the diffusion of music, fashion and entertainment, as well as pandemics such as the Black Death, Spanish Flu and COVID-19. The unit highlights why impacts vary between places and communities. For assessment, students undertake an inquiry-based CAT focusing on either tourism impacts or the spread of pandemics. This subject builds critical thinking, research and analytical skills, preparing students to understand and respond to real-world global challenges.

Around the World in 80 Days - Course Assessment

Common ASSESSMENT TASK	DESCRIPTION
CAT #1: Biomes and Food Security	Students compare and contrast an Australian and an Asian biome and evaluate their ability to produce food now and in the future.
CAT #2: Tourism and Pandemics Inquiry	Students choose to answer the inquiry question: Option A Tourism (How does tourism impact people and places?) Option B Pandemics (How does interconnectedness shape the spread of pandemics?)
Examination	An examination of studied topics.

Around the World in 80 Days - Potential Pathways

History, Geography, Politics, VCE-Vocational Major

Subject costs - refer to pages 19 -29

Build a Business

Featured Learning Area	Humanities – Economics, Civics & Citizenship
Additional Learning Areas	English, Maths
Learning Capabilities Developed	Critical/Creative Thinking

Build a Business - course description

Have you ever wanted to open your own business? Start a side hustle? Make some money on the side in a non-traditional job? Then join us in Humanities and learn how you can build your own successful business!

This subject aims to help all students develop their enterprise skills and then practically apply them to a business idea. Students will begin by learning some business basics, such as the wide variety of self-employment options that exist in modern Australia and then focus their attention on how to build a successful business plan. The course will also cover how to effectively market and manage a business once it is running, which includes looking at required financial skills.

This subject is idea for students who want to one day run their own businesses, set up as a contractor, or be self-employed. It also helps students to develop skills for VCE – Vocational Major or VCE Business Management.

Build a Business - course assessment

Common ASSESSMENT TASK	DESCRIPTION
1. Finance Test	Students will demonstrate understanding of basic accounting and budgeting including preparation of financial reports.
2. Business Plan	Students will develop a business plan that aligns with their own future self-employment ideas. The plan will cover the business details, financials, legal issues, and the setting of SMART goals.
3. Exam	An examination of studied topics.

Build a Business - Potential VCE Pathways

Business Management, Economic, Accounting, VCE-Vocational Major

Subject costs - refer to pages 19 -29

Caring for Our Coasts

Featured Learning Area	Humanities - Geography
Additional Learning Areas	Humanities – History, Civics, Economics, Science
Learning Capabilities Developed	Critical/Creative Thinking

Caring for Our Coasts - course description

Somerville sits between three important coastal environments – a bay, the open ocean, and wetlands.

In this subject, students will have the chance to learn about all three coastal landscapes, investigate them as unique eco-systems, and visit them on fieldtrips.

Before, during and after these fieldtrips, students will collect, record and interpret relevant data about our coasts.

This will include an investigation of the ways in which important coasts are changing over time or are under threat, as well as an exploration of how these landscapes can be managed and protected for the future use of both humans and animals alike.

Caring for Our Coasts - course assessment

Common ASSESSMENT TASK	DESCRIPTION
1. Coastal Management Report	Students will investigate coastal management strategies and write a report on how to manage the Peninsula's valuable coastal sites.
2.Data Collection and Presentation	Students will choose from a range of topics we have covered in class and prepare a presentation about it to educate our community members and raise awareness of the issue.
3. Semester Exam	An examination of all topics studied for the semester.

Caring for Our Coasts - Potential VCE Pathways

Geography, Biology

Subject costs - refer to pages 19 -29

Current Affairs

Featured Learning Area	Humanities – History, Civics and Citizenship
Additional Learning Areas	Humanities – Economics Media
Learning Capabilities Developed	Critical/Creative Thinking

Current Affairs - course description

This elective explores how society is shaped by power, ideas and action. Students investigate real-world issues to understand how governments, media, and individuals influence change at local, national and global levels. Through the analysis of current events, students develop critical media literacy skills, learning to question sources, identify bias, and evaluate different perspectives.

Students examine how power is used and challenged in democratic societies, including the role of protest, public debate and civic participation. They explore the impact of government decisions on people's lives and consider the balance between rights, freedoms and authority.

Throughout the course, students apply their learning by researching contemporary issues and creating their own news reports, developing skills in analysis, communication and informed citizenship.

Current Affairs - course assessment

Common ASSESSMENT TASK	DESCRIPTION
1. Creating a News Report	Students will pick one significant historical world event and create a news report in a form of their own choice.
2. Media Portfolio	Students will maintain a regular portfolio of media articles relating to world events, which they will annotate and respond to.
3. Semester Exam	An examination of all topics studied for the semester.

Current Affairs - Potential Pathways

History, Politics, Legal Studies, Economics, VCE-Vocational Major

Subject costs - refer to pages 19 -29

Law and Order

Featured Learning Area	Humanities - Civics & Citizenship
Additional Learning Areas	Humanities – History Other – Media
Learning Capabilities Developed	Critical/Creative Thinking

Law and Order - course description

Have you ever wondered how the justice system really works in Victoria?

Do you want to understand how laws are made, why some crimes receive harsher sentences than others, or what happens inside a courtroom?

Law and Order is a subject that explores the legal system in Victoria, focusing on both criminal and civil law, and the ways in which justice is achieved.

This subject begins with an investigation into crime and justice in Victoria, looking at crime trends, sentencing, rehabilitation, and recidivism. You will examine how the law responds to crime and whether common perceptions about crime rates and punishment align with reality.

You'll take a deeper look at the legal system in action, using real case studies to understand how laws are applied, challenged, and changed over time. You'll learn about the differences between criminal and civil law, how disputes are resolved, and the impact of legal decisions on individuals and the wider community.

Law and Order - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Research Report	Students will investigate crime trends in Victoria, evaluating the effectiveness of the legal system in responding to crime.
Case Analysis and Reflection	Students will analyse a real criminal or civil case from Victoria, examining how the law was applied and its impact on individuals and the community.
Exam	An examination of all topics studied for the semester.

Law and Order - Potential VCE/VM Pathways:

Legal Studies, Politics, History, VCE – Vocational Major

Subject costs - refer to pages 19 -29

Money Talks

Featured Learning Area	Humanities – Economics and Business
Additional Learning Areas	Humanities – Civics and Citizenship
Learning Capabilities Developed	Critical/Creative Thinking

Money Talks - course description

This subject equips students with the knowledge and skills to understand how the economy works and to make informed financial decisions in everyday life. Across two terms, students explore both the broader Australian economy and the practical realities of earning, spending and living independently.

In **Term 1**, students investigate economic foundations, including how markets operate and why economic performance influences living standards. They examine the role of the Reserve Bank of Australia and government in managing the economy through interest rates, fiscal and monetary policy. Students then apply this knowledge to real-world financial situations, learning about budgeting, saving and investing, financial scams, insurance, and ethical consumer choices. They also explore major financial decisions such as buying a first car.

In **Term 2**, the focus shifts to the **world of work and financial independence**. Students learn about different types of employment, income and payslips, and workplace rights and responsibilities. They develop an understanding of superannuation, including its importance for future living standards, and examine the role of trade unions and employer groups.

A strong practical focus prepares students for life beyond school. They explore the real costs of moving out of home, including rent, budgeting, contracts and managing financial risks. Students also build employability skills by creating a resume and cover letter for a job application.

Assessment includes class tasks, a research-based “My Pathway” project, and an exam. This subject develops essential financial capability and real-world skills for future study, work and independent living.

Money Talks - course assessment

Common ASSESSMENT TASK	DESCRIPTION
CAT #1: RBA, Scams and Economic Data	Students complete a series of in-class tasks based on their understanding of the functions of the Reserve Bank of Australia, identifying financial scams, and applying economic skills to real life Australian data.
CAT #2: My Pathway	Students complete a research task to investigate a possible future career pathway, choosing a superannuation fund, finding an appropriate union/employer group, and developing a resume and cover letter for job application
Exam	An examination of all topics studied for the semester.

Money Talks - Potential VCE/VM Pathways

Business Management, Economic, Accounting, VCE-Vocational Major

Subject costs - refer to pages 19 -29

People, Place and Planet

Featured Learning Area	Humanities – Geography
Additional Learning Areas	Science
Learning Capabilities Developed	Critical/Creative Thinking/Enterprise

People, Place and Planet - course description

Geography helps students understand the world around them by exploring the connections between people, places, and environments. It focuses on real-world issues such as climate change, environmental management and sustainable development. Students learn how natural and human processes shape our world, and how we can respond to challenges in positive and informed ways.

This subject aims to provide all students with a theoretical as well as practical approach to the study of Geography, as students will initially develop their knowledge of essential geographical concepts and skills, to then apply these concepts and skills in the development of their own practical geographical inquiry of our local wetlands.

Students will develop skills in the areas of critical thinking and problem-solving, map reading and data interpretation, fieldwork and research, and communication of their findings through presentations and visual data.

Geography is ideal for students who are curious about the world, passionate about the environment, or interested in global issues. It builds valuable skills for VCE Humanities subjects and supports careers in areas like environmental science, urban planning, travel, international aid, sustainability, and more.

People, Place and Planet - course assessment

Common ASSESSMENT TASK	DESCRIPTION
#1. Geographical Concepts and Skills	Students demonstrate their understanding of geographical concepts and skills through creating different types of maps, examining case studies of geographical inquiries of the Australian landscape, and applying practical skills such as measurement of scale.
#2. Geographical Inquiry of Wetlands	Students will develop and plan their own geographical inquiry of Yumarrala Wetlands, making observations, collecting and evaluating data, and communicating their conclusions.

People, Place and Planet -Potential VCE/VM Pathways

Geography, Biology

Subject costs - refer to pages 19 -29

Rights & Freedoms

Featured Learning Area	Humanities - History
Additional Learning Areas	Civics & Citizenship
Learning Capabilities Developed	Critical/Creative Thinking, Ethical Capability

Rights & Freedoms - course description

From civil rights marches to modern activism, the fight for justice has shaped the world we live in today. In this subject, you'll explore the struggles and successes of those who have fought for freedom, equality, and human rights.

From the US Civil Rights Movement to Aboriginal and Torres Strait Islander land rights in Australia, you'll uncover how people have challenged unfair laws and systems—and how their actions continue to impact us today.

You'll also explore key activists—from Martin Luther King Jr. and Eddie Mabo to Greta Thunberg and Malala Yousafzai—who have shaped history through protest, leadership, and resilience.

We'll break down the tactics used by movements over time, from civil disobedience and direct action to legal battles and social media campaigns.

You'll investigate how movements like Black Lives Matter, Raise the Age, and Extinction Rebellion have used global connectivity to amplify their impact.

Get ready to think critically, debate big issues, and discover the power of protest.

Rights & Freedoms - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Comparative Case Study	Students will research and create a comparative case study examining the fight for Aboriginal and Torres Strait Islander rights in Australia, and the fight for recognition or rights in one another country.
Campaign Analysis	Students will analyse a modern protest movement and evaluate its impact.
Semester exam	An examination of all topics studied for the semester.

Rights & Freedoms Potential VCE/VM Pathways

History, Legal Studies, Politics, Business Management, Economics, Accounting and VCE- Vocational Major

Subject costs - refer to pages 19 -29

They Called Australia Home

Featured Learning Area	Humanities – History
Additional Learning Areas	Humanities – Geography, Civics, Economics
Learning Capabilities Developed	Critical/Creative Thinking

They Called Australia Home - course description

This unit explores the lives of people who have lived on the Australian continent throughout history, from pre-1700s Aboriginal nations to the formation of a formal sovereign Australia in 1901.

Students will study Aboriginal culture, identity and beliefs and examine the impacts of European colonisation on indigenous peoples when they first arrived in Australia.

The course then explores the development of the individual colonies during the 1800s, with a particular focus on the how the gold rushes in Ballarat and Bendigo fuelled the development of Victoria and made Marvellous Melbourne the economic and political centre of the country.

Lastly, students will also look at the key events and ideas from Sovereign Hill onwards, which all contributed to the federation of the colonies into the united country of Australia in 1901, where the people of the colonies became Australians.

They Called Australia Home - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Creative Comparative Task	Students create a project in which they tell the story of Australia's colonisation from the perspective of a First Australian and a convict.
Research Project	Students complete a research project related to Victoria's gold rushes and the events at Sovereign Hill.
Analytical Essay	Students write an analytical essay on the process of Federation.
1. Examination	An examination of studied topics.

They Called Australia Home - Potential Pathways

History, Australian History, Politics, VCE-Vocational Major

Subject costs - refer to pages 19 -29

21st Century Tyrants

Featured Learning Area	Humanities - History
Additional Learning Areas	Humanities – Civics and Citizenship, Economics, Geography
Learning Capabilities Developed	Critical/Creative Thinking

21st Century Tyrants - course description

History isn't just something that happened in the past. Sure, the 20th century was full of interesting and important historical events which have shaped our world, but history has also been made in your lifetime. History is still being made!

The main element of 21st century politics that will be examined in this subject is that of leadership. Over time, the absolutist rule of monarchs has given way to increasingly democratic and free societies, but even in 2027, there are a number of leaders around the world who hold king-like powers and privileges over their people.

So how did they come to power? The first step is to explore how tyrants can put themselves in charge via military force, birthright, or careful manipulation of democratic processes and popular movements. The next step is to examine how dictators use a range of tools to maintain their political and legal power, even in a world which is increasingly connected and empowered by social media. The old propaganda posters of WWI may no longer be effective, but the old techniques of manipulating people's perceptions are still in effect, and often effective. So, students will examine how both dictators and their people try to operate in a modern technological world, as well as the techniques that outside agencies and nations often use to undermine dictators without resorting to open warfare.

21st Century Tyrants - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Dictators and Tyrants Investigation Project	Students will investigate and explore the conditions and personalities that lead to tyranny and dictatorships, through a case study.
Propaganda Poster/Presentation	Students will choose one dictatorship of the 21st century and research the ways in which both the leader and their people utilise social media.
Examination	An examination of studied topics.

21st Century Tyrants -Potential Pathways

20th Century History, Australian History, Politics, VCE-Vocational Major

Subject costs - refer to pages 19 -29

World War I History

Featured Learning Area	Humanities, History
Additional Learning Areas	Humanities – Geography, Civics
Learning Capabilities Developed	Critical/Creative Thinking

World War I History - course description

In this elective, students will look at the first major conflict involving Australia and the world in the 20th Century. Students will look at the events, ideologies and people that impacted on society because of the ‘war to end all wars’: World War I.

Students will study the ANZACS and their legends, as well as research how the use of new weaponry and trench warfare changed the way in which battles were fought. Students will also look at the ways in which this conflict impacted on the lives of people living during that time and the continuing impact of this conflict on the modern world over the following century, including its influence on our own lives.

World War I History - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Analytical Essay	An analytical essay about the causes of WWI.
Trench Diorama	A hands-on activity to create a diorama of trench warfare in WWI, with a research report.
Examination	An examination covering studied topics.

World War I History - Potential Pathways

History, 20th Century History, Politics, VCE-Vocational Major

Subject costs - refer to pages 19 -29

World War II History – Europe

Featured Learning Area	Humanities – History
Additional Learning Areas	Humanities – Geography, Civics
Learning Capabilities Developed	Critical/Creative Thinking

World War II History – Europe – course description

This elective is designed to follow on from the WWI elective in Year 9, as it begins with an investigation of how the events at the end of “The Great War” lay the groundwork for the rise of the Nazi Party and the beginning of the second world war of the 20th Century.

Students will study how the ideologies and actions of the Nazi Party allowed Hitler to rise to power and learn more about the awful atrocities that happened as part of the Holocaust.

There will also be a focus on the significant battles of World War II, from the German invasion of Poland and Russia to D-Day and the Battle of Berlin and the collapse of Nazi Germany.

The ways in which these conflicts impacted on the lives of the people who lived during this time is also examined, and students will also look at how the end of this war split Europe in half and therefore lay the groundwork for the Cold War battle of ideologies between the US and the USSR.

World War II History – Europe - course assessment

Common ASSESSMENT TASK	DESCRIPTION
1. Inter Wars Test	A short answer and visual analysis test about the events of the Interwar Years of 1918-1939, the rise of the Nazis, and the failure of appeasement.
2. Battles of WWII	A multimedia mapping project on the major battles of WWII.
3. Holocaust Essay	An essay on the causes and impacts of the Holocaust.
4. Examination	An examination of studied topics.

World War II History – Europe - Potential Pathways

20th Century History, Politics, VCE-Vocational Major

Subject costs - refer to pages 19 -29

World War II History – The Pacific

Featured Learning Area	Humanities – History
Additional Learning Areas	Humanities – Geography, Civics
Learning Capabilities Developed	Critical/Creative Thinking

World War II History – The Pacific - course description

This elective is designed to follow on from the other WWII elective in Year 10 – WWII Europe, although it is not necessary to have studied the other one as well.

Parallels will be drawn between the rise of the Nazis and Imperial Japan during the 1930s, as well as the war crimes of both: of the Holocaust in Germany, and Imperial Japan's treatment of Asian civilians and British-Australian POWs.

Students will learn about the Japanese invasion of Asia, including the Fall of Singapore, and the disastrous impact this had on Australian efforts to protect the continent from Japanese war efforts.

This will lead into an examination of the Bombing of Darwin and Broome, as well as Pearl Harbour and the first air-sea battles in world history, as the US and Australia attempted to push the Japanese back. After studying the efforts at Kokoda in saving Australia from further attack, the course will then look at how the war ended with atomic bombs, before finishing with a study of how the end of the war in the Pacific led to the end of Asian colonisation and the start of the Cold War related conflicts the region later suffered from.

World War II History – The Pacific - course assessment

Common ASSESSMENT TASK	DESCRIPTION
1. War Crimes Project	A written or visual report on the war crimes committed by the Japanese in China, Korea, Thailand, Malaysia, and Singapore.
2. Battles of WWII	A multimedia mapping project on the main battles of WWII in the Pacific.
3. Kokoda Essay	An essay on the events at Kokoda, and how this one battle protected Australia.
4. Examination	An examination of studied topics.

World War II History – The Pacific - Potential Pathways

20th Century History, Australian History, Politics, VCE-Vocational Major

Subject costs - refer to pages 19 -29

SCIENCE

Science	Year 9	Year 10	Year 11	Year 12
	CORE: Science	CORE: Science		
	ELECTIVES		Units 1 & 2 Biology Units 1 & 2 Chemistry Units 1 & 2 Physics Units 1 & 2 Psychology VCE Vocational Major	Units 3 & 4 Biology Units 3 & 4 Chemistry Units 3 & 4 Physics Units 3 & 4 Psychology VCE Vocational Major
	Animalia			
	Cosmetic Science			
	Environmental and Marine Science			
	Forensic Science			
	Introduction to VCE Sciences			
	Physics for Life			
	Psychology			
	Space Science			

Animalia

Featured Learning Area	Science
Additional Learning Areas	
Learning Capabilities Developed	Ethical Capability

Animalia - course description

The animal kingdom is the largest of all the 5 different areas of living things. Students will learn about the range of animals within this kingdom from sponges to flatworms and from jellyfish to giraffes.

Students will learn about animal adaptations and the characteristics which make that animal special and help it to survive.

Student interest and choice of topics plays a large selection as to the focus of learning within this subject. Topics to choose from include Animal behaviour; Reproduction; Breeding programs; Habitat Conservation; Animal Conservation. An excursion to Melbourne Zoo, Moonlight Sanctuary is part of this subject but not included in subject fee.

Animalia - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Animal Adaptations	Students will complete an assessment task on animal adaptations and how they enable the success of the animal.
Student Report	Students will investigate and produce a report on the chosen topic to study within the course.

Animalia - Potential Pathways

Biology, Chemistry, Physics, Psychology, VCE-Vocational Major

Subject costs - refer to pages 19 -29

Cosmetic Science

Featured Learning Area	Science
Additional Learning Areas	
Learning Capabilities Developed	Ethical Capability

Cosmetic Science - course description

Students will develop their understanding of the key chemical ingredients in both make-up and skincare products.

They will explore the interaction between atoms in chemical reactions that give rise to chemical products used within this industry.

Students will develop their understanding of the structure of skin and the health effects of different products such as sunscreen.

Students will investigate not only the chemical nature of cosmetics but also the ethical concerns of 'clean beauty' and animal testing; the use of ethically sourced material and the safe production of biochemicals in the beauty and healthcare industry.

Cosmetic Science - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Portfolio of Practical Reports	Students will conduct practical experiments and produce a written report.
Ethics Research Investigation	Students will research an ethical concern in the cosmetics industry of their choice. Students will report on their findings and formulate recommendations for the industry moving forward.

Cosmetic Science Potential Pathways

Biology, Chemistry, Physics, Psychology, VCE-Vocational Major

Subject costs - refer to pages 19 -29

Environmental & Marine Science

Featured Learning Area	Science
Additional Learning Areas	
Learning Capabilities Developed	Ethical Capability

Environmental & Marine Science - course description

Environmental science encompasses a variety of sciences, including Physics, Chemistry and Biology.

In this course, students will explore the fundamental principles of environmental science and how they can be applied to the everyday world.

This course will cover topics such as the Earth's ecosystems, biodiversity, climate change, pollution, and sustainable development. Students will learn how human activities have impacted the environment and what can be done to mitigate negative effects. The course will also introduce students to various environmental technologies and innovations that are being developed to address these issues.

In the marine component students explore what makes up a marine environment and the diversity of life which exists within it. Students examine the roles and interactions of both plants and animals within various aquatic environments in maintaining a healthy and sustainable ecosystem. Students explore the global environmental issues, such as climate change and pollution, and explore the role humans have in the preservation of aquatic systems for generations to come.

Part of this elective will involve conducting field research of the local area around Somerville Secondary College.

Environmental & Marine Science - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Case study	Students will analyse a scientific study conducted and look at what the results mean in the context of what we have learnt in class.
Practical Investigation Task	Students will conduct a practical investigation and produce a scientific report.

Environmental & Marine Science - Potential Pathways

VCE Biology – Environmental Science

Subject costs - refer to pages 19 -29

Forensic Science

Featured Learning Area	Science
Additional Learning Areas	Application of Science to Criminal and Civil Laws
Learning Capabilities Developed	Critical and creative thinking

Forensic Science - course description

Forensic Science is the application of science to solve crimes. Forensic Scientists collect and analyse evidence from a crime scene that will allow the police to determine exactly what happened and who probably committed the crime.

This elective aims to introduce students to the skills and knowledge of how forensic investigations work. You will explore the topics of Crime scene protocol, Fingerprint identification, Evidence Analysis (hair and fibre), Blood, DNA analysis.

You will learn step by step how to make observations and how to collect, record and analyse data to draw conclusions and to answer the ultimate question.....who did it?

Forensic Science - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Topic Test	A test on crime scene protocols and contact traces.
Practical report	A practical task and report on DNA extraction.
Practical report	A practical task and report on blood splatter
Exam	

Forensic Science - Potential Pathways

VCE Biology, VCE Chemistry – VCE Physics, VCE Psychology, VCE-Vocational Major

Subject costs - refer to pages 19 -29

Introduction to VCE Sciences

Featured Learning Area	Science
Additional Learning Areas	VCE – General skills and capabilities, Mathematics
Learning Capabilities Developed	Ethical Capability

Introduction to VCE Sciences - course description

This subject is for Year 10 students looking to undertake a VCE Science program and or Year 9 students looking to accelerate in Year 10.

Students in this class will get a brief overview of how the Biology, Chemistry and Physics programs run in VCE and learn skills that can be transferred across all VCE programs.

Students will learn how to read through the study design, use different command terms (explain, identify etc.) and will be able to undertake their own Extended Practical Investigation based on a topic of their choosing.

Another key skill students will have by the end of the program is the ability to analyse data in different contexts and explore the limitations of practical work.

Introduction to VCE Sciences - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Data Analysis task	Students will be given or create their own data, represent it graphically, analyse it in relation to scientific ideas and discuss the limitations and sources of error.
Extended Practical Investigation	Students will be given the opportunity to investigate a scientific concept of their choice through practical work. This will include planning, conducting and analysing results.

Introduction to VCE Sciences - Potential Pathways

Biology, Chemistry, Physics, Psychology, VCE-Vocational Major

Subject costs - refer to pages 19 -29

Physics for Life

Featured Learning Area	Science
Additional Learning Areas	Mathematics, PE
Learning Capabilities Developed	Critical thinking

Physics for Life - course description

This subject is for any student interested in how the world around them works. We will break down the mechanics of movement looking at the forces involved in day-to-day activities including sports.

Students will look at how changes in variables like mass, speed and material can drastically change the way things move and interact with each other.

Sample activities for this course include analysing cars and how they work and what happens in collisions; looking at how much force it requires to hit a home run and how to get the perfect curve on their 3pt shot to ensure they score a basket.

Students will also gain a greater understanding of other physics concepts like how light and sounds works along with electricity.

Physics for Life - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Data Analysis of physics in sport	Students will analyse a current topic in sport and look at a how a specific change has altered the mechanics in a sport. (For example, using aluminium instead of wood in baseball, using less padding in combat sports)
Collision science	Students will investigate what happens in collisions using the collision trolleys to gain an understanding about concepts like conservation of momentum, newtons laws and energy. These ideas will be applied to safety in motor vehicles.

Physics for Life - Potential Pathways

Physics, Technology, PE, Mathematics, VCE-Vocational Major

Subject costs - refer to pages 19 -29

Psychology

Featured Learning Area	Science
Additional Learning Areas	Anatomy and Physiology
Learning Capabilities Developed	Ethical Capability

Psychology - course description

Psychology - course description

This subject explores personal identity, the stress response, and the science of anxiety and coping behaviours. Students will examine risk and protective factors that influence wellbeing, as well as identify the physical, emotional, and behavioural indicators of stress and anxiety. They will also be introduced to the roles of the amygdala and hippocampus in the formation of emotional memories and the regulation of the stress response.

Students will explore the fascinating science behind social influence and group behaviour — uncovering how others shape our decisions — as well as the intriguing world of psychopathy and personality disorders, examining what makes certain minds work in extraordinary and complex ways.

Common ASSESSMENT TASK	DESCRIPTION
CAT 1	Students will complete a viewing sheet to apply their understanding of stress and anxiety in relation to the character Riley from the film Inside Out 2. Students will demonstrate their understanding of risk and protective factors for mental health and wellbeing. Students will explain the roles of the amygdala and hippocampus in the formation of emotional memories and stress responses.
CAT 2	Students will conduct a research report investigating a specific aspect of social influence. Students will develop and respond to a given research question, demonstrating their ability to evaluate evidence and communicate psychological concepts clearly in a written format.
Exam	Students will complete a test comprising of multiple choice and short answer questions to demonstrate their understanding of content covered.

Psychology - Potential Pathways

Biology, Chemistry, Physics, Psychology, VCE-Vocational Major

Subject costs - refer to pages 19 -29

Space Science

Featured Learning Area	Science
Additional Learning Areas	
Learning Capabilities Developed	Ethical Capability

Space Science - course description

Space science is a fantastic course for those who are interested in exploring the vast and fascinating world of space. In this course, students will dive into the mysteries of the universe, learning about our solar system, celestial objects, the Big Bang, and the technologies that have allowed us to explore space.

Throughout this course, students will develop their scientific literacy and critical thinking skills by exploring complex scientific concepts and theories. They will engage in hands-on activities and projects that encourage experimentation and exploration, and they will learn to analyse and interpret data, making connections between theory and real-world observations.

On completion of this subject, students will have a solid foundation in the principles and theories of space science, and will have developed the skills and knowledge needed to explore this fascinating field in more depth. They will gain a deeper appreciation for the wonders of the universe, and the role that science and technology play in our understanding of the world around us.

This elective may also include an excursion to the planetarium.

Space Science - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Research task	Students will research and produce a report on the chosen topic to study within the course.
Practical Investigation Task	Students will conduct a practical investigation and produce a scientific report

Space Science - Potential VCE Pathways

Physics

Subject costs - refer to pages 19 -29

INDONESIAN

Indonesian	Year 9	Year 10	Year 11	Year 12
	Indonesian	Indonesian	Units 1 & 2 Indonesian	Units 3 & 4 Indonesian

YEAR 10 Indonesian

Featured Learning Area	Languages
Additional Learning Areas	
Learning Capabilities Developed	

Year 10 Indonesian – course description

Indonesian at Year 10 is a year-long subject that aims to build fluency and enjoyment in language learning. It will prepare students for a future that is increasingly multi-cultural, multi-lingual and global, through the study of the language and culture of our closest neighbour. Topics studied are highly personalised and are chosen to suit the language ability and interests of students in the class. These topics could include a film study, learning about city and village life, ceremonies and celebrations, daily conversation, music, Indonesian history and story-telling. Throughout the year, students will continue to develop their written and spoken Indonesian skills to communicate about personal interests and relationships, routines and experiences, and about broader social issues and lifestyles with increasing fluency and sophistication. They will respond to and create texts to give facts, tell stories, ask and answer questions and give opinions. They will communicate with Indonesian-speakers in person or online, develop stronger grammar skills and explore aspects of culture, tradition and modern life. As Year 10 language students, they will be invited join an overseas trip to Indonesia which is offered every two years, and will be able to take part in incursions and excursions that become available during the year. Year 10 students are encouraged to continue their language learning journey to VCE to take advantage of the benefits this can provide them as a young adult.

Year 10 Indonesian – course assessment

Common ASSESSMENT TASK	DESCRIPTION
1. Writing task	Personal writing
2. Test	Listening and Reading Skills
4. Speaking task	Oral Presentation
5. Writing task	Imaginative writing

Year 10 Indonesian – Potential Pathways:

VCE Indonesian

Subject costs - refer to pages 19 -29

ART

Art	Year 9	Year 10	Year 11	Year 12
	ELECTIVES			
	Digital Art		Units 1 & 2 Art - Making and Exhibition Units 1 & 2 Visual Communication Units 1 & 2 Music VCE Vocational Major	Units 3 & 4 Art - Making and Exhibition VCE Vocational Major
	Digital Music/Composition			
	Digital Photography			
	Music Performance			
	Visual Art – 2D			
		Visual Art – 3 D		
	Visual Communication Design			

Digital Art

Featured Learning Area	The Arts
Additional Learning Areas	Digital Technologies
Learning Capabilities Developed	Critical and Creative Thinking

Digital Art - course description

Do you enjoy creating art using technology?

Digital Art is a subject where you'll explore how to create artworks using digital tools and software, including Adobe Photoshop, Adobe Express, and drawing tablets. You'll complete projects that develop your skills in designing, editing, and refining digital images, from artworks advocating for social change to pixel art inspired by game design.

Alongside creating your own work, you'll study digital artists and their techniques, exploring how they use ideas, style, and visual elements to communicate meaning. You'll use this knowledge to inform and inspire your own digital art projects, combining creativity and technical skill to produce engaging visual work.

Digital Art - course assessment

Assessment	Description
Activist Art	Students create digital artworks that communicate a message about social issues, exploring techniques in Photoshop to design impactful and visually engaging images.
Pixel Art	Students develop concept art and pixel designs for a game, using digital tools to plan, create, and refine artwork that meets both technical and creative goals.
Semester Exam	An examination of all topics studied for the semester.

Digital Art - Potential VCE Pathways

- Art Making and Exhibiting (Formerly Studio Arts)
- Visual Communication Design
- Product Design and Technology

Subject costs - refer to pages 19 -29

Digital Music/Composition

Featured Learning Area	Arts - Music
Additional Learning Areas	Technologies – Digital Technologies
Learning Capabilities Developed	Personal/Social, Critical/Creative Thinking

Digital Music/Composition - course description

Ever wondered how your favourite tracks are actually made?

In Digital Music/Composition, you'll step into the role of a producer — creating beats, remixing songs, and building your own music using industry-style software.

You'll explore how music works across styles like pop, hip hop, film and electronic music, and learn how artists shape sound to create energy, emotion and impact. Then, you'll apply those ideas in your own projects — from building grooves and layering sounds to editing audio and producing complete tracks.

No instrument? No problem. This subject is designed for everyone — whether you're a musician, a beginner, or just curious about how music is made.

If you're into music, creativity, or technology, this course gives you the skills to start creating your own sound.

Digital Music/Composition - course assessment

Common Assessment Task	Description
Oral Presentation	Investigation of a musical genre, including its characteristics, emotional impact and role in the music industry.
Music Production Task	Creation of an original composition or remix using digital tools, submitted as an audio file and/or supporting materials.
Semester Exam	Written examination covering listening analysis, music production concepts and composition techniques studied throughout the semester.

Digital Music/Composition - Potential Pathways

VCE Music Performance - VCE Music Style and Composition - VET Music Industry – VCE Vocational Major

Subject costs - refer to pages 19 -29

Digital Photography

Featured Learning Area	The Arts
Additional Learning Areas	Digital Technologies
Learning Capabilities Developed	Critical and Creative Thinking

Digital Photography - course description

Do you enjoy taking photos or telling stories with images?

Digital Photography is a subject where you'll explore photography as an art form while developing creative and technical skills. You'll work with Canon digital SLR cameras and Adobe Lightroom to learn how to control your camera and use photography to communicate ideas and emotions.

You'll also explore stop-motion animation, creating short narratives, storyboards, and frame-by-frame animations while experimenting with poses, props, and camera placement to bring your ideas to life.

Alongside practical work, you'll explore the work of key photographers and stop-motion artists to inspire and inform your own creative projects.

Digital Photography - course assessment

Assessment	Description
Photo Essay	Exploring photography as a medium for storytelling
Stop Motion Animation	Planning and capturing a short stop motion animation
Exam	An examination of all music theory topics studied for the semester.

Digital Photography - Potential VCE Pathways

- Art Making and Exhibiting (Formerly Studio Arts)
- Visual Communication Design
- Product Design and Technology
- VCE-Vocational Major

Subject costs - refer to pages 19 -29

Music Performance

Featured Learning Area	Arts - Music
Additional Learning Areas	
Learning Capabilities Developed	Personal/Social, Critical/Creative Thinking

Music Performance - course description

Do you sing, play an instrument, or dream of performing on stage?

Music Performance is your opportunity to take your skills to the next level — whether you're a soloist or love performing in a group. In this course, you'll work on developing your musical technique, stage presence, and confidence as a performer, while exploring the excitement of both solo and ensemble music.

You'll begin by choosing your instrument — vocals, guitar, piano, drums, woodwinds, brass, or strings — and selecting songs or genres that inspire you. Whether you're already taking instrumental lessons or just starting out, you'll work on mastering your chosen pieces, gaining a deeper understanding of how to express music through your individual style.

If you're drawn to group performance, you'll collaborate with others to form a band or ensemble, learning how to rehearse effectively and perform as a cohesive unit. You'll also explore stagecraft — how to set up a performance space and engage an audience.

By the end of the semester, you'll take part in a live performance, showcasing everything you've learned. Whether you're performing solo or in a group, this course will help you grow as a musician and performer, ready to shine on any stage.

Music Performance - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Folio	A physical and digital folio of accumulated investigation into chosen songs over the course of the semester.
Performance Exam	Performance on a chosen instrument in a group or as a solo artist.
Semester Exam	An examination of all music theory topics studied for the semester.

Music Performance - Potential Pathways

VCE Music - VCE-Vocational Major

Subject costs - refer to pages 19 -29

Visual Art – 2D

Featured Learning Area	The Arts
Additional Learning Areas	Digital Technologies
Learning Capabilities Developed	Critical and Creative Thinking

Visual Art – 2D - course description

Do you enjoy drawing, painting, or being creative?

Visual Art 2D is a hands-on subject where you'll explore different ways of making art while building your skills. You'll experiment with drawing, painting, and printmaking, learning how to turn your ideas into artworks.

You'll use techniques such as grid drawing to improve accuracy, work with acrylic paint to explore colour, and create layered lino prints through carving and printing processes. You'll also look at how artists use the elements and principles of art, and explore artworks from different times and styles.

Through a range of practical projects, you'll plan, develop, and refine your ideas while working with different materials and techniques.

This is a practical art subject which covers a range of art techniques and processes and allows for personal artistic development.

Visual Art – 2D - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Printmaking	Students explore a range of printmaking processes to complete a series of prints.
Painting / Drawing	Students explore portrait painting by using the grid method to accurately draw a self-portrait and apply either colour blocking or blended tones to complete their final artwork.
Analysis	Students learn about a range of artists and art movements. They learn how to analyse artworks based on subject matter, materials and techniques, aesthetic qualities, and the meaning of works.
Exam	An examination of topics studied for the semester

Visual Art – 2D - Potential Pathways

Visual Communication Design, Product Design and Technology, Art Making and Exhibiting (Formerly Studio Arts), VCE-Vocational Major

Subject costs - refer to pages 19 -29

Visual Art – 3D

Featured Learning Area	The Arts
Additional Learning Areas	Digital Technologies
Learning Capabilities Developed	Critical and Creative Thinking

Visual Art – 3D - course description

Do you enjoy making things with your hands and working in 3D?

Visual Art 3D is a subject where you'll explore sculpture and ceramics while learning how to turn ideas into three-dimensional forms.

In the practical component, you'll create abstract sculptures by carving and shaping materials, exploring ideas such as form and space. You'll also work with clay to make pieces such as pinch pots, coil pots, and slab-built mugs, learning techniques like joining, shaping, and glazing.

In the theory component, you'll explore artists and art movements from different times and cultures, and investigate how sculptors use form, space, and materials to communicate ideas.

This is a practical art subject which covers a range of art techniques and processes and allows for personal artistic development.

Visual Art – 3D - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Abstract Carving	Students explore abstract sculpture by designing and carving a plaster form, focusing on shape, space, and simplified forms.
Ceramics	Students explore ceramics by creating pinch pots, coil pots, and slab-built mugs while applying techniques such as joining, shaping, and glazing.
Analysis	Students learn about a range of artists and art movements. They learn how to analyse artworks based on subject matter, materials and techniques, aesthetic qualities, and the meaning of works.
Exam	An examination of all topics studied for the semester

Visual Art – 3D - Potential Pathways

Visual Communication Design, Product Design and Technology, Art Making and Exhibiting (Formerly Studio Arts), VCE-Vocational Major

Subject costs - refer to pages 19 -29

Visual Communication Design

Featured Learning Area	The Arts
Additional Learning Areas	Digital Technologies
Learning Capabilities Developed	Critical and Creative Thinking

Visual Communication Design - course description

Do you love drawing and designing?

Visual Communication Design is the subject for you! VCD is a practical art subject that looks at how information and ideas are communicated in the areas of communication, environmental and industrial design (think advertising, architecture, and product design).

The content and form of these communications are explored, along with the materials and methods that students use to produce their work.

Drawing plays a significant role in this subject, wherein students are required to employ a range of 2D and 3D drawing conventions to represent their ideas.

Visual Communication Design - course assessment

Assessment	Description
Environmental Design	Students explore drawing conventions for the development of a house design solution
Communication Design	Students explore the communicative potential of type and image for the development and production of a music album cover.
Industrial Design	Students explore materials and drawing conventions for the development of an industrial design solution that makes the world a better place
Exam	An examination of all topics studied for the semester

Visual Communication Design - Potential Pathways

Visual Communication Design, Product Design and Technology, Art Making and Exhibiting (Formerly Studio Arts), VCE-Vocational Major

Subject costs - refer to pages 19 -29

TECHNOLOGY

Technology	Year 9	Year 10	Year 11	Year 12
	ELECTIVES			
	Computer Aided Design and Manufacture		Units 1 & 2 Product Design and Technology Units 1 & 2 Food Studies VCE Vocational Major	Units 3 & 4 Product Design and Technology Units 3 & 4 Food Studies VCE Vocational Major
	Construction			
	Digital Technologies			
	Electronic Products			
	Product Design			
	STEAM			
	Café Culture			
	Create, Make and Bake			
	FEAST			
	Food Around the World			
	Food for the Health and Fitness Industry			

Computer Aided Design & Manufacture

Featured Learning Area	Technologies – Design and Technologies
Additional Learning Areas	Digital Technologies
Learning Capabilities Developed	Critical and creative thinking and planning. Developing, refining and evaluating design solutions. Production capabilities.

Computer Aided Design & Manufacture - course description

The use of effective Computer Aided Design and Manufacture techniques are increasingly becoming a crucial element in assisting Australian industry to develop an edge over its competitors. In this elective, students will develop an understanding of how CAD/CAM technologies are used within industry and how they can use these techniques within school to create solutions that solve real design problems.

Students will learn how to write and react to client-based design briefs, investigate design problems and offer innovative product solutions to meet client needs through the development of a design folio.

They will manufacture their solutions using Computer Aided Product Prototyping and Computer Aided Design and Manufacture techniques. Students will consider the impacts of technological change and how new technologies may contribute to a sustainable future.

Computer Aided Design & Manufacture - course assessment

Common ASSESSMENT TASK	DESCRIPTION
1. CAD Skill Building	Manufactured Outcomes
2. CAD/CAM Product	Design Folio and Manufactured Outcome

Computer Aided Design & Manufacture - Potential Pathways

VCE Product Design and Technology
VCE Systems Engineering
VCE Vocational Major

Subject costs - refer to pages 19 -29

Construction

Featured Learning	Design and Technologies
Additional Learning Areas	Arts/Engineering principles and systems
Learning Capabilities developed	Critical and creative thinking and planning. Developing, refining and evaluating design solutions and production capabilities.

Construction - course description

This elective is designed to give students the experience of understanding and following drawn plans to manufacture products and artefacts to given specifications using a range of hand and machine workshop tools. Skills that are covered include:

- how to read plan drawings
- how to understand measurement and scale in working drawings
- how to measure and mark out a range of materials from given drawings
- how to plan ahead when making given product
- how to use hand tools and machine tools safely
- how to manipulate a range of materials including wood, metals and plastics
- safe workshop procedure and understanding of Safe Work Method Statements
- basic computer aided design skills to create dimensioned drawings

Construction - course description

Common ASSESSMENT TASK	DESCRIPTION
1. CAT 1 – Manufactured product and OH&S procedures	Accurately manufacture a simple product from given drawings and demonstrate safe workshop practices. Includes OH&S procedures and understanding working drawings.
2. CAT 2 – Manufactured product	Accurately manufacture a complex product from given drawings and demonstrate safe workshop practices. Includes SWMS documentation.

Construction - Potential Pathways

VCE-Vocational Major, VET Building & Construction, Vocational pathways.

Subject costs - refer to pages 19 -29

Digital Technologies

Featured Learning Area	Digital Technologies
Additional Learning Areas	Design Technologies
Learning Capabilities Developed	Data representation, computational thinking, design and programming, digital systems, interactions with and impact of digital systems.

Digital Technologies - course description

The use of digital technology skills within our society is expanding at an ever-increasing rate. This elective gives students the opportunity to develop a range of digital technology skills using coding, electronic game design and website/app design.

Students develop their coding skills by developing an electronic game design whilst learning how to write Python code. They will design and create a basic website and app and create a media campaign to highlight the ethical issues associated with the web-based digital world.

Students will learn how to organise data and convert this data into visual graphic forms using Excel spreadsheets and relate this to practical, relevant scenarios. Throughout the elective, students will develop knowledge about different digital systems and networks, related hardware and software, and explore the use of computational thinking.

Digital Technologies - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Coding Portfolio	Students build and present a digital portfolio containing written code and robotics tasks
Digital Data Portfolio	Students create a digital data and network/systems portfolio including Excel work

Digital Technologies - Potential Pathways

VCE Product Design and Technology, VCE-Vocational Major

Subject costs - refer to pages 19 -29

Electronic Products

Featured Learning	Design and Technologies
Additional Learning Areas	Engineering principles and systems
Learning Capabilities developed	Critical and creative thinking and planning. Developing, refining and evaluating design solutions. Production capabilities.

Electronic Products - course description

This elective is designed to expand student knowledge of electronic theory, coding and robotics.

Students will learn through a practical based course how to build circuits, develop code to control electronic components and use sensors to interrupt the surrounding environment.

A range of electronic componentry will be studied and different circuit types investigated to gain an understanding of how electronics and circuit design can be used in products that students have designed. Students follow Design Briefs, both given and created by them, and use the Design Process to investigate, design, manufacture and evaluate their own designed products. The use of Computer Aided Design and Manufacture as part of the Design Process is encouraged. Creativity, problem solving and critical thinking are the key!

This course is an excellent foundation course leading onto VCE Systems Engineering and VCE Product Design studying key issues such as ethical design and sustainability.

Electronic Products - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Introduction to Arduino and Robotics	Students will learn to build and code a series of circuits through problem solving activities that will conclude with the building and controlling of their own robotic arm.
Designing and Manufacturing an Electronic System	Building an electronic system to fulfill a need. The creation of a small design folio that demonstrates the use of the design process to investigate, design, manufacture and evaluate an electronic system.

Electronic Products - Potential Pathways

VCE Product Design & Technology Units 1-4 – VCE Vocational Major, VET Building & Construction

Subject costs - refer to pages 19 -29

Product Design

Featured Learning	Design and Technologies
Additional Learning Areas	Arts/Engineering principles and systems
Learning Capabilities developed	Critical and creative thinking and planning. Developing, refining and evaluating design solutions. Production capabilities.

Product Design - course description

This elective is designed to give students the experience of developing practical design and manufacture skills working with metal, wood, and plastics to make functioning products. The course includes opportunities to use both hand and computer - based drawing skills and computer aided manufacturing processes such as 3D printing and laser cutting.

Students will follow the Design Process to design, create and manufacture their own solutions to different design problems. Students will choose their own design challenges that will allow them to become familiar with a range of materials, tools and equipment used to fabricate, join, shape and finish the materials into functioning products. The safe use of tools and machines within a workshop environment is covered including safe work practices.

Products made in previous classes have included surfboard racks, bedside tables, lighting, storage units, display units and gaming stands, amongst many other items.

Product Design - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Product 1 – Manufactured product	Manufacture of a product using wood, metals or plastic. Document safe workshop practices and materials properties and their uses.
Product 2 – Manufactured Product with a Design Portfolio	Working like a professional designer, use the Design Process to research, design, then manufacture and evaluate a product of your choice.

Product Design - Potential Pathways

VCE Product Design & Technology, VET Building & Construction - VCE-Vocational Major

Subject costs - refer to pages 19 -29

STEAM

Featured Learning Area	Design and Technologies
Additional Learning Areas	Arts, Engineering, Mathematics, Science
Learning Capabilities Developed	Critical and creative thinking and planning. Developing, refining and evaluating solutions. Scientific and mathematic principles, prototyping capabilities.

STEAM - course description

STEAM (Science, Technology, Engineering, Art and Technology education). STEAM education engages students in real-world, problem-based, inquiry learning. In the next decade, it is predicted that 75% of all jobs will require STEAM skills. Through this elective, students learn what STEAM skills are and how to use these skills to solve different challenges set for them and created by them. Students will learn to integrate these skills to help them prepare for future pathways and experience how these skills will help them work in a 21st Century world. Central to this elective will be the development of:

- Critical and Creative Thinking
- Communication
- Collaboration and Teamwork
- Personal and Social Skills
- Information Technology
- Understanding of STEM careers

Students will undertake a range of hands-on problem-solving activities across the fields of;

- Science and Digital Technologies
- Systems Engineering
- Coding, Robotics and Mathematics
- Creative Problem Solving
- Computer Aided Design and 3D printing
- Build links with local industry and enterprise

STEAM – course assessment

Common Assessment Tasks	Description
STEAM Challenge 1	Designing and manufacturing a mechanical system to solve a practical challenge. A practical outcome and report.
STEAM Challenge 2	Design and manufacture a robotic system which can be coded to complete a series of practical challenges

STEAM - Potential Pathways:

VCE Product Design and Technology, VCE-Vocational Major, vocational pathways

Subject costs - refer to pages 19 -29

Café Culture

Featured Learning Area	Food Technology
Additional Learning Areas	Technology/ Business
Learning Capabilities Developed	Critical and Creative Thinking

Café Culture - course description

Café Culture explores the importance of coffee in society and investigates what makes a good café experience. Students will learn about the history of cafés and the rise of café culture in society, and employment pathways within this sector of the food industry. Students will develop their skills and knowledge in working hygienically and safely in the kitchen. They will produce different styles of food and drinks ranging from a slice, breakfast/lunch dishes, smoothies, and hot drinks. They will learn about developing a menu and consider how a café meets the specific dietary needs of its customers.

All Food Technology Electives contain common elements explored through the design context presented in the elective title. These core elements include:

The design process (investigate, generate, produce, evaluate, plan, and manage).

The development of safe food handling skills, the properties of ingredients and processes in recipes.

Understanding issues relating to economic, environmental, and social and health aspects of food to make informed food choices.

The course is organised into a series of design challenges, one of which will be assessed as a common assessment task. Examples of design challenges might include:

Breakfast in style – Design and prepare and dress to impress, a gourmet breakfast dish.

I can't eat that! – Adapt a recipe to cater for a food allergy.

Shake it up! – Design a healthy on the go takeaway smoothie for a health-conscious customer

Wasted – Design a recipe to avoid food waste when ingredients are over ordered.

Café Culture - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Practical test	Students will apply their knowledge of ingredients and processes. Students will plan, produce and evaluate a baked item using an unfamiliar recipe.
Design challenge	Students will respond to a design brief and use a design strategy to create their own recipe design.
Investigation activity	Students will investigate and present a written/ poster/ presentation piece related to a food issue explored in the course.

Café Culture - Potential Pathways

Food Studies, Business Management, VET Hospitality, Geography, Environmental Studies, VCE-Vocational Major

Subject costs - refer to pages 19 -29

Create, Make and Bake

Featured Learning Area	Food Technology
Additional Learning Areas	Technology
Learning Capabilities Developed	Critical and Creative Thinking

Create, Make and Bake - course description

In create, make, and bake, students gain an understanding of the functional properties of ingredients and the specific processes involved in creating sweet and savoury baked goods, such as pastry, breads, and cake. Many of these are technical, and precision is key to a high-quality outcome. They will learn a variety of finishing techniques to create professional looking outcomes with originality and flair. Using design, students will have the freedom to demonstrate their imagination and creative talents.

All Food Technology Electives contain common elements explored through the design context presented in the elective title. These core elements include:

The design process (investigate, generate, produce, evaluate, plan, and manage).

The development of safe food handling skills, the properties of ingredients and processes in recipes.

Understanding issues relating to economic, environmental and social and health aspects of food to make informed food choices.

The course is organised into a series of design challenges, one of which will be assessed as a common assessment task. Examples of design challenges might include:

One of my 5 a day! – The trend of using vegetables in sweet baked goods.

Bake off! – How would you go with a technical challenge?

Cupcake challenge – Apply your skills to decorate cupcakes to a specified theme.

Showstopper challenge – show off your skills with a jaw dropping, gravity defying cake.

Create, Make and Bake - course assessment

Practical test	Students will apply their knowledge of ingredients and processes. Students will plan, produce and evaluate a baked item using an unfamiliar recipe.
Design challenge	Students will respond to a design brief and use a design strategy to create their own original recipe idea following the design process.
Investigation activity	Students will investigate and present a written/poster/ presentation piece related to a food issue explored in the course.

Create, Make and Bake - Potential Pathways

Food Studies- Science, VET Hospitality, English, VCE-Vocational Major

Subject costs - refer to pages 19 -29

FEAST

Featured Learning Area	Food Technology
Additional Learning Areas	Technology
Learning Capabilities Developed	Critical and Creative Thinking

FEAST - course description

The **FEAST Cooking Program** empowers students to develop essential cooking skills while promoting healthy eating, food waste prevention, and sustainability. Through creative food preparation, students learn to design nutritious meals, minimise food waste, and understand the vital role they play in protecting the planet. The program enhances food preparation techniques, fosters a deeper understanding of nutrition, and encourages students to make informed, eco-friendly food choices. By integrating these concepts into school communities, FEAST helps students become confident, mindful eaters and advocates for a sustainable future.

All Food Technology Electives contain common elements explored through the design context presented in the elective title. These core elements include:

The design process (investigate, generate, produce, evaluate, plan, and manage)

The development of safe food handling skills, the properties of ingredients and processes in recipes

Understanding issues relating to economic, environmental, and social and health aspects of food to make informed food choices.

The course is organised into a series of design challenges, one of which will be assessed as a common assessment task. Examples of design challenged might include:

Meals on a tight budget – Design a meal to cost less than \$3 a portion.

Store cupboard challenge – Creating meals from what is in the cupboard/ fridge.

Make me trendy – Reinvent a classic dish to fit a current food trend.

Event cooking – Develop a recipe to meet a theme e.g., Valentine.

FEAST - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Practical test	Students will apply their knowledge of ingredients and processes. Students will plan, produce, and evaluate a baked item using an unfamiliar recipe.
Design challenge	Students will respond to a design brief and use a design strategy to create their own recipe design.
Investigation activity	Students will investigate and present a written/poster/ presentation piece related to a food issue explored in the course.

FEAST Potential Pathways

Food studies, English, Media, Health & Human Development, VCE-Vocational Major

Subject costs - refer to pages 19 -29

Food Around the World

Featured Learning Area	Food Technology
Additional Learning Areas	Technology/ Geography
Learning Capabilities Developed	Critical and Creative Thinking

Food Around the World - course description

In Food Around the World, students will learn about different food cultures. This is a wonderful way for students to get to know and accept others and celebrate the cultural diversity of Australia. We will explore ways to prepare and cook delicious foods using the equipment and processes that are unique to different regions around the world such as Europe, Africa, the Americas, and Asia. All Food Technology Electives contain common elements explored through the design context presented in the elective title. These core elements include:

The design process (investigate, generate, produce, evaluate, plan, and manage)

The development of safe food handling skills, the properties of ingredients and processes in recipes

Understanding issues relating to economic, environmental, and social and health aspects of food to make informed food choices.

The course is organised into a series of design challenges, one of which will be assessed as a common assessment task. Examples of design challenges might include:

Same but different – Investigate how recipes using staple ingredients such as rice/ bread/ potatoes are used in different places around the world and the environmental issues relate to the globalisation of food.

Spice trail challenge – Use spices flavour a dish (e.g. burger/parma) to reflect the cuisine of a country of your choice.

Fusion food – Merge recipes from different cultures together to make your own original recipe idea.

Food Around the World - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Practical test	Students will apply their knowledge of ingredients and processes. Students will plan, produce and evaluate a dish using an unfamiliar recipe.
Design challenge	Students will respond to a design brief to create their own recipe idea following the design process
Investigation activity	Students will investigate and present a written/ poster/ presentation piece related to a food issue explored during the course

Food Around the World Potential Pathways

Food Studies, Geography, History, VET Agricultural studies, VCE-Vocational Major

Subject costs - refer to pages 19 -29

Food for Health & Fitness Industry

Featured Learning Area	Food Technology
Additional Learning Areas	Health and Human Development/ PE
Learning Capabilities Developed	Critical and Creative Thinking

Food for Health & Fitness Industry - course description

Food for health and fitness focuses on the links between healthy eating and adolescent needs. Student will gain a greater understanding of the role of nutrients in the body and how to eat to optimise health. Students will learn how to read labels and food claims to make informed food choices. They will develop a deeper awareness of the impact food has on the consumer today as well as the influence of clever and sometimes misleading marketing on our food choices. All Food Technology Electives contain common elements explored through the design context presented in the elective title. These core elements include:

- The design process (investigate, generate, produce, evaluate, plan, and manage)
- The development of safe food handling skills, the properties of ingredients and processes in recipes
- Understanding issues relating to economic, environmental, and social and health aspects of food to make informed food choices.

The course is organised into a series of design challenges, one of which will be assessed as a common assessment task. Examples of design challenges might include:

- Rethink your drink – Investigate the sugar/ sweetener/ caffeine content of popular drinks which claim to be healthy or assist with fitness. Design and market a healthier alternative.
- A meal to suit my needs – Design, shop and cook for a meal to meet the specific dietary needs of teenagers.
- Make me healthy! Use dietary recommendations to make popular foods (e.g. fast foods) healthier.

Food for Health & Fitness Industry - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Practical test	Students will apply their knowledge of ingredients and processes. Students will plan, produce, and evaluate a dish using an unfamiliar recipe.
Design challenge	Students will respond to a design brief to create their own recipe idea following the design process
Investigation activity	Students will investigate and present a written/ poster/ presentation piece related to a food issue explored in the course

Food for Health & Fitness Industry - Potential Pathways

Food Studies, Health & Human Development, PE, Media, English, VCE-Vocational Major

Subject costs - refer to pages 19 -29

HEALTH & PHYSICAL EDUCATION (HPE)

Health & PE	Year 9	Year 10	Year 11	Year 12
	CORE: Health			
	ELECTIVES			
	Active for Life		Units 1 & 2 Physical Education	Units 3 & 4 Physical Education
	Body Balance			
	Dance Discovery		Units 1 & 2 Health and Human Development	Units 3 & 4 Health and Human Development
	Football Games			
	Gym and Fitness Training		Units 3 & 4 Outdoor and Environmental Studies	VCE Vocational Major
	Invasion Sports		VCE Vocational Major	
	Net and Wall Sports			
	Nutrition and Health Promotion			
	Outdoor Recreation			
	Sports Coaching			
	Sports Performance and Science			
	Striking and Fielding			
	Stop & Pivot (Netball)			
	Track & Field			
	Umpiring and Officiating			
	Water Sports			

CORE Health

Featured Learning Area	Health and Physical Education
Additional Learning Areas	
Learning Capabilities Developed	Personal and Social

CORE Health - course description

This theory based subject exposes students to a broad range of health and well-being topics in which students further develop their knowledge, skills and understanding of the dimensions of health. Topics focus on building students' resilience using a harm minimisation approach and cover respectful relationships.

The key focus of the unit is to plan, rehearse and evaluate strategies (including first aid and CPR) for managing situations where their own or others' health, safety or wellbeing may be negatively impacted at home, school and in the community.

The focus areas to be addressed in Level 9 and 10 include, but are not limited to:

- alcohol and other drugs
- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- healthy relationships and sexuality
- safety

CORE Health - course assessment

COMMON ASSESSMENT TASKS	DESCRIPTION
#1. Adolescent Health Articles Report	Students choose three articles to investigate and report on relating to adolescent health.
#2. Infographics Assessment	Students will be assessed on their ability to interpret and analyse a variety of health-related infographics, including statistical, informational, process and comparison.
Exam	Students will be assessed on their knowledge and understanding of topics such as nutrition, mental health, first aid, harm minimisation and respectful relationships.

CORE Health - Potential Pathways

Physical Education, Health and Human Development, Outdoor Education, VCE-Vocational Major

Subject costs - refer to pages 19 -29

Active for Life

Featured Learning Area	HPE
Additional Learning Areas	Science
Learning Capabilities Developed	Personal and Social

Active for Life - course description

Students will be introduced to a variety of life-long sports and activities in the community such as lawn bowls, croquet, tennis, golf, swimming.

Students will learn new skills and new sports and activities to allow them to be active and have fun!

Students will be encouraged to plan and organise school community events to actively increase participation and awareness of non-traditional activities and sports.

Active for Life - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Run a community activity	Students will prepare and run an activity for members of the local community.
Infographic	Students will develop an infographic poster/pamphlet promoting one of the leisure activities available in the local region.
Diary	Students will complete an activity diary detailing the activities conducted, the mental, physical, social and emotional benefits associated. (VCE HPE links)

Active for Life - Potential Pathways

VCE Physical Education (PE), VCE Health and Human Development (HHD), VCE Outdoor and Environmental Studies (OES), VCE-Vocational Major

Subject costs - refer to pages 19 -29

Body Balance

Featured Learning Area	HPE
Additional Learning Areas	
Learning Capabilities Developed	Personal and Social

Body Balance - course description

Do you want to relax your body and mind? Then Body Balance is your elective. This subject will combine yoga, Pilates, tai chi, meditation, relaxation techniques and mindfulness. You will leave every lesson calm, relaxed and re-energized.

Students will participate in a range of mind and body activities at school and via incursions and excursions to local sporting facilities. This subject will focus on all dimensions of health – physical, spiritual, emotional, social, and mental.

Body Balance - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Body Balance Technique Analysis	Students will choose a technique to research, analyse and report their findings in a practical session, including a sample hands-on session.
Mindfulness Session	Students will work in small groups to create, plan, and present a mindfulness session for the class.
Theory exam	Exam will be based on the sporting activities we participate in through the semester.

Body Balance - Potential Pathways

VCE Physical Education (PE), VCE Health and Human Development (HHD), VET Sport and Recreation, VCE-Vocational Major

Subject costs - refer to pages 19 -29

Dance Discovery

Featured Learning Area	HPE
Additional Learning Areas	
Learning Capabilities Developed	Personal and Social

Dance Discovery - course description

In Dance, students explore and participate in the elements of dance, skills, techniques and processes through the practices of choreography, performances and appreciation. They will have the opportunity to explore a range of dance styles such as hip/hop, contemporary, ballet and jazz.

Students will use a variety of stimuli and experiences to create dances and develop skills to respond to dance through evaluating their own and others dance pieces. A highlight of the semester is the choreographing and performing of their own group dance. Throughout the unit students will participate in workshops/ performances that will further develop their dance appreciation. This subject also contains a theory component including researching famous dance troupes and crews, the elements of dance, and dance culture.

No dance experience?

No problem! Our class welcomes students of all skill levels, from beginners to seasoned performers. Through supportive instruction and a positive learning environment, you'll build confidence, develop technique, and discover the joy of movement.

Dance Discovery - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Dance Crew Research	Students will delve into the fascinating realm of dance crews, researching iconic groups and their signature styles. From the gravity-defying moves of breakdance crews to the synchronized precision of contemporary dance troupes, we'll explore the history, techniques, and influences behind these dynamic collectives.
Whole Group Practical	As a class, we'll collaborate to create two unforgettable dance pieces. From brainstorming concepts to refining choreography, every step of the creative process will be a thrilling adventure
Small Group Practical	In small groups, students will have the opportunity to bring their own visions to life, choreographing original dance routines that showcase their unique styles and perspectives. Whether you're drawn to hip-hop, contemporary, jazz, or something entirely different, this is your chance to shine!

Dance Discovery - Potential Pathways

VCE Dance, VCE Physical, VCE Health & Human Development, Vocational Major

Subject costs - refer to pages 19 -29

Football Games

Featured Learning Area	HPE
Additional Learning Areas	
Learning Capabilities Developed	Personal and Social

Football Games - course description

Do you love playing AFL and soccer? Football Games will focus on AFL, soccer, Gaelic football, touch football and rugby.

Students will participate in learning the skills of these sports at school and via incursions and excursions to local sporting facilities.

You will also be involved in planning and organising school lunchtime competitions and will be encouraged to compete in interschool sporting competitions, including AFL and soccer.

Students will also be taught the key rules and be able to assist in refereeing/umpiring games in class.

Football Games - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Organise a warm-up and skill drill	In small groups students will prepare and organise a sport-specific warm up and skill drill and teach the class.
Refereeing/Umpire practical	Students will research their choice of football sport and have a clear understanding of rules and strategies to demonstrate in a class game.
Theory exam	Exam will be based on the sporting activities we participate in through the semester.

Football Games - Potential Pathways

VCE Physical Education (PE), VCE Health and Human Development (HHD), VET Sport and Recreation, VCE-Vocational Major

Subject costs - refer to pages 19 -29

Gym and Fitness Training

Featured Learning Area	HPE
Additional Learning Areas	Science
Learning Capabilities Developed	Personal and Social

Gym and Fitness Training - course description

Do you want to be fitter, stronger, healthier? You will be learning about muscles, healthy eating, energy systems, training principles and training techniques.

This subject blends theory with practical components and allows for the development of individual fitness and training programs. This elective will equip students with the strategies to improve fitness and develop training programs for individual and team sports. Theory based laboratory activities, projects and practical sessions are used to develop a basic knowledge of the body systems and fitness components. Practical sessions are utilised to develop an understanding of fitness training principles, with the goal of developing personalised training programs. Practical sessions include community-based activities with fitness centres and University Sports Science facilities. (VCE PE related).

Gym and Fitness Training - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Personal Program	Students will develop a personal training program based on their goals. Including appropriate training principles and theory.
Exercise workshop	Each student will 'teach' other class members about a training movement, demonstrating knowledge of technique, muscle groups and training principles.
Theory exam	Exam will cover all areas taught including muscle groups, energy systems, training principles and techniques.
Training Journal	Students will compile a training journal of the fitness sessions they have conducted over the semester.

Gym and Fitness Training - Potential Pathways

VCE Physical Education (PE), VET Sport and Recreation, VCE-Vocational Major

Subject costs - refer to pages 19 -29

Invasion Sports

Featured Learning Area	HPE
Additional Learning Areas	
Learning Capabilities Developed	Personal and Social

Invasion Sports - course description

Students will be participating in a variety of team invasion type sports, such as AFL, Basketball, soccer, netball, hockey, European handball, Gaelic football and touch football.

This elective has an emphasis on active participation in team physical activity in every class. Invasion Sports aims to develop students' knowledge of strategies and tactics within team sports to become effective players and coaches.

Students will be involved in planning and organising school lunchtime team sport competitions and will compete in interschool sporting competitions.

Invasion Sports - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Organise a competition	In small groups students will organize an in-school sports competition includes: promotion, schedule, umpiring and scoring.
The winning strategy	Students will select a team sport and explore an offensive and defensive strategy of the game.
Theory exam	Exam will be based on one of the sporting activities we participate in through the semester.

Invasion Sports - Potential Pathways

VCE Physical Education, VCE Health & Human Development, VCE Outdoor & Environmental Studies, VET Sport and Recreation, Vocational Major

Subject costs - refer to pages 19 -29

Net and Wall Sports

Featured Learning Area	HPE
Additional Learning Areas	
Learning Capabilities Developed	Personal and Social

Net and Court Sports - course description

Do you enjoy being active and playing different sports?

Net and Wall Sports will allow students to be actively involved in learning and participating in a variety of different sports and activities.

Students will be focusing on divided court and net sports (such as Newcombe, volleyball, badminton, tennis) in this subject. Students will be involved in planning and organising school lunchtime competitions and will compete in interschool sporting competitions.

Net and Court Sports - course assessment

Common ASSESSMENT TASK		DESCRIPTION
1	Organise a competition	In small groups students will organize an in-school sports competition including promotion, schedule, umpiring and scoring.
2	Field preparation	Students will be assessed on their ability to set up a full playing surface including lines, cones, equipment and safety precautions of a designated sport.
3	Theory exam	Exam will be based on one of the sporting activities we participate in through the semester.

Net and Wall Sports – Potential Pathways

VCE Physical Education, VCE Health & Human Development, VET Sport and Recreation, Vocational Major

Subject costs - refer to pages 19 -29

Nutrition and Health Promotion

Featured Learning Area	Health and Physical Education
Learning Capabilities Developed	Personal, Social and Community Health

Nutrition and Health Promotion - course description

This elective looks at the concepts of Health, Wellbeing and Human Development from several perspectives.

Students will have the opportunity to learn about the function and food sources of major nutrients, evaluate the validity of nutrition information and the factors that influence food selection.

Students will also investigate the role that Health Promotion plays in improving health outcomes on an individual, community, national and global scale.

Nutrition and Health Promotion provides an ideal pathway for VCE Health and Human Development or those who are interested in Health and Wellbeing.

Nutrition and Health Promotion - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Health and Wellbeing infographic	Students create an infographic outlining the five dimensions of health and wellbeing and how they interrelate with one another in everyday life
Lifespan nutrition guide	Students develop a short podcast which outlines key nutrients for a particular stage of the lifespan and provides suggestions about making healthy and informed choices around food
Health promotion program	Students research health promotion programs and/or health promoting resources in the local community and evaluate the programs using aspects of the social model of health and/or Ottawa Charter

Nutrition and Health Promotion - Potential Pathways

Physical Education, Health and Human Development, VCE-Vocational Major

Subject costs - refer to pages 19 -29

Outdoor Recreation

Featured Learning Area	Health and Physical Education
Additional Learning Areas	Geography/Science
Learning Capabilities Developed	Environments

Outdoor Recreation - course description

Students participating in this elective will develop skills and knowledge for enjoyable participation in outdoor adventure activities.

They will investigate the concept of Outdoor Environmental Studies in the natural environment, study outdoor venues, conservation, commercialization, recreation and develop first aid skills.

Students will have the opportunity to participate in a variety of outdoor adventure activities such as rock climbing, surfing, surf kayaking, snorkelling, laser tag and archery.

This elective enables students to build self-esteem, social skills, develop teamwork and group skills and reflect on practical activities through a personal logbook.

Outdoor Recreation - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Images/Videos of Outdoor Adventure Assignment	A selection of Adventure Sports videos is investigated to explore various aspects of risk. This includes the motivations for activity and how risk is managed.
Invaders of Australian Waters Report	Students will examine how invasive species have been introduced to Australia. This will include how they are managed, their effects on the surrounding flora and fauna and how they are managed.
Minimal Impact Assignment	The concept of minimal impact camping and activity participation is described and analysed via the selection of different outdoor activities.

Outdoor Recreation - Potential Pathways

Physical Education, Health and Human Development, Outdoor Education, VCE-Vocational Major

Subject costs - refer to pages 19 -29

Sports Coaching

Featured Learning Area	HPE
Additional Learning Areas	Science
Learning Capabilities Developed	Personal and Social

Sports Coaching - course description

Take your team to the next grand final by learning the skills and knowledge essential for coaching! This elective is focused on providing students with knowledge and skills relevant to sports coaching and sports trainers.

Throughout this course they will be given opportunities to gain a coaching accreditation, learn basic anatomy and physiology, performance analysis, prevention of sports injuries as well as basic first aid and CPR.

Students will also study how to effectively communicate and apply best teaching practice strategies to ensure they are effective “teachers”. This is a relevant elective for students looking to complete VCE Physical Education.

The cost of this subject covers all students for several excursions to use community facilities.

Sports Coaching - course assessment

1. Warm-up/Cool-Down Report	The role of the warm-up and cool-down in physical activity is explored in terms of how it prepares and repairs the body before and after exercise.
2. Peer Coaching Assessment Task	Students will coach the class for a sport of their choice and run a practical class session
3. Profile of a Coach Assignment	An analysis of the skills required to be an effective coach will be undertaken to provide valuable insights into this role.
4. Exam	Exam will cover all areas taught including anatomy, physiology, basic first aid and injury management, effective communication, and coaching skills

Sports Coaching - Potential Pathways

VCE Physical Education (PE), VCE Psychology, VET Sport and Recreation, VCE-Vocational Major

Subject costs - refer to pages 19 -29

Sports Performance and Science

Featured Learning Area	HPE
Additional Learning Areas	Science
Learning Capabilities Developed	Personal and Social

Sports Performance and Science – course description

Sports Performance/Science (Nutrition, anatomy, physiology, skill acquisition and biomechanics). Students will learn the importance of nutrition, biomechanics, and skill acquisition in improving sports performance.

Students will also become very familiar with the key muscles and bones in the human body which can help improve skill technique and lead to greater improvement in overall performance.

Student learning will be aided by specific incursions and excursions to local sporting facilities. They will also be involved in practical investigations and analysis of movement skills in class using professional athletes and students to improve performance.

Sports Performance and Science - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Practical Investigation	Student will participate in practical investigations to demonstrate and highlight the use of specific muscles to improve technique.
Movement Analysis	Research an athlete and evaluate their performance in at least 3 skills and give feedback for improved performance.
Theory exam	Exam will be based on the sporting activities we participate in through the semester.

Sports Performance and Science - Potential Pathways

VCE Physical Education (PE), VCE Health and Human Development (HHD), VET Sport and Recreation, VCE

Subject costs - refer to pages 19 -29

Striking and Fielding Sports

Featured Learning Area	HPE
Additional Learning Areas	
Learning Capabilities Developed	Personal and Social

Striking and Fielding Sports - course description

Do you love playing different stick sports? Striking and Fielding sports will focus on stick sports like cricket, lacrosse, hockey, golf, T-Ball, softball, Baseball.

Students will participate in learning the skills of these sports at school and via incursions and excursions to local sporting facilities.

Striking and Fielding Sports - course assessment

Common ASSESSMENT TASK	DESCRIPTION
1. Organise a warm-up and skill drill	In small groups students will prepare and organise a sport-specific warm up and skill drill and teach the class.
2 Refereeing/Umpire practical	Students will research their choice of field sport and have a clear understanding of rules and strategies to demonstrate in a class game.
3 Theory exam	Exam will be based on the sporting activities we participate in through the semester.

Striking and Fielding Sports - Potential Pathways

VCE Physical Education (PE), VCE Health and Human Development (HHD), VET Sport and Recreation, VCE-Vocational Major

Subject costs - refer to pages 19 -29

Stop and Pivot (Netball)

Featured Learning Area	HPE
Additional Learning Areas	
Learning Capabilities Developed	Personal and Social

Stop and Pivot (Netball) - course description

Do you love playing Netball? Well then this is the HPE Elective for you!

Students will participate in learning and coaching the skills of Netball and participate in incursions and excursions to local sporting facilities to promote their netball specific fitness.

You will also be involved in planning and organising school lunchtime Netball competitions/training and will be encouraged to coach and compete in interschool sporting competitions.

Stop and Pivot (Netball) - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Common Injuries & Injury Prevention in Netball	Students will investigate common injuries associated with netball and explore effective strategies for injury prevention in the sport.
Netball Match Analysis	Students will observe a netball player during a professional match and analyse their performance, identifying strengths, areas for improvement, and key strategies used in gameplay.
Theory exam	Exam will be based students' knowledge and understanding of netball rules, positions, strategies, as well as key concepts from the skeletal and muscular system covered in classes.

Stop and Pivot (Netball) - Potential Pathways

VCE Physical Education (PE), VCE Health and Human Development (HHD), VET Sport and Recreation, VCE-Vocational Major

Subject costs - refer to pages 19 -29

Track and Field

Featured Learning Area	HPE
Additional Learning Areas	
Learning Capabilities Developed	Personal and Social

Track and Field - course description

Do you love Athletics?

Track and Field is the subject for you.

In this subject, you will focus on key fundamental skills of running, jumping and throwing and learning the correct techniques to maximise your performance in these Athletic events.

Students will participate in learning the skills of these athletic disciplines at school and via incursions and excursions to local sporting facilities.

You will also be involved in planning and organising the school Athletics competitions and will be encouraged to compete in interschool sporting competitions.

Track and Field - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Teach a skill drill for an Athletic event	In small groups students will prepare and organise a sport-specific warm up and skill drill and teach the class in relation to a running, throwing, or jumping event.
Fundamental Skill Analysis	Students will research their choice of fundamental skill and analysis and breakdown the skill to teach to peers/other students.
Theory exam	Exam will be based on the sporting activities we participate in through the semester .

Track and Field - Potential Pathways

VCE Physical Education (PE), VCE Health and Human Development (HHD), VET Sport and Recreation, VCE-Vocational Major

Subject costs - refer to pages 19 -29

Umpiring and Officiating

Featured Learning Area	HPE
Additional Learning Areas	Science
Learning Capabilities Developed	Personal and Social

Umpiring and Officiating - course description

Earn an income by learning the skills and knowledge essential for officiating!

This elective is focused on providing students with knowledge and skills relevant to umpiring and officiating a variety of popular local sports. Throughout this course students will be given opportunities to gain officiating accreditation, learn to analyse own and others performance, and work local associations to gain relevant umpiring skills.

Students will also study how to effectively communicate and apply best teaching practice strategies to ensure they are effective “officials”.

This is a relevant elective for students looking to complete VCE Physical Education. The cost of this subject covers external umpiring coach training.

Umpiring and Officiating - course assessment

COMMON ASSESSMENT TASK	DESCRIPTION
1. Completion of two online courses: Community Officiating General Principals Umpire Sport Introductory Course	Community Officiating General Principals Module 1: Snapshot of a good official Module 2: Preparing to officiate Module 3: Working with others Umpire Sport Introductory Course Integrity Player Safety Umpiring Roles Basic Laws
2. Umpiring an actual Game	Students will umpire an actual game and reflect on their performance.
3. Exam	Questions derived from the information covered in the Community Officiating General Principals course and Sport Introductory Course. Questions related to relevant umpiring rules.

Umpiring and Officiating – Potential Pathways

Physical Education; Psychology, Vocational Major, VET Sport and Recreation

Subject costs - refer to pages 19 -29

Water Sports

Featured Learning Area	HPE
Additional Learning Areas	
Learning Capabilities Developed	Personal and Social

Water Sports - course description

Do you love the water?

Then Water Sports is for you! In this subject you will participate in a variety of water sports, such as Stand up paddleboarding, beach sports, water polo, swimming, snorkelling, lifesaving and deep water running.

Students will participate in learning aquatic skills, knowledge and safety via incursions and excursions to local sporting facilities.

You will also be involved in planning and organising the school Swimming competition.

Water Sports - course assessment

Common ASSESSMENT TASK	DESCRIPTION
Water based rescue	Students will be required to conduct to a water-based rescue in a pool-based environment to establish water safety techniques.
Water sport Assessment	Students will be assessed on their participation, engagement, umpiring and theoretical knowledge of a specific sport.
Theory exam	Exam will be based on the sporting activities we participate in through the semester.

Water Sports - Potential Pathways

VCE Physical Education (PE), VCE Health and Human Development (HHD), VET Sport and Recreation, VCE-Vocational Major

Subject costs - refer to pages 19 -29

Unit 1&2 Outdoor and Environmental Studies

COURSE DESCRIPTION

Outdoor and Environmental Studies brings together two important areas of human interest, outdoor education and environmental studies, through academic study of environments and practical experiences of the outdoors. The study is directed towards enabling students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

NOTE:

- Students usually study **Unit 1 and 2 Outdoor and Environmental Studies in Year 10** even though it is a Year 11 subject. The reason for this is to minimise the disruption caused by students missing classes as a result of being out of school for camps and day trips.
- **Students usually study Unit 3 and 4 Outdoor and Environmental Studies in Year 11** even though it is thought of as a Year 12 subject. The reason for this is to again minimise the disruption caused by students missing classes as a result of being out of school for camps and day trips.

Unit 1: OES011 Connections with outdoor environments

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. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Unit 2: Discovering Outdoor Environments

This unit focuses on the different ways to understand outdoor environments and the impact of humans on outdoor environments.

In this unit students study the effects of natural changes and impacts of land management practices on the sustainability of outdoor environments by examining a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention.

Practical Activities for Units 1 and 2 will include up to 3 Camps (2-3 days) and day trips as advised. *Day trips will include: bushwalking, mountain bike riding, laser tag, rock climbing, surfing, surf kayaking and snorkelling.*

Subject costs - refer to pages 19 -29

Accelerated Vocational Education and Training (VET)

What is VET

VET in secondary school stands for Vocational Education and Training. It refers to courses and programs that provide students with practical skills and knowledge related to specific industries or trades—like hospitality, construction, IT, business, or health services—while they're still in high school.

Key points about VET in secondary school:

- Hands-on learning: Focuses more on practical, job-ready skills than academic theory.
- Real qualifications: Students can earn nationally recognised certificates (like Certificate I, II, or III).
- Dual focus: VET can count toward a student's senior secondary certificate both VCE and VCE/VM and sometimes toward an apprenticeship or further training.
- Pathways to work or further study: Helps students move into apprenticeships, TAFE, or entry-level jobs after school.

How do I apply as a Year 10 student

VET in Year 10 is an accelerated subject with an application process

- Successful completion of Year 9 meeting all year 9 requirements
- Attend course information night
- Attend Course selection night
- Attend small group session with Pathways and Careers on Course selection night
- Complete and return an expression of interest for VET from the FMPLLEN- completing all EOI requirements including your USI
- Have a further 1 on 1 meeting looking at your academic process and the pathway you have applied for. (with books)

What does VET look like for a Year 10

VET in Year 10 is a course that takes place one full day each week, which may fall on any day depending on the timetable. Some VET courses are delivered onsite at Somerville Secondary College, while others are held at nearby schools or at Chisholm TAFE. Students are expected to communicate with their Year 10 teacher about their VET day and take responsibility for catching up on any missed classwork. While weekly Work Experience **is not** required for Year 10 VET students, a full week of Work Experience will take place in Term 2. Programs are typically completed over one or two years and provide students with a qualification or partial completion of a nationally recognised certificate. An up-to-date list of VCE VET programs is available from the VCAA website:

<https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx>.

Students who wish to undertake an accelerated VCE or VET subject in year 10 must demonstrate the work habits, social and emotional maturity and academic results indicative of readiness for acceleration. Students should complete an application process by **9th June, 2026** by completing form A . Students will then be notified of their eligibility to accelerate during the course counselling interviews.

Form A: [2027 Form A subject acceleration form - Fill out form](#)

Possible VET opportunities

VET Subject	Location	Link
Certificate II in Apparel, Fashion & Textiles	Elisabeth Murdoch College	Certificate II in Apparel, Fashion & Textiles
Certificate III in Acting	Elisabeth Murdoch College	Certificate III in Acting
Certificate II in Agriculture	Elisabeth Murdoch College	Certificate II in Agriculture
Certificate II in Animal Care	Foundation Learning Centre Peninsula Campus	Certificate II in Animal Care
Certificate II in Building & Construction	Somerville Secondary College	Certificate II in Building & Construction (Pre-apprenticeship)
Certificate III in Business	Chisholm	Certificate III In Business
Certificate II in Community Services	Foundation Learning Centre Peninsula Campus	Certificate II in Community Services
Certificate II in Dance (Cert III partial completion)	Elisabeth Murdoch College	Certificate II in Dance
Certificate III in Aviation (Remote Pilot)	Elisabeth Murdoch College	Certificate III in Aviation (Remote Pilot)
Certificate III in Early Childhood Education & Care	Elisabeth Murdoch College	Certificate III Early Childhood Education & Care
Certificate II in Electro-technology (Career Start)	Somerville Secondary College	Certificate II in Electro-technology (Career Start)
Certificate III in Equine Studies	Dromana College	Certificate III in Equine Studies
Certificate III in Health Services Assistance	Elisabeth Murdoch College	Certificate II and III in Health Services Assistance
Certificate III in Interior Decoration (Retail)	Elisabeth Murdoch College	Interior Decoration Retail
Multi-Industry Pathway Program	Somerville Secondary College	YEAR 10 - Multi-Industry Pathway Program
Certificate III in Music Industry (Performance)	Mt Eliza Secondary College	Certificate III in Music (Performance)
Certificate III in Music Industry (Sound Production)	Mt Eliza Secondary College	Certificate III in Music (Sound Production)
Certificate II in Plumbing	Somerville Secondary College	Certificate II in Plumbing
Certificate II in Public Safety (SES)	McClelland College	Certificate II in Public Safety (SES)
Certificate II in Salon Assistant	Elisabeth Murdoch College	Certificate II in Salon Assistant
Certificate II in Retail Cosmetics	Foundation Learning Centre	Certificate II in Retail Cosmetics
Certificate III in Beauty Services	Casey College of Beauty Therapy	Certificate III Beauty Services
Certificate II In Automotive Vocational Preparation	Chisholm	Certificate II Automotive Vocational Preparation
Certificate II in Computer Assembly and Repair	Chisholm	Certificate II In Computer Assembly And Repair
Certificate II In Engineering Studies	Chisholm	Certificate II in Engineering Studies
Certificate III In Business	Chisholm	Certificate III In Business
Certificate III In Design Fundamentals Photography	Chisholm	Certificate III in Design Fundamentals
Certificate III in Emerging Technologies	Chisholm	Certificate III in Emerging Technologies
Certificate III In Legal Services	Chisholm	Certificate III in Legal Services
Certificate III In Screen And Media	Chisholm	Certificate III in Screen and Media
Certificate III In Sport, Aquatics And Recreation	Chisholm	Certificate III in Sport, Aquatics and Recreation
Certificate III In Visual Arts	Chisholm	Certificate III in Visual Arts

Please click on links for more VET Courses and their information

[FMPLLEN VET delivered in FMP Secondary Schools 2026](#)

[Chisholm VET Delivered to Secondary Students](#)

Acronyms

ATAR	Australian Tertiary Admission Rank
GA	Graded Assessment
GAT	General Achievement Test
MIPS	Managed Individual Pathways
N	N refers to not satisfactory completion
NA	Not Assessed
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
S	S refers to satisfactory completion
SAC	School-assessed Coursework
SAT	School-assessed Task
SBAT	School Based Apprenticeship and Traineeships
TAFE	Technical and Further Education
UG	Ungraded
VCAA	Victorian Curriculum and Assessment Authority
VCE	Victorian Certificate of Education
VET	Vocational Education and Training
VSN	Victorian Student Number
VTAC	Victorian Tertiary Admissions Centre

Glossary

Assessing School	The school that is responsible for providing the assessment (through VASS) for one or more units for a student. The assessing school is usually, but not always, the home school. A student may have more than one assessing school
Assessment Task	A task set by the teacher to assess students' achievements of unit outcomes for School-assessed Coursework (see also <i>Outcomes</i>).
Examinations	External assessments set and marked by the VCAA. All VCE Units 3 and 4 studies have at least one examination. Written examinations are held in October and November. Performance examinations and oral components of LOTE examinations are held in October.
Home School	Refers to the major school of the student. Only the home school may enter and change a student's personal details through VASS. A student can only have one home school at a time. The home school is usually, but not always, the assessing school.
Outcomes	What a student must know and be able to do in order to satisfactorily complete a unit as specified in the VCE study design.
Recognition of Prior Learning (RPL)	Recognition of prior learning (RPL) means recognition of current competencies held. An assessment may be conducted to determine the student's eligibility to be awarded in the Work Related Skills or Personal Development Skills strands. The student needs to demonstrate that he/she has met the learning outcomes in the unit.
Registered Training Organisation (RTO)	An organisation that is approved by OTTE and registered by the VRQA to deliver Vocational Education and Training (VET) and Further Education (FE) within a defined Scope of Registration.
Satisfactory Completion (VCE)	The school or other VCE provider decision that a student has demonstrated achievement of the outcomes for a unit. Students receive an S for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an N for it. Students qualify for the VCE when they satisfy units which meet the program requirements.
School-assessed Coursework (SAC)	A school-based assessment that is reported as a grade for either a VCE Unit 3 and 4 sequence or Unit 3 and Unit 4 individually. School-assessed Coursework consists of a set of assessment tasks that assess students' achievement of VCE Units 3 and 4 outcomes.
School-assessed Task (SAT)	A school-based assessment for a VCE Unit 3 and 4 sequence set by the VCAA and assessed by teachers in accordance with published criteria. Schools' assessments of tasks are subject to review by a panel appointed by the VCAA.
School Based New Apprenticeships (SBNA)	Structured training arrangements, usually involving on and off the job training, for a person employed under an apprenticeship/traineeship training contract. These may include apprenticeships, part-time apprenticeships or traineeships.
Semester	One half of the academic year. VCE units are designed to be completed in one semester
Sequence	VCE Units 3 and 4 are designed to be taken together as a sequence at Year 12 level.
Special Provision	Arrangements that are made to allow students who are experiencing significant hardship to achieve the learning outcomes and demonstrate their learning and achievement.
Statement of Results	The document/s issued by the VCAA showing the results a student achieved in the VCE and whether he/she has graduated.
Student Number	The unique number assigned to each student enrolled in VCE and VET
Studies	The subjects available in the VCE.
Study Score	A score from zero to 50 which shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student's results in school assessments and examinations.
Victorian Certificate of Education (VCE)	An accredited senior secondary school qualification.
VCE Provider	A school or other organisation authorised to offer the VCE.
Vocational Education and Training (VET)	Nationally recognised vocational certificates. These certificates may be integrated within a VCE program.