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# YEAR 9

## Course Selection Handbook

# 2026

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

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# 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 receive course counselling and guidance, and, for parents/carers, access to helpful information and resources to support your child through the crucial decision-making processes that lie ahead: from understanding what careers support is available, to where you and your teen 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 2026. Subjects will only be offered where there are sufficient numbers to make up a class.

Decisions about future pathways are a joint responsibility between the student, the parent and the school. It is recommended that parents 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 2026.

**Sarah Burns, 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

<b>Sarah Burns</b>	<b>College Principal</b>
<b>Katie Johnson</b>	<b>Assistant Principal – Wellbeing and Inclusion</b>
<b>Matt Mackenzie</b>	<b>Assistant Principal – Teaching and Learning</b>
<b>Charlie Travis</b>	<b>Assistant Principal - Facilities</b>
<b>Laura Herrington</b>	<b>Leading Teacher Teaching and Learning</b>
<b>Jacquelyn Kirk</b>	<b>Junior Sub School Leader Year 7 &amp; 8</b>
<b>Greg Kershaw</b>	<b>Assistant Sub School Leader Year 7</b>
<b>Josh Pratt</b>	<b>Assistant Sub School Leader Year 8</b>
<b>Graham Howgate</b>	<b>Middle Sub School Leader Year 9 &amp; 10</b>
<b>Claudia D’Cruz</b>	<b>Assistant Sub School Leader Year 9</b>
<b>Josh Granger</b>	<b>Assistant Sub School Leader – Year 10</b>
<b>David McGillivray</b>	<b>Senior Sub School Leader Year 10-12</b>
<b>Samantha Swift</b>	<b>Assistant Sub School Leader Year 10-12</b>
<b>Jess Ballingall</b>	<b>Leading Teacher VCE Vocational Major</b>
<b>Elise McNeil</b>	<b>Student Pathways/Careers Advisors</b>
<b>Matthew Mackinlay</b>	<b>Learning Specialist Numeracy</b>
<b>Marley Collins</b>	<b>Learning Specialist Literacy</b>
<b>Lauren Humphrey</b>	<b>Learning Specialist - Inclusion</b>

# For Your Diary Course Selection Timeline

Thursday 5 June	<p><b>COURSE INFORMATION EVENING, (for parents/guardians &amp; students).</b></p> <p><u>All Year levels 8-11</u></p> <p>Visit the Course displays from 5:00 pm - 5:45 pm Information Session, Gymnasium 5:45 pm - 6:15 pm</p>
Wednesday 18 June	<p><b>COURSE SELECTION DAY</b> 12:00 pm – 6:30 pm</p> <p>Year 8-11 students and their parent/guardian. Individual interviews (booked via Compass Conferences) VET/SBAT subjects will be chosen*</p> <p><b><i>(Year 7 students are NOT required at school).</i></b></p>
Monday 21 July	Course selection closes for all students
Monday 1 September (week of)	Subject choices given to students.
Friday 19 September	Last day to make subject changes for 2026.
Monday 6 October	Booklist (Campion Books) distributed - <i>online orders and delivery options will be advised.</i>
Friday 7 November	Curriculum Contributions due for payment.
Monday 17 November	Headstart – Students commence their 2026 curriculum

# The Year 9 program

We aim to provide opportunities to continually challenge students to perform at their best, be engaged in their work and encouraged to 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' programs.

## Course Counselling

In Year 8 students undergo multiple sessions of course counselling to familiarise themselves with the courses on offer in Year 9 and future pathways. They also receive support from key staff to guide them through this process and to design their program. Course counselling also includes:

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

Students will be requested to complete their course selection preferences by a set date. It will be stressed that we will do our best to be able to offer students their first choices, however this is not always possible so students will need to preference additional courses within their selections.

## Improving academic and student engagement

Somerville Secondary College is committed to continuously improving the academic outcomes of all our students. For Year 9 it is an important stage in their learning to engage in their own learning to improve their academic success.

Student engagement levels are affected by many factors which include sense of ownership of their own learning program; the ability to make their own informed choices within that program; understand that the programs which they have chosen caters to their own individual interests and needs; to appreciate their own program choice will link to their future learning and life goals.

By committing to the course which they have chosen, our Year 9 students at Somerville Secondary College will be delivered a mature vertical structure which will prepare and advance them towards their VCE learning outcomes.

They will be active in-the-moment learners within the classroom environment; thriving in semester-long courses that offer greater depth and breadth. Year 9 courses are designed to inspire curiosity and exploration with engaging topics.

## Parents and Carers

- Research indicates that parents and carers are the biggest factor affecting how well students want to do at school.
- All students need the active encouragement and support of parents and carers.
- 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.

# Form teachers are your first contact

- We seek and welcome parents and carers 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.

## How to use this Guide

1. Read all sections of this book carefully, especially the section for your 2026-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.

## Course Selection Interviews

Compulsory course selection interviews will be held in lieu of formal classes on as per timeline. The interview is designed around exploring 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 by 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.

## Careers and Pathways



Somerville Secondary College has a comprehensive Careers and Pathways curriculum, which is distributed across all year levels and follows the Victorian Careers Curriculum Framework.

There are six steps in a young person's acquisition of skills for career development. These form the structure of the framework. Goals at each step are organised into three stages:

- **Self-development:** young people understand themselves, build their experiences and achievements and develop their capabilities.
- **Career exploration:** young people locate, investigate, and consider opportunities in learning and future work options.
- **Career management:** young people make and adjust career action plans and manage their life choices, changes, and transitions.

## Useful Links

The Victorian Skills Gateway - Developed by the Victorian Department of Education and Training (DET), the Victorian Skills Gateway is a one-stop-shop of Victorian vocational education and training.

Searches can be performed on occupations, course, training providers, video, and written case studies. The website is also viewable via a smartphone interface. Courses listed on the Victorian Skills Gateway website are either qualifications regulated under the Australian Qualifications Framework (AQF) or short training programs comprising units of competency from regulated qualifications:

<https://www.skills.vic.gov.au/s/>

Occupation and Industry Profiles	Careers and labour market research information site: <a href="https://www.jobsandskills.gov.au/data/occupation-and-industry-profiles">https://www.jobsandskills.gov.au/data/occupation-and-industry-profiles</a>
Defence Forces	<a href="#">Australian Defence Force Academy - ADF Careers</a>
Police Careers	<a href="#">Apply to be a police officer   Victoria Police</a>
My Future	<a href="#">myfuture - Australia's National Career Information Service   myfuture</a>
Career Bulls Eye	<a href="#">Career bullseyes   myfuture</a>
SSC Careers Website	<a href="https://www.somervillesccareers.com/">https://www.somervillesccareers.com/</a>

# Careers Education

Somerville Secondary students are exposed to careers education beginning in Year 7.

## Career education in year 7: I Discover

In Year 7, students engage in Careers education as part of their Health curriculum.

Through a dedicated unit, they participate in a variety of activities designed to help them discover their personal strengths and interests. This process fosters a positive self-image, which forms the foundation for future pathway planning.

Students begin developing the ability to recognise behavioural patterns that lead to skill development. They explore their favourite activities and identify others who share similar interests and hobbies. This helps them understand the value of social and interpersonal skills in both life and future work roles. As part of this learning, students are encouraged to reflect on feedback from others and use it to articulate their strengths. This reflection process helps them set personal goals and deepen their understanding of themselves.

Additionally, students begin exploring different jobs and recognising that various careers require different interests, skills, values, and beliefs. Using the self-awareness they've developed, students create their first Career Action Plan, setting a solid foundation for their future learning and career development.

## Career education in year 8: I Explore

In Year 8, Careers Education is delivered through the Humanities curriculum, where students deepen their understanding of themselves and the world of work. They explore personal strengths, attributes, and how these influence teamwork and success. By recognising qualities in themselves and others, including people they admire, students begin to understand how personal growth is supported by skills and self-awareness. The program also focuses on teamwork and problem-solving, helping students understand how to work effectively with others and contribute to shared goals. They explore employability skills such as communication, reliability, and adaptability, and reflect on how these transferable skills apply to various careers. Students learn that jobs and in-demand skills change over time and begin to see how their interests and abilities relate to future opportunities. Through researching a range of occupations, they examine the nature of different roles, the skills and training required, and the contribution of various jobs to their local community. Finally, students revisit their Career Action Plan, reviewing and adjusting their goals based on their academic progress, interests, and experiences both inside and outside of school.

## Career education in year 9: I Focus

In Year 9, students complete the My Career Insights initiative, which includes a series of online assessments via the Morrisby platform. These assessments explore students' aptitudes, interests, learning styles, and personality to identify potential career pathways. Each student receives a detailed report of their results and takes part in a 30-minute one-on-one interview to unpack the findings and develop a personalised Action Plan. Students revisit and build upon their existing Career Action Plan, applying their growing understanding of themselves to explore future pathways. They consider the education and training required for different careers and reflect on how change may impact their goals and decisions. By this stage of their schooling, students at Somerville Secondary College are well equipped with the knowledge and tools needed to confidently navigate their senior years and make informed decisions about their future.

# PATHWAYS

Core	Year 9	Year 10	Victorian Certificate of Education – Year 11 & 12		Notes
			VCE – ATAR	VCE – Vocational Major	
<b>English</b>	Core English Core Advanced English	Core English Core Advanced English	English 1-4 (Compulsory)	Literacy (Compulsory)	English or its equivalent is compulsory.
<b>Mathematics</b>	Core Maths or Core Advanced Maths	Core Maths or Core Advanced Maths	<u>Highly Recommended</u> General Maths Maths Methods	Numeracy (Compulsory)	Mathematics/Numeracy is highly recommended at least until the end of Year 11.
<b>Science</b>	Core Science	Over 12 months	Refer VCE Unit Descriptions	Work Related Skills and Personal Development strand are compulsory.	VCE Vocational Major - relevant VET (External study) is compulsory under the Industry Specific strand.  Work Placement is compulsory.
<b>Health &amp; Physical Education (HPE)</b>	Over 12 months Core Health & 1 x PE elective	Core Science <b>OR</b> 2 x Humanities electives			
<b>Minimum requirements across other areas</b>	Over 12 months 2 x Humanities electives 1 x Art Elective 1 x Tech Elective 4 x additional electives (student's choice)	May choose VET or VCE but not both. Only 1 VCE subject may be chosen			

Program	Year 9/10 Electives	Recommended Subjects	Complementary Subjects	Tertiary Studies	Future Employment
<b>Art, Music, Design &amp; Technology</b>	<ul style="list-style-type: none"> <li>Computer-Aided Design &amp; Manufacture (CAD/CAM)</li> <li>Digital Art</li> <li>Digital Photography</li> <li>Digital/Composition Music</li> <li>Music Performance</li> <li>Digital Technologies</li> <li>Electronic Products</li> <li>Product Design</li> <li>STEAM</li> <li>Visual Art 2D/3D</li> <li>Visual Communication Design</li> </ul>	<ul style="list-style-type: none"> <li>English or equivalent</li> <li>VCE Vocational Major</li> <li>Art – Making and Exhibition</li> <li>Music</li> <li>Product &amp; Design Technology</li> </ul>	<ul style="list-style-type: none"> <li>General Mathematics</li> <li>Maths Methods</li> <li>VET Dance</li> <li>VET Fashion Design</li> <li>VET Information Technology (Games Creation)</li> <li>VET Interactive Digital Media</li> <li>VET Music Industry</li> <li>VET Residential Drafting</li> </ul>	Arts Management Arts Media Dance Fine Arts Theatre & Drama 3D Animation Industrial Design	Acting Theatre work Dancer, Dance Instructor Teaching Graphic Artist / Designer Photographer Music Industry Industrial Designer

Program	Year 9/10 Electives	Recommended Subjects	Complementary Subjects	Tertiary Studies	Future Employment
<b>Commerce &amp; Business Administration</b>	<ul style="list-style-type: none"> <li>• Build a Business</li> <li>• Money Talks</li> <li>• Profit 4 Me!</li> </ul>	<ul style="list-style-type: none"> <li>• Business Management</li> <li>• English</li> <li>• VCE Vocational Major</li> <li>• General Mathematics</li> <li>• Legal Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Psychology</li> <li>• VET Business Administration</li> <li>• VET Games Creation</li> <li>• VET Retail Operations</li> <li>• VET Tourism &amp; Events</li> </ul>	Business Studies Commerce Hotel Management Office Management Retail Management	Advertising Administration Business Marketing Management Personal Assistant Sales / Retail
<b>English, Language &amp; Humanities</b>	<ul style="list-style-type: none"> <li>• Indonesian</li> <li>• Around the World in 80 Days</li> <li>• Build a Business</li> <li>• Debating</li> <li>• Caring for our Coasts</li> <li>• Current Affairs</li> <li>• Fascinating Fieldwork</li> <li>• Land the Right Job</li> <li>• Literacy Improvement</li> <li>• Literature</li> <li>• Law and Order</li> <li>• Money Talks</li> <li>• 'They Called Australia Home</li> <li>• 21<sup>st</sup> Century Tyrants</li> <li>• WW1 History</li> <li>• WW2 History – Europe</li> <li>• WW2 History – The Pacific</li> <li>• Walt Disney Pictures Presents</li> </ul>	<ul style="list-style-type: none"> <li>• English</li> <li>• History</li> <li>• Legal Studies</li> <li>• Business Management</li> <li>• Geography</li> <li>• VCE Vocational Major</li> </ul>	<ul style="list-style-type: none"> <li>• VET Acting</li> <li>• VET Business/ Admin</li> <li>• VET Community Services</li> <li>• VET Tourism</li> <li>• History</li> <li>• Legal Studies</li> <li>• Psychology</li> <li>• Indonesian</li> <li>• VCE Arts based subjects.</li> <li>• VCE Mathematics &amp; Science-based subjects</li> </ul>	Education Teaching Arts Performing Arts/Film/TV Drama/Theatre Law Arts Humanities Social Sciences Professional Writing Public Relations Geography	Teaching Journalism Film/TV writer Writer – Policy/ Technical/Web Publishing Politics Creative Arts Government / Public Service Journalist Librarian Legal Worker Researcher Teacher
<b>Science &amp; Engineering</b>	<ul style="list-style-type: none"> <li>• Animalia</li> <li>• Computer-aided Design &amp; Manufacture.</li> <li>• Construction</li> <li>• Cosmetic Science</li> <li>• Digital Technologies</li> <li>• Electronic Products</li> <li>• Environmental &amp; Marine Science</li> <li>• Introduction to VCE Sciences</li> <li>• Forensic Science</li> <li>• Product Design</li> <li>• Psychology</li> <li>• Physics for Life</li> <li>• Space Science</li> <li>• STEAM</li> </ul>	<ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• English</li> <li>• General Mathematics</li> <li>• Mathematical Methods</li> <li>• Physics</li> <li>• Psychology</li> <li>• Geography</li> <li>• VCE Vocational Major- Numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• Health &amp; Human Development</li> <li>• VET Computer IT Support</li> <li>• VET Engineering</li> <li>• VET Integrated Technology</li> <li>• VET Laboratory Skills</li> </ul>	Teaching Civil, Electrical & Mechanical Engineering Environmental Science Medicine Pharmacy Veterinary Science	Allied Health Doctor / Dentist Engineer Nursing Psychologist Scientist

Program	• Year 9/10 Electives	• Recommended Subjects	• Complementary Subjects	Tertiary Studies	Future Employment
<b>Health &amp; Sports Sciences</b>	<ul style="list-style-type: none"> <li>• Active for Life</li> <li>• Body Balance</li> <li>• Dance Discovery</li> <li>• Café Culture</li> <li>• Cosmetic Science</li> <li>• Create, Make &amp; Bake</li> <li>• Food Education and Sustainability Training (FEAST)</li> <li>• Food Around the World</li> <li>• Food for the Health and Fitness Industry</li> <li>• Football Games</li> <li>• Forensic Science</li> <li>• Gym and Fitness Training</li> <li>• Invasion Sports</li> <li>• Environmental and Marine Science</li> <li>• Net and Court Sports</li> <li>• Nutrition and Health Promotion</li> <li>• Outdoor Recreation</li> <li>• Psychology</li> <li>• Sports Coaching</li> <li>• Sport Coaching</li> <li>• Sports Performance &amp; Science</li> <li>• Striking and Fielding</li> <li>• Stop and Pivot (Netball)</li> <li>• Track and field</li> <li>• Umpiring and Officiating</li> <li>• Outdoor Recreation</li> <li>• VCE Outdoor &amp; Environmental Studies</li> <li>• Water Sports</li> </ul>	<ul style="list-style-type: none"> <li>• English</li> <li>• VCE Vocational Major -Literacy</li> <li>• Health &amp; Human Development</li> <li>• General Mathematics</li> <li>• VCE Vocational Major - Numeracy</li> <li>• Outdoor &amp; Environmental Studies</li> <li>• Physical Education</li> <li>• Food Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Physics</li> <li>• Psychology</li> <li>• VET Health Services</li> <li>• Health &amp; Human Development</li> </ul>	Nutrition Teaching Sports Management & Administration Human Movement Teaching Allied Health Nursing	Personal Trainer Sports Trainer Exercise Physiologist Health Professional Nurse
<b>Trade &amp; Manufacturing</b>	<ul style="list-style-type: none"> <li>• Indonesian</li> <li>• Build a Business</li> <li>• Café Culture</li> <li>• Create, Make and Bake</li> <li>• Current Affairs</li> <li>• Digital Technologies</li> <li>• Computer-aided Design &amp; Manufacture.</li> <li>• Construction</li> <li>• Digital Technologies</li> <li>• Electronic Products</li> <li>• Food Education and Sustainability Training (FEAST)</li> <li>• Food Around the World</li> <li>• Food for the Health and Fitness Industry</li> <li>• Product Design</li> <li>• Profit 4 Me!</li> <li>• STEAM</li> </ul>	<ul style="list-style-type: none"> <li>• English</li> <li>• VCE Vocational Major - Literacy</li> <li>• General Mathematics</li> <li>• VCE Vocational Major - Numeracy</li> <li>• Business Management</li> <li>• Legal Studies</li> </ul>	<ul style="list-style-type: none"> <li>• VET Automotive</li> <li>• VET Building &amp; Construction</li> <li>• VET Electrical</li> <li>• VET Furniture Making</li> <li>• VET Hair &amp; Beauty</li> <li>• VET Horticulture</li> <li>• VET Hospitality</li> <li>• VET Plumbing</li> </ul>	<ul style="list-style-type: none"> <li>• Apprenticeship / Traineeship</li> <li>• Credit available into relevant TAFE courses.</li> </ul>	Building Carpentry Hair & Beauty Hospitality

# SUBJECT COSTS 2026

## Curriculum contributions

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 and School Council Financial Policy Documents can be found on the school website:

- Department of Education (DET) Parent Payments (one page overview).
- Department of Education (DET) Parent Payment Policy.
- Year level Curriculum Contributions.
- Further information about school costs and parent payment contributions:
- Department of Education:  
<https://www.vic.gov.au/school-costs-and-fees>
- Somerville Secondary College website:  
<https://www.somervillesc.vic.edu.au/child-safety/college-document>

# Curriculum contributions costing

Curriculum Item	Breakdown of Costs	Curriculum Contribution	Extra-Curricular Items	Total
<b>Sporting Opportunities</b>	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	<b>\$40.00</b>
<b>Affiliations</b>	School Sport Victoria Affiliation fee.	-	20.00	<b>\$20.00</b>
<b>Online Subscriptions</b>	Compass Access (\$15), Library Systems (\$5), IT Security & Support (\$80)	-	\$100.00	<b>\$100.00</b>
<b>Printing and Photocopying</b>	Printing and photocopying of worksheets and learning materials.	-	\$110.00	<b>\$110.00</b>
<b>Somerville Curriculum Enhancement</b>	Supports the College purchasing equipment & items that enhance the programs offered at the college.	-	\$120.00	<b>\$120.00</b>
<b>First Aid Equipment</b>	Donations to support the purchase of first aid equipment and supplies for students	-	\$20.00	<b>\$20.00</b>
<b>Enhanced Wellbeing Support</b>	Support the delivery of wellbeing programs for all students	-	\$20.00	<b>\$20.00</b>
<b>State School Relief</b>	State Schools Relief (SSR) may assist families in providing uniform, books, shoes and more.	-	\$20.00	<b>\$20.00</b>
<b>Library Fund</b>	Contribution to support book purchases & other equipment that sustain the library as a valuable resource.	-	\$20.00	<b>\$20.00</b>
<b>Building and Grounds Fund</b>	Contribution to support renovations, upgrades, and maintenance of school infrastructure.	-	\$40.00	<b>\$40.00</b>
<b>Education Perfect</b>	Education Perfect is an online teaching and learning toolkit providing additional resources used in Indonesian.	\$26.00	\$26.00	<b>Paid via COMPASS</b>

# Elective Costs Breakdown

Subject Area	Subject Name	Breakdown of Cost	Curriculum Contribution	Extra-Curricular Items Curriculum	Total Cost	Pay as you go - Extra Curricular Events approved and paid in Compass	Pay as you GO
Art	Digital Art 9/10	Exams & shared materials incl. paint, pencils, etc. (\$20.00) Maintenance Equipment (\$10.00) Materials for take-home projects (\$20.00)	\$30.00	\$20.00	\$50.00		
Art	Digital Photography 9/10	Exams & shared materials incl. paint, pencils, etc. (\$20.00) Photography maintenance Equipment (\$10.00) SD Cards and other digital storage (\$20.00) Materials for take-home projects (\$20.00)	\$50.00	\$20.00	\$70.00		
Art	Visual Art 2D 9/10	exam, butcher, white, and coloured poster paper for activities (\$15.00), Shared materials incl. stationary, etc. (\$15.00) Maintenance Equipment (\$10.00), Paints and sculptural materials (\$40), Materials for take-home projects (\$20.00)	\$80.00	\$20.00	\$100.00		
Art	Visual Art 3D 9/10	exam, butcher, white, and coloured poster paper for activities (\$15.00), Shared materials incl. stationary, etc. (\$15.00) Maintenance Equipment (\$10.00) Paints and sculptural materials (\$80)	\$120.00	\$20.00	\$140.00		
Art	Vis Com Design Yr9/10	exam, butcher, white, and coloured poster paper for activities (\$15.00), Materials for take-home projects (\$20.00), Shared materials incl. paint, pencils, etc. (\$15.00), Maintenance Equipment (\$10.00)	\$40.00	\$20.00	\$60.00		

Subject Area	Subject Name	Breakdown of Cost	Curriculum Contribution	Extra-Curricular Items Curriculum	Total Cost	Pay as you go - Extra Curricular Events approved and paid in Compass	Pay as you GO
Music	Digital/Composition Music Yr9/10	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)	\$20.00	\$25.00	\$45.00	Top Class Music (\$50.00 - class size dependent)	\$50.00
Music	Music Performance 9/10	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) and Studio Headphones (\$25.00)	\$20.00	\$50.00	\$70.00	Top Class Music (\$50.00 - class size dependent)	\$50.00
Core English	English Yr9	Basic class materials to run the program. (\$20) White, exam, butcher, coloured and poster paper, post it notes for activities and booklets	\$20.00	\$0.00	\$20.00		
Core English	English Yr10	Basic class materials to run the program. (\$20) White, exam, butcher, and coloured poster paper for activities and booklets	\$20.00	\$0.00	\$20.00		
English	Advanced English 9/10	Basic class materials to run the program. (\$20) White, exam, butcher, and coloured poster paper for activities and booklets	\$20.00	\$0.00	\$20.00		
English	Land the Right Job 9/10	Basic class materials to run the program. (\$20) White, exam, butcher, and coloured poster paper for activities and booklets, Additional post it notes if needed	\$20.00	\$0.00	\$20.00		
English	Literacy Improvement 9/10	Basic class materials to run the program. (\$20), White, exam, butcher, and coloured poster paper for activities and booklets	\$20.00	\$0.00	\$20.00		

Subject Area	Subject Name	Breakdown of Cost	Curriculum Contribution	Extra-Curricular Items Curriculum	Total Cost	Pay as you go - Extra Curricular Events approved and paid in Compass	Pay as you GO
English	Literature 9/10	Basic class materials to run the program. (\$20), White, exam, butcher, and coloured poster paper for activities and booklets	\$20.00	\$0.00	\$20.00		
English	Walt Disney Pictures Presents 9/10	Basic class materials to run the program. (\$20), White, exam, butcher, coloured and poster paper for activities and booklets.	\$20.00	\$0.00	\$20.00		
English	Debating 9/10	Basic class materials to run the program. (\$20), White, exam, butcher, coloured and poster paper for activities and booklets.	\$20.00	\$0.00	\$20.00		
	Core Health 9/10	Basic class materials to run the program. (\$10), E.g. colour poster paper, butchers' paper, Maintenance of Equipment (\$10)	\$20.00		\$20.00	Health Incursions	\$50.00
HPE	Active for Life 9/10	Basic class materials to run the program. (\$10), E.g. coloured, poster and butcher's paper. Maintenance of Equipment (\$10)	\$20.00	\$0.00	\$20.00	Activities (\$90) Examples: Golf, Pilates/Yoga, Croquet, Lawn Bowls and Swimming	\$90.00
HPE	Umpiring and Officiating 9/10	Basic class materials to run the program. (\$10), E.g. coloured, poster and butcher's paper. Maintenance of Equipment (\$10)	\$20.00	\$0.00	\$20.00	Activities (\$120) Examples: Introductory Course, Fitness Training/classes, Umpire Coaching	\$120.00

Subject Area	Subject Name	Breakdown of Cost	Curriculum Contribution	Extra-Curricular Items Curriculum	Total Cost	Pay as you go - Extra Curricular Events approved and paid in Compass	Pay as you GO
HPE	Body Balance 9/10	Basic class materials to run the program. e.g. coloured, poster and butchers' paper (\$10). Maintenance of Equipment (\$10)	\$20.00	\$0.00	\$20.00	Activities (\$160) Examples: Yoga, Pilate, Tai Chi , meditation relaxation& mindfulness	\$160.00
HPE	Net & Court Sports 9/10	Basic class materials to run the program. (\$10) Maintenance of Equipment (\$10)	\$20.00	\$0.00	\$20.00	Activities Examples: Tennis, Indoor Cricket, Squash	\$120.00
HPE	Football Games 9/10	Basic class Materials to run the program. e.g. colour poster paper, butchers paper (\$10) Maintenance of Equipment (\$10)	\$20.00	\$0.00	\$20.00	Activities (\$90) Examples: AFL incursion, Gaelic football incursion, Touch Rugby incursion and Fitness class	\$90.00
HPE	Gym & Fitness Training Yr9/10	Basic class materials to run the program. e.g. coloured, poster and butchers' paper (\$10). Maintenance of Equipment (\$10)	\$20.00	\$0.00	\$20.00	Activities (\$160) Boxing incursion, Spin class, Pilates/Yoga, Fitness	\$160.00
HPE	Nutrition and Health Promotion 9/10	Basic class Materials to run the program. e.g. colour poster paper, butchers paper (\$10)	\$10.00	\$0.00	\$10.00		
HPE	Outdoor Recreations 9/10	Basic class materials to run the program (\$10) Maintenance of Equipment (\$10). Activities and excursions to be confirmed on Compass. May include Day Trips include Snorkelling, Mountain Bike Ride, Surfing, Surf Kayaking, Laser Tag and High Ropes/Rock Climbing	\$20.00	\$365.00	\$385.00		

Subject Area	Subject Name	Breakdown of Cost	Curriculum Contribution	Extra-Curricular Items Curriculum	Total Cost	Pay as you go - Extra Curricular Events approved and paid in Compass	Pay as you GO
HPE	Sport Coaching 9/10	Basic class materials to run the program. e.g. coloured, poster and butchers' paper (\$10). Maintenance of Equipment (\$10)	\$20.00	\$0.00	\$20.00	Activities Examples: primary school clinics, Fitness class, Gravity Zone and Tennis	\$120.00
HPE	Sports Performance & Science 9/10	Basic class materials to run the program. e.g. coloured, poster and butchers' paper (\$10).	\$10.00	\$0.00	\$10.00	Activities (\$90) Examples: Monash Uni Sports Science Lab, Circuit training class, Fitness class	\$90.00
HPE	Striking and Field Sports 9/10	Basic class materials to run the program. e.g. coloured, poster and butchers' paper (\$10). Maintenance of Equipment (\$10)	\$20.00	\$0.00	\$20.00	Activities examples: Tennis Coaching sessions X-Golf excursion Rec Centre Activities	\$120.00
HPE	Stop and Pivot 9/10	Basic class materials to run the program. e.g. coloured, poster and butchers' paper (\$10). Maintenance of Equipment (\$10)	\$20.00	\$0.00	\$20.00	Activities (\$140) Examples: Netball Coaching sessions Rec Centre Activities	\$140.00
HPE	Invasion Games 9/10	Basic class materials to run the program. e.g. coloured, poster and butchers' paper (\$10). Maintenance of Equipment (\$10)	\$20.00	\$0.00	\$20.00	Activities (\$120)	\$120.00
HPE	Track & Field 9/10	Basic class materials to run the program. e.g. coloured, poster and butchers' paper (\$10). Maintenance of Equipment (\$10)	\$20.00	\$0.00	\$20.00	Activities (\$90)	\$90.00
HPE	Water Sports 9/10	Basic class materials to run the program. e.g. coloured, poster, and butchers paper (\$10).	\$10.00	\$0.00	\$10.00	Activities (\$320)	\$320.00
HPE	Dance Discovery 9/10	Basic class materials to run the program. (\$10)	\$10.00	\$0.00	\$10.00	Activities (\$80) Dance incursion, Pilates classes, Meditation	\$80.00

Subject Area	Subject Name	Breakdown of Cost	Curriculum Contribution	Extra-Curricular Items Curriculum	Total Cost	Pay as you go - Extra Curricular Events approved and paid in Compass	Pay as you GO
Hums	Around the World in 80 Days Yr9/10	Basic class materials to run the program. (\$10), e.g. white, exam, butchers, coloured and poster paper, index cards and post it notes for activities and presentations. Booklets x 2 (\$2)	\$12.00	\$0.00	\$12.00		
Hums	Build A Business Yr9/10	Basic class materials to run the program. (\$10), e.g. white, exam, butchers, coloured and poster paper, index cards and post it notes for activities and presentations. Booklets x 2 (\$2)	\$12.00	\$0.00	\$12.00		
Hums	Caring for our Coasts 9/10	Basic class materials to run the program. (\$10), e.g. white, exam, butchers, coloured and poster paper, post it notes, tracing and graph paper for activities and presentations. Booklets x 2 (\$2) Fieldwork Booklet (\$2)	\$14.00	\$0.00	\$14.00		
Hums	Current Affairs Yr9/10	Basic class materials to run the program. (\$10), e.g. white, exam, butchers, coloured and poster paper, post it notes, index cards for activities and presentations. Booklets x 2 (\$2)	\$12.00	\$0.00	\$12.00		
Hums	People, Place and Planet 9/10	Basic class materials to run the program (\$10), e.g. white, exam, butchers, coloured and poster paper, tracing and graph paper, index cards and post it notes for activities and presentations. Booklets x 2 (\$2) Fieldwork Booklet (\$2)	\$14.00	\$0.00	\$14.00		
Hums	21st Century Tyrants 9/10	Basic class materials to run the program (\$10), e.g. white, exam, butcher, coloured and poster paper, graph and tracing paper, post it notes for activities. Materials for the Genius Hour project. Booklet x 1 (\$2).	\$12.00	\$0.00	\$12.00		
Hums	WW1 History Yr9/10	Basic class materials to run the program (\$10), e.g. white, exam, butcher, coloured and poster paper, index cards and post it notes for activities and presentations. Booklets x 2 (\$2)	\$12.00	\$0.00	\$12.00		

Subject Area	Subject Name	Breakdown of Cost	Curriculum Contribution	Extra-Curricular Items Curriculum	Total Cost	Pay as you go - Extra Curricular Events approved and paid in Compass	Pay as you GO
Hums	WW2 History - Europe Yr9/10	Basic class materials to run the program (\$10), e.g. white, exam, butcher, coloured and poster paper, index cards, post it notes for activities and presentations. Booklets x 2 (\$2)	\$12.00	\$0.00	\$12.00		
Hums	WW2 History - The Pacific Yr9/10	Basic class materials to run the program (\$10), e.g. white, exam, butcher, coloured and poster paper, index cards, post it notes for activities and presentations. Booklets x 2 (\$2)	\$12.00	\$0.00	\$12.00		
Hums	They Called Australia Home Yr9/10	Basic class materials to run the program. (\$10), e.g. white, exam, butcher, coloured and poster paper, tracing and graph paper, index cards and post it notes for activities and presentations. Booklets x 2 (\$2).	\$12.00	\$0.00	\$12.00		
Hums	Law and Order Yr9/10	Basic class materials to run the program. (\$10), e.g. white, exam, butcher, coloured and poster paper, tracing and graph paper, index cards and post it notes for activities and presentations. Booklets x 2 (\$2).	\$12.00	\$0.00	\$12.00		
Hums	Money Talks	Basic class materials to run the program. (\$10), e.g. white, exam, butcher, coloured and poster paper, tracing and graph paper, index cards and post it notes for activities and presentations. Booklets x 2 (\$2).	\$12.00	\$0.00	\$12.00		
Hums	Rights and Freedom (History)	Basic class materials to run the program. (\$10), e.g. white, exam, butcher, coloured and poster paper, tracing and graph paper, index cards and post it notes for activities and presentations. Booklets x 2 (\$2).	\$12.00	\$0.00	\$12.00		
Lang	Indonesian Yr10	Basic class materials to run the program. E.g. coloured poster paper, materials for flashcards	\$10.00	\$0.00	\$10.00		
Lang	Indonesian Yr9	Basic class materials to run the program. E.g. coloured poster paper, materials for flashcards	\$10.00	\$0.00	\$10.00		

Subject Area	Subject Name	Breakdown of Cost	Curriculum Contribution	Extra-Curricular Items Curriculum	Total Cost	Pay as you go - Extra Curricular Events approved and paid in Compass	Pay as you GO
Math	Maths Yr9	Materials required for Rich Assessment Tasks/projects (\$10): Coloured papers (A4 and A3), Poster papers, Graph papers, Post-it notes for collaborative work, Learning Resource booklet for units covered in Year 9 (\$10)	\$20.00	\$0.00	\$20.00		
Math	Maths Yr10	Materials required for Rich Assessment Tasks/projects (\$10): Coloured papers (A4 and A3), Poster papers, Graph papers, Post-it notes for collaborative work, Learning Resource booklet for units covered in Year 9 (\$10)	\$20.00	\$0.00	\$20.00		
Math	Advanced Maths Yr9	Materials required for Rich Assessment Tasks/projects (\$10): Coloured papers (A4 and A3), Poster papers, Graph papers, Post-it notes for collaborative work, Learning Resource booklet for units covered in Year 9 (\$10)	\$20.00	\$0.00	\$20.00		
Math	Advanced Maths Yr10	Materials required for Rich Assessment Tasks/projects (\$10): Coloured papers (A4 and A3), Poster papers, Graph papers, Post-it notes for collaborative work, Learning Resource booklet for units covered in Year 9 (\$10)	\$20.00	\$0.00	\$20.00		
Math	Profit 4 Me	Materials required for Rich Assessment Tasks/projects (\$10): Coloured papers (A4 and A3), Poster papers, Graph papers, Post-it notes for collaborative work, Learning Resource booklet for units covered in Year 9 (\$10)	\$15.00	\$0.00	\$15.00		
Science	Science Yr9	Class materials required for learning activities. (\$5) E.g. Coloured Paper, Project Paper, Graph Paper. Practical Activities: Chemicals and materials to conduct practical learning tasks. (\$20) Hygiene (\$5.00) e.g. Soap, Disinfectant, gloves and aprons.	\$30.00	\$0.00	\$30.00		

Subject Area	Subject Name	Breakdown of Cost	Curriculum Contribution	Extra-Curricular Items Curriculum	Total Cost	Pay as you go - Extra Curricular Events approved and paid in Compass	Pay as you GO
Science	Science Yr10	Class materials required for learning activities. (\$5) e.g. Coloured Paper, Project Paper, Graph Paper, Practical Activities: Chemicals and materials to conduct practical learning tasks. (\$20) Hygiene (\$5.00) e.g. Soap, disinfectant, gloves and aprons.	\$30.00	\$0.00	\$30.00		
Science	Animalia Yr9/10	Basic class materials for the theoretical aspects of the course. (\$5), Practical materials (\$20)	\$25.00	\$0.00	\$25.00		
Science	Cosmetic Science Yr9/10	Class materials required for learning activities. (\$5) e.g. Coloured Paper, Project Paper, Graph Paper, Practical Activities: Chemicals and materials to conduct practical learning tasks. (\$25) Additional Resources to create soaps, perfumes and oils (\$20)	\$25.00	\$20.00	\$45.00		
Science	Forensic Science Yr9/10	Class materials required for learning activities. (\$5) e.g. Coloured Paper, Project Paper, Graph Paper, Practical Activities: Chemicals and materials to conduct practical learning tasks. (\$25)	\$30.00	\$0.00	\$30.00		
Science	Environmental & Marine Science Yr9/10	Class materials required for learning activities. (\$5) e.g. Coloured Paper, Project Paper, Graph Paper, Practical Activities: Chemicals and materials to conduct practical learning tasks, including dissections. (\$25)	\$30.00	\$0.00	\$30.00		
Science	Psychology Yr9/10	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. (\$15)	\$30.00	\$0.00	\$30.00		
Science	Space Science 9/10	Basic class materials for the theoretical aspects of the course. (\$15) Practical materials (\$15)	\$30.00	\$0.00	\$30.00		
Science	Physics for Life 9/10	exam, butcher, white, and coloured poster paper for activities (\$5.00) Resources for experiments; e.g. Chemicals (\$15.00)	\$20.00	\$0.00	\$20.00		

Subject Area	Subject Name	Breakdown of Cost	Curriculum Contribution	Extra-Curricular Items Curriculum	Total Cost	Pay as you go - Extra Curricular Events approved and paid in Compass	Pay as you GO
Science	Introduction to VCE Sciences 9/10	exam, butcher, white, and coloured poster paper for activities (\$5.00) Resources for experiments (\$25.00)	\$30.00	\$0.00	\$30.00		
Tech	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)	\$15.00	\$80.00	\$95.00		
Tech	Construction Yr9/10	Repair to equipment (\$5), Cleaning equipment and products (\$7.5), Design equipment and resources (\$7.55) and Resources including timbers and prototyping materials. Students will use these to manufacture products (\$120)	\$20.00	\$120.00	\$140.00		
Tech	Digital Technologies 9/10	copying (\$5) and Design equipment and resources (\$15) Resources for prototyping (\$10)	\$20.00	\$10.00	\$30.00		
Tech	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. (\$120)	\$22.00	\$120.00	\$142.00		
Tech	Product Design Yr9/10	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 (\$120)	\$22.00	\$120.00	\$142.00		
Tech	STEAM Yr9/10	copying (\$5), repair to equip (\$5), CAD software (\$5), Cleaning equip and products (\$2), Design equip &resources (\$5) materials for manufacturing and prototyping. will also include mechanical & electronic components. Students will use these materials and components to create mechanical and electronic (\$140)	\$22.00	\$140.00	\$162.00		

Subject Area	Subject Name	Breakdown of Cost	Curriculum Contribution	Extra-Curricular Items Curriculum	Total Cost	Pay as you go - Extra Curricular Events approved and paid in Compass	Pay as you GO
Tech	Cafe Culture Yr9/10	Ingredients for demonstrations 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 - \$125	\$20.00	\$125.00	<b>\$145.00</b>	FareShare Melbourne Myki card Completion of the accredited food handlers' course Barista Course	\$295.00
Tech	Create, Make & Bake Yr9/10	Ingredients for demonstration Materials for focussed tasks e.g. sugar paste modelling, piping skills, Recipe cards, Poser paper Food packaging materials \$20 Ingredients for weekly practical activities (average of \$5.50 per activity), Cake boards and associated packaging materials for main cake items - \$125	\$20.00	\$125.00	<b>\$145.00</b>	Cake decorator incursion with the owner of creative cakes in Somerville	\$10.00
Tech	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 - \$125	\$20.00	\$125.00	<b>\$145.00</b>		
Tech	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) - \$125	\$20.00	\$125.00	<b>\$145.00</b>		
Tech	Food for the Health & Fitness Industry Yr9/10	Ingredients for demonstrations: Tasting ingredients (health claim products/ comparison tasks), Recipe cards, Poster paper, Food packaging Ingredients for weekly practical activities (average \$5.50 per activity) Presentation materials for CAT food items - \$125	\$20.00	\$125.00	<b>\$145.00</b>		

# YOUR YEAR 9 COURSE

At Year 9 the Core Subjects are English, Mathematics, Humanities, Science and Physical Education/Health. Students must choose the following:

- Core English or Core Advance English
- Core Maths or Core Advanced Maths
- Core Science
- Core Health & 1 x Physical Education (HPE) elective

## Minimum requirements across other areas

- Humanities Electives
- Art Elective
- Tech Elective
- additional Electives - student choice

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

## Whole year level pastoral care focus

The Year 9 Pastoral Care focuses on developing independence, goal setting, learning styles and improved organisational skills help students to become independent learners.

It will also incorporate issues such as student health and establishes an individual pathway.

## Extension and additional learning opportunities

### Advanced English

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

In Year 9 Advanced Mathematics, students will complete an in-depth study of the three strands of the mathematics curriculum: Number & Algebra, Measurement & Geometry, and Statistics & Probability. Advanced Mathematics places particular emphasis on developing high order mathematical reasoning skills in students. Students explore Indices, Ratio, Measurement, Probability, Graphs, Trigonometry, and Statistics. They apply Mathematics in each area and engage in classroom activities that strengthen conceptual understanding and develop logical reasoning. Entrance into Advanced Mathematics is based on student results, as well as teacher recommendations.

### Language

In view of changing global opportunities, we strongly recommend that students continue with their Indonesian studies. We have a responsibility to ensure our students are Asia literate in both their cultural understandings and language skills.

Like Australia, countries across the globe are making major investments in Asia and knowledge and skills of this region are vital to international competitiveness.

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.

# PROMOTION TO SENIOR PATHWAYS

## Year 10, 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 rigours of study for the VCE senior pathway level.

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

To be eligible for these Senior Pathway options in 2026 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 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, co-ordinator, 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.

## 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 replaces the former VCAL. This is a vocational 2-year applied VCE program - students are required to gain a minimum of 16 units over 2 years. The VCE Vocational Major enables transitions into apprenticeships, traineeships, further education and training and university (via a non-ATAR pathway).

This will remain an integrated program at Somerville Secondary College, however satisfactory completion requirements will be the same as the standard VCE, that is 16 units.

# What a Year 9 Course could look like

If language (Indonesian) continued								
<b>Semester 1</b>	4 periods	4 periods	2 periods	2 Periods	2 periods	2 periods	2 periods	2 periods
	English	Maths	Science	Health	LOTE - Indonesian	Hum E1	Art E1	Elective any area
<b>Semester 2</b>	English	Maths	Science	PE Elective	LOTE - Indonesian	Hum E2	Tech E1	Elective any area
<i>Three reserve electives need to be chosen as back up</i>								

If no language continued								
<b>Semester 1</b>	4 periods	4 periods	2 periods	2 Periods	2 periods	2 periods	2 periods	2 periods
	English	Maths	Science	Health	Art E1	Hum E1	Elective any area	Elective any area
<b>Semester 2</b>	English	Maths	Science	PE Elective	Tech E1	Hum E2	Elective any area	Elective any area
<i>Three reserve electives need to be chosen as back up</i>								

## COMPULSORY SUBJECT - YEAR 9 MATHS CORE

Maths	Year 9	Year 10	Year 11	Year 12
	CORE: Maths	CORE: Maths	Units 1 & 2 General Maths Units 1 & 2 Math Methods VCE Vocational Major	Units 3 & 4 General Maths Units 3 & 4 Math Methods VCE Vocational Major
	CORE: Advanced Maths	CORE: Advanced Maths		
	ELECTIVE: Profit 4 Me!			

### Year 9 Maths - Course Description

In Year 9 students will continue to develop their mathematical skills and knowledge by studying three key content areas: Number and Algebra, Measurement and Geometry and Statistics and Probability. Students explore Indices, Ratio, Measurement, Probability, Graphs, Trigonometry and Statistics. They apply mathematics in each area and engage in classroom activities that strengthen conceptual understanding and develop logical reasoning.

## Profit 4 Me

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

### Profit 4 Me – Course Description

This course could be a practical course, which will require students to use their reasoning and critical abilities to complement their use of Mathematical skills. This elective will equip students with the necessary mathematical, critical, creative, and personal skills to be successful in business and the world at large. It also involves the study of mathematics of the wholesaler and the manufacturer. The topics might include a review of whole numbers, common fractions, decimals, and a study of percentages.

Students will have the opportunity to explore pay slips, looking at the differences between salaries and wages, cheques, savings, and business accounts. They will gain knowledge on how taxes are applied and how it can have an impact on salaries/wages and businesses.

When setting up business ventures, students will have the chance to look at various types of insurances, discounts and ways in which wholesalers and manufacturers purchase and price goods.

### Profit 4 Me – Course Assessment

Common ASSESSMENT TASK	DESCRIPTION
<b>It is all about the profit!</b> (Project)	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.
<b>'If I had a million dollars...'</b> (Project)	Students will have a chance to be an entrepreneur, 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.

### Profit 4 Me - Potential Pathways

General Math, General Math – Accounting, Business Management -VCE-Vocational Major

**Subject Costs - Refer to Pages 15 - 26 for details of curriculum contributions**

## COMPULSORY SUBJECT - YEAR 9 ENGLISH CORE

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....			

### Year 9 English - Course Description

Students continue to focus on building reading and writing skills in Year 9. These skills are combined in classes which are theme based. Units include Analysis of Persuasive Language, 'The Simple Gift' text response, a conflict comparison and a film unit. Speaking and listening skills form a major part of the work done in small groups and the course also includes a short debating unit.

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.

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# Debating

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

## 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

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>1. Team Debate</b>	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.
<b>2. News Segment</b>	Students will become the lead journalists on a hot topic and present a video of a news segment from one of these contentious issues.
<b>3. Semester Exam</b>	An examination of all topics studied for the semester.

## Debating - Potential Pathways

English, Literature, Media, VCE-Vocational Major

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# Land the Right Job

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

## Land the Right Job - Course Description

Are you looking for a part time job and don't know where to begin? This course could be just what you need. This subject will give you the skills and confidence to pursue and gain part time work.

The study will include:

Researching different jobs and how to apply e.g., McDonalds, Bunnings, local supermarkets, chemists etc.

- How to search for job vacancies
- Writing cover letters
- Writing resumes
- Developing interview skills
- Undertaking mock job interviews.
- Visiting workplaces and meeting employers.

## Land the Right Job - Course Assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Maintaining a work portfolio</b>	Students will complete small reflections and written activities in preparation for applying for a job.
<b>Maintaining a work visit diary</b>	Students will complete a structured diary entry about workplace visits.
<b>Semester Exam</b>	An examination of all topics studied for the semester.

## Land the Right Job - Potential VCE Pathways

English, Literature, Media, VCE-Vocational Major

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# Literacy Improvement

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

## Literacy Improvement - course description

This subject will support you to develop and accelerate your literacy skills before you move into senior school.

This subject is designed for students who would like to improve their reading, writing and spelling skills. Students who participated in R.E.P. (Reading Enrichment Program) may be suited to this elective.

Students will also be supported with the literacy demands from their other subjects.

## literacy improvement - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
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

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# Literature

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

## Literature - course description

This subject will provide students with a strong foundation for VCE English and future literary studies. Students will consider the way texts represent experiences and consider these in the light of their own understanding and life experiences.

A range of challenging and rich texts will be studied in this course including poetry, film, novels and short stories.

This course will support you to think creatively and analytically and strengthen your communication skills and ability to present a sound interpretation of classical and contemporary literature.

## Literature - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
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

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

## Walt Disney Pictures Presents

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

### 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

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Analytical Essay</b>	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.
<b>Creative Writing</b>	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.
<b>Semester Exam</b>	An examination of all topics studied for the semester.

### Walt Disney Pictures Presents - Potential VCE Pathways

English, Literature, Media, VCE-Vocational Major

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# 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 <sup>th</sup> 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

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

### Around the World in 80 Days - course description

Are you ready for travel and adventure? Then sign up now for this virtual backpacking experience - around the world in 80 days - featuring Africa, Central Asia, South Asia, and the Pacific Islands.

Your first stop is West Africa, where erratic weather, low rainfall, flooding and poor harvests have created a food crisis faced by more than 18 million people. Here you will volunteer for Oxfam to support an emergency relief effort. While in this role you will meet environmental scientists who teach you about biomes and food shortages in the region.

Next, you visit the megacities of China. Your tour guide, Bolin, is a student who studies human geography at Zhejiang University. He is keen to discuss the complexity of interconnectivity in these crowded locations.

The speed relaxes upon arrival in South Asia where you are introduced to wellness tourism. Here you meet a social start-up guru who teaches you about the problems of tourism in “paradise” and the phenomenon of eco-tourism.

Your final experience is in the picturesque Pacific Islands where you observe the shocking impact of global warming. This life changing expedition will expand your social consciousness and your understanding of the world.

### Around the World in 80 Days - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Newspaper Article</b>	Students become journalists and write a newspaper article on how land is being managed in Africa.
<b>Mapping and Data Analysis</b>	Students then complete a task where they map and analysis the data from a Chinese megacity.
<b>Poster</b>	Students lastly prepare a poster project on initiatives that aim to improve wellbeing in an overseas country.
<b>Examination</b>	An examination of studied topics.

### Around the World in 80 Days - Potential Pathways

History, Geography, Politics, VCE-Vocational Major

***Subject Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# Build a Business

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

## 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

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>1. Business Report</b>	Students will research and report on one feature of modern-day businesses, as discussed with their teacher.
<b>2. Business Plan</b>	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.
<b>3. Enterprise Activity or Presentation</b>	Students are to collaboratively plan and deliver an enterprise activity that meets a business objective.
<b>4. Exam</b>	An examination of studied topics.

## Build a Business - Potential VCE Pathways

Business Management, Economic, Accounting, VCE-Vocational Major

***Subject Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

## Caring for Our Coasts

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

### 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

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>1. Coastal Management Report</b>	Students will investigate coastal management strategies and write a report on how to manage the Peninsula's valuable coastal sites.
<b>2. Data Collection and Presentation</b>	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.
<b>3. Semester Exam</b>	An examination of all topics studied for the semester.

### Caring for Our Coasts - Potential VCE Pathways

Geography, Biology

**Subject Costs - Refer to Pages 15 - 26 for details of curriculum contributions**

## Current Affairs

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

### Current Affairs - course description

Every year, there are events which change the world but do not make it into the curriculum. In 2022 already, Russia has invaded Ukraine, the price of petrol has doubled, food shortages and the cost of living are becoming problems, floods devastated NSW/QLD, and there is both a federal and state election coming up!

2026 is also likely to be eventful, and when important things happen, you will learn about and discuss them in the classroom. The content for each week will respond to recent events from the media, to help students understand more about the world around them.

The curriculum will therefore be flexible, and students will help to decide what topics to focus on in their classes. However, the focus will primarily be on issues and events that will play an important role in rewriting history at the global, national, or local level. It is expected that this will cover a range of geo-political and social issues for all the Humanities strands – History, Civics and Citizenship, Geography, and Economics.

### Current Affairs - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>1. Creating a News Report</b>	Students will pick one significant historical world event and create a news report in a form of their own choice.
<b>2. Media Portfolio</b>	Students will maintain a regular portfolio of media articles relating to world events, which they will annotate and respond to.
<b>3. Semester Exam</b>	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 15 - 26 for details of curriculum contributions***

# 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
<b>#1. Geographical Concepts and Skills</b>	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.
<b>#2. Geographical Inquiry of Wetlands</b>	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 15 - 26 for details of curriculum contributions**

# Law and Order

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

## 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

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Research Report</b>	Students will investigate crime trends in Victoria, evaluating the effectiveness of the legal system in responding to crime.
<b>Case Analysis and Reflection</b>	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.
<b>Exam</b>	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 15 - 26 for details of curriculum contributions***

# Money Talks

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

## Money Talks - course description

Money makes the world go round, but do you know how it really works?

Money Talks will help you understand and take control of your financial future. From how governments manage the economy to how businesses compete for your money, this course breaks down the financial systems that impact you every day.

You'll explore how economic policies affect jobs and the cost of living, how to make smart financial decisions about saving, investing, and superannuation, and how to protect yourself from financial risks like scams. We'll also dive into business strategies, marketing, and workplace dynamics to see what drives success in a competitive economy.

Through real-world case studies, simulations, and practical projects, Money Talks will give you essential economic and financial literacy skills to make informed decisions about money, work, and the world around you—setting you up for success in life beyond school.

## Money Talks - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Financial Survival Challenge</b>	Students manage a simulated budget, making decisions on savings, superannuation, insurance, and unexpected expenses while justifying their financial choices.
<b>Investing for the Future</b>	Students research and compare different investment options to create a financial plan for long-term wealth growth.
<b>Exam</b>	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 15 - 26 for details of curriculum contributions***

# People, Place and Planet

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

## 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

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>#1. Geographical Concepts and Skills</b>	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.
<b>#2. Geographical Inquiry of Wetlands</b>	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 15 - 26 for details of curriculum contributions**

# Rights & Freedoms

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

## 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

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Comparative Case Study</b>	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.
<b>Campaign Analysis</b>	Students will analyse a modern protest movement and evaluate its impact.
<b>Semester exam</b>	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 15 - 26 for details of curriculum contributions***

## They Called Australia Home

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

### 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

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

### They Called Australia Home - Potential Pathways

History, Australian History, Politics, VCE-Vocational Major

**Subject Costs - Refer to Pages 15 - 26 for details of curriculum contributions**

# 21st Century Tyrants

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

## 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 2026, 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

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

## 21st Century Tyrants -Potential Pathways

20<sup>th</sup> Century History, Australian History, Politics, VCE-Vocational Major

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# World War I History

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

## 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. This unit includes an excursion to the Shrine of Remembrance.

## World War I History - course assessment

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

## World War I History - Potential Pathways

History, 20<sup>th</sup> Century History, Politics, VCE-Vocational Major

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# World War II History – Europe

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

## 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.

This unit also includes an excursion to the Jewish Holocaust Centre.

## World War II History – Europe - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>1. Inter Wars Test</b>	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.
<b>2. Battles of WWII</b>	A multimedia mapping project on the major battles of WWII.
<b>3. Holocaust Essay</b>	An essay on the causes and impacts of the Holocaust.
<b>4. Examination</b>	An examination of studied topics.

## World War II History – Europe - Potential Pathways

20<sup>th</sup> Century History, Politics, VCE-Vocational Major

**Elective Costs - Refer to Pages 11-28 for details of curriculum contributions**

## World War II History – The Pacific

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

### 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

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

### World War II History – The Pacific - Potential Pathways

20<sup>th</sup> Century History, Australian History, Politics, VCE-Vocational Major

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# SCIENCE

Science	Year 9	Year 10	Year 11	Year 12
	CORE: Science	CORE: Science		
	ELECTIVES			
	Animalia		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
	Cosmetic Science			
	Environmental and Marine Science			
	Forensic Science			
	Introduction to VCE Sciences			
	Physics for Life			
	Psychology			
	Space Science			

# Animalia

<b>Featured Learning Area</b>	<b>Science</b>
<b>Additional Learning Areas</b>	
<b>Learning Capabilities Developed</b>	<b>Ethical Capability</b>

## 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

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Animal Adaptations</b>	Students will complete an assessment task on animal adaptations and how they enable the success of the animal.
<b>Student Report</b>	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

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

## Cosmetic Science

<b>Featured Learning Area</b>	<b>Science</b>
<b>Additional Learning Areas</b>	
<b>Learning Capabilities Developed</b>	<b>Ethical Capability</b>

### 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

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Portfolio of Practical Reports</b>	Students will conduct practical experiments and produce a written report.
<b>Ethics Research Investigation</b>	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

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# Environmental & Marine Science

<b>Featured Learning Area</b>	<b>Science</b>
<b>Additional Learning Areas</b>	
<b>Learning Capabilities Developed</b>	<b>Ethical Capability</b>

## 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

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

## Environmental & Marine Science - Potential Pathways

VCE Biology – Environmental Science

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# Forensic Science

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

## 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

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

## Forensic Science - Potential Pathways

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

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# Introduction to VCE Sciences

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

## 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

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Data Analysis task</b>	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.
<b>Extended Practical Investigation</b>	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

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# Physics for Life

<b>Featured Learning Area</b>	<b>Science</b>
<b>Additional Learning Areas</b>	<b>Mathematics, PE</b>
<b>Learning Capabilities Developed</b>	

## 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

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Data Analysis of physics in sport</b>	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)
<b>Collision science</b>	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

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# Psychology

<b>Featured Learning Area</b>	<b>Science</b>
<b>Additional Learning Areas</b>	<b>Anatomy and Physiology</b>
<b>Learning Capabilities Developed</b>	<b>Ethical Capability</b>

## Psychology - course description

This subject explores the work of psychologists and psychological scientists.

Students will examine the history of psychology and how the discipline has developed across time into a science.

Students will explore mental health and investigate a range of mental health disorders, including personality and neurocognitive disorders, and the effects these have on an individual's biological, psychological, and social functioning.

## Psychology - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Introduction to Psychology Test</b>	Students will complete a test comprising of multiple choice and short answer questions to demonstrate their understanding of the history of psychology throughout time into a scientific study.
<b>Mental Health Media Presentation</b>	Students will investigate a mental health disorder of their choosing and present this to the class in the form of a multimedia presentation.
<b>Laboratory Report</b>	Students will design and conduct a psychological experiment. Students will present their results in the form of a psychological laboratory report.

## Psychology - Potential Pathways

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

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# Space Science

<b>Featured Learning Area</b>	<b>Science</b>
<b>Additional Learning Areas</b>	
<b>Learning Capabilities Developed</b>	<b>Ethical Capability</b>

## 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

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

## Space Science - Potential VCE Pathways

Physics

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# INDONESIAN

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

## YEAR 9 Indonesian

Featured Learning Area	Languages
Additional Learning Areas	
Learning Capabilities Developed	

### Year 9 Indonesian – course description

Year 9 Indonesian will explore the rich culture and language of Indonesia and improve communication skills and intercultural understanding. As Indonesia is our closest neighbour, this subject provides students with the knowledge of an important regional partner for Australia and allows many future opportunities to open in fields related to education, business, diplomacy, tourism, animals, environment, foreign aid, defence, language services, personal travel and many others. In Year 9, students will continue to develop their language skills and become increasingly fluent and independent. They will be able to write about daily life, learn about traditional foods and how to order a meal in a restaurant. Students will learn about the climate and environment of Indonesia and be able to discuss aspects of the weather. They will do a film study and participate in storytelling, reading, writing, listening, and speaking activities. They will gain a broad understanding of Indonesia as a country and how its culture is reflected in the language. As Year 9 language students, they will go on excursion to an Indonesian restaurant and may have the opportunity to visit the Indonesian Consulate in Melbourne for a music lesson, see a film or explore an Indonesian supermarket. They will participate in a pen-pal program and also take priority for a place in the Indonesian Study Tour which is offered every two years.

### Year 9 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 9 Indonesian – Potential Pathways: Year 9

Indonesian (Elective), Year 10 Indonesian (Elective), VCE Indonesian

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

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

<b>Featured Learning Area</b>	The Arts
<b>Additional Learning Areas</b>	Digital Technologies
<b>Learning Capabilities Developed</b>	Critical and Creative Thinking

### Digital Art - course description

In Digital Art, students are involved in the development and production of digital artworks using a range of software including Adobe Photoshop, Adobe Express, pixlr.com and pixilart.com. Students also experiment with a range of hardware including Canon digital SLR cameras and Wacom Pen Tablets. Students analyse key artists and their artworks to help inspire and inform their own personal creative practice, creating artworks in response to a series of skill building creative briefs. Students create and manage personal blogs for the publication of their work, and experiment with printing techniques to realise their work in the physical form.

### Digital Art - course assessment

Assessment	Description
Elements of Art series	Digital prints
Pop Art	Digital Art
Animated Gif	Animation app

### Digital Art - Potential VCE Pathways

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

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# Digital Music/Composition

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

## Digital Music/Composition - course description

Have you wondered why pop songs all sound so similar?

Or how songwriters manage to keep coming up with new lyrics?

Well, here's your chance to find out and write your own music!

In this course, you will explore a range of musical genres from pop to blues, to rap, to classical, and even themes from movies, tv shows and video games. Find out how music and emotion are connected and why some songs make you smile, and others make you cry.

After your exploration, you will get to choose a genre that really resonates with you and start to write your own music.

If you play an instrument, then you will learn how to play your song on your instrument. If not, then you'll learn how to use digital technologies to bring your creation to life. This course will bring to light the fundamentals of music theory and show that the more you know, the more creative you can be.

## Digital Music/Composition - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Oral Presentation</b>	Investigation into a particular musical genre, how it evokes emotion and its contribution to the music industry.
<b>Music Presentation</b>	Submission of a song as a performance, mp3 and/or hard copy notation.
<b>Semester Exam</b>	An examination of all topics studied for the semester.

## Digital Music/Composition - Potential Pathways

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

***Elective Costs - Refer to Pages 18 -29 for details of curriculum contributions***

# Digital Photography

<b>Featured Learning Area</b>	<b>The Arts</b>
<b>Additional Learning Areas</b>	<b>Digital Technologies</b>
<b>Learning Capabilities Developed</b>	<b>Critical and Creative Thinking</b>

## Digital Photography - course description

In Digital Photography, students explore the medium of photography and develop a range of creative and technical skills using a Canon digital SLR camera and Adobe Lightroom.

Students develop their ability to control a camera in a creative manner, thus allowing them to embrace photography as a tool to communicate their ideas and emotions.

Students gain inspiration from key artists and their artworks, exploring how others embrace photography as an artistic medium. Students create and manage personal blogs for the publication of their work, and experiment with printing techniques to realise their work in the physical form.

## Digital Photography - course assessment

<b>Assessment</b>	<b>Description</b>
<b>Camera parts and functions</b>	CAT
<b>Photography Folio</b>	Challenges - CAT
<b>Exam</b>	Photography knowledge of prac and theory

## Digital Photography - Potential VCE Pathways

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

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# Music Performance

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

## 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

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

## Music Performance - Potential Pathways

VCE Music - VCE-Vocational Major

***Elective Costs - Refer to Pages 18 -29 for details of curriculum contributions***

## Visual Art – 2D

<b>Featured Learning Area</b>	<b>The Arts</b>
<b>Additional Learning Areas</b>	<b>Digital Technologies</b>
<b>Learning Capabilities Developed</b>	<b>Critical and Creative Thinking</b>

### Visual Art – 2D - course description

Students learn to develop their own creative ideas, extend their ability in using a range of artistic materials and techniques relevant to 2D concepts and learn to resolve their work prior to starting a final piece.

They learn about the art elements and principles, and how they can be used for visual impact. Students learn about artists and use art movements as inspiration for their own work.

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

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Printmaking</b>	Students explore a range of printmaking processes to complete a series of prints.
<b>Painting / Drawing</b>	Students develop ideas in their visual diaries to resolve their use of materials and techniques and aesthetic qualities to complete a series of artworks.
<b>Analysis</b>	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.
<b>Exam</b>	An examination of all 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

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

## Visual Art – 3D

<b>Featured Learning Area</b>	<b>The Arts</b>
<b>Additional Learning Areas</b>	<b>Digital Technologies</b>
<b>Learning Capabilities Developed</b>	<b>Critical and Creative Thinking</b>

### Visual Art – 3D - course description

Students learn to develop their own creative ideas, extend their ability in using a range of artistic materials and techniques relevant to 3D concepts and learn to resolve their work prior to starting a final piece.

They learn about the art elements and principles, and how they can be used for visual impact. Students learn about artists and use art movements as inspiration for their own work.

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

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Practical Assessment</b>	Students develop ideas in their visual diaries to resolve their use of materials and techniques and aesthetic qualities to complete a series of artworks.
<b>Analysis</b>	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.
<b>Exam</b>	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

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# Visual Communication Design

<b>Featured Learning Area</b>	<b>The Arts</b>
<b>Additional Learning Areas</b>	<b>Digital Technologies</b>
<b>Learning Capabilities Developed</b>	<b>Critical and Creative Thinking</b>

## 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

<b>Assessment</b>	<b>Description</b>
<b>Environmental Design</b>	Students explore drawing conventions for the development of a house design solution
<b>Communication Design</b>	Students explore the communicative potential of type and image for the development and production of a music album cover.
<b>Industrial Design</b>	Students explore materials and drawing conventions for the development of an industrial design solution that makes the world a better place
<b>Exam</b>	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

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# 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

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

### 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

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

### Computer Aided Design & Manufacture - Potential Pathways

VCE Product Design and Technology

VCE Systems Engineering

VCE Vocational Major

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# Construction

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

## 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

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>1. CAT 1 – Manufactured product and OH&amp;S procedures</b>	Accurately manufacture a simple product from given drawings and demonstrate safe workshop practices. Includes OH&S procedures and understanding working drawings.
<b>2. CAT 2 – Manufactured product</b>	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.

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# Digital Technologies

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

## 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

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

## Digital Technologies - Potential Pathways

VCE Product Design and Technology, VCE-Vocational Major

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

## Electronic Products

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

### 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
<b>Introduction to Arduino and Robotics</b>	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.
<b>Designing and Manufacturing an Electronic System</b>	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

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

## Product Design

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

### 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

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Product 1 – Manufactured product</b>	Manufacture of a product using wood, metals or plastic. Document safe workshop practices and materials properties and their uses.
<b>Product 2 – Manufactured Product with a Design Portfolio</b>	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

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# STEAM

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

## 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
<b>STEAM Challenge 1</b>	Designing and manufacturing a mechanical system to solve a practical challenge. A practical outcome and report.
<b>STEAM Challenge 2</b>	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

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

## Café Culture

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

### 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
<b>Practical test</b>	Students will apply their knowledge of ingredients and processes. Students will plan, produce and evaluate a baked item using an unfamiliar recipe.
<b>Design challenge</b>	Students will respond to a design brief and use a design strategy to create their own recipe design.
<b>Investigation activity</b>	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

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# Create, Make and Bake

<b>Featured Learning Area</b>	<b>Food Technology</b>
<b>Additional Learning Areas</b>	<b>Technology</b>
<b>Learning Capabilities Developed</b>	<b>Critical and Creative Thinking</b>

## 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 challenged 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

<b>Practical test</b>	Students will apply their knowledge of ingredients and processes. Students will plan, produce and evaluate a baked item using an unfamiliar recipe.
<b>Design challenge</b>	Students will respond to a design brief and use a design strategy to create their own original recipe idea following the design process.
<b>Investigation activity</b>	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

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# FEAST

<b>Featured Learning Area</b>	<b>Food Technology</b>
<b>Additional Learning Areas</b>	<b>Technology</b>
<b>Learning Capabilities Developed</b>	<b>Critical and Creative Thinking</b>

## 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
<b>Practical test</b>	Students will apply their knowledge of ingredients and processes. Students will plan, produce, and evaluate a baked item using an unfamiliar recipe.
<b>Design challenge</b>	Students will respond to a design brief and use a design strategy to create their own recipe design.
<b>Investigation activity</b>	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

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# Food Around the World

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

## 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

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Practical test</b>	Students will apply their knowledge of ingredients and processes. Students will plan, produce and evaluate a dish using an unfamiliar recipe.
<b>Design challenge</b>	Students will respond to a design brief to create their own recipe idea following the design process
<b>Investigation activity</b>	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

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# Food for Health & Fitness Industry

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

## 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

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Practical test</b>	Students will apply their knowledge of ingredients and processes. Students will plan, produce, and evaluate a dish using an unfamiliar recipe.
<b>Design challenge</b>	Students will respond to a design brief to create their own recipe idea following the design process
<b>Investigation activity</b>	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

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# 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 Court 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

<b>Featured Learning Area</b>	<b>Health and Physical Education</b>
<b>Additional Learning Areas</b>	
<b>Learning Capabilities Developed</b>	<b>Personal and Social</b>

## 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
<b>#1. Adolescent Health Articles Report</b>	Students choose three articles to investigate and report on relating to adolescent health.
<b>#2. Infographics Assessment</b>	Students will be assessed on their ability to interpret and analyse a variety of health-related infographics, including statistical, informational, process and comparison.
<b>Exam</b>	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 16-29 for details of curriculum contributions.***

## Active for Life

<b>Featured Learning Area</b>	<b>HPE</b>
<b>Additional Learning Areas</b>	<b>Science</b>
<b>Learning Capabilities Developed</b>	<b>Personal and Social</b>

### 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

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Run a community activity</b>	Students will prepare and run an activity for members of the local community.
<b>Infographic</b>	Students will develop an infographic poster/pamphlet promoting one of the leisure activities available in the local region.
<b>Diary</b>	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

***Elective Costs - Refer to Pages 11-28 for details of curriculum contributions.***

# Body Balance

<b>Featured Learning Area</b>	<b>HPE</b>
<b>Additional Learning Areas</b>	
<b>Learning Capabilities Developed</b>	<b>Personal and Social</b>

## 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
<b>Body Balance Technique Analysis</b>	Students will choose a technique to research, analyse and report their findings in a practical session, including a sample hands-on session.
<b>Mindfulness Session</b>	Students will work in small groups to create, plan, and present a mindfulness session for the class.
<b>Theory exam</b>	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

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# Dance Discovery

<b>Featured Learning Area</b>	<b>HPE</b>
<b>Additional Learning Areas</b>	
<b>Learning Capabilities Developed</b>	<b>Personal and Social</b>

## 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

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Dance Crew Research</b>	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.
<b>Whole Group Practical</b>	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
<b>Small Group Practical</b>	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

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# Football Games

<b>Featured Learning Area</b>	<b>HPE</b>
<b>Additional Learning Areas</b>	
<b>Learning Capabilities Developed</b>	<b>Personal and Social</b>

## 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

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Organise a warm-up and skill drill</b>	In small groups students will prepare and organise a sport-specific warm up and skill drill and teach the class.
<b>Refereeing/Umpire practical</b>	Students will research their choice of football sport and have a clear understanding of rules and strategies to demonstrate in a class game.
<b>Theory exam</b>	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

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# Gym and Fitness Training

<b>Featured Learning Area</b>	<b>HPE</b>
<b>Additional Learning Areas</b>	<b>Science</b>
<b>Learning Capabilities Developed</b>	<b>Personal and Social</b>

## 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

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Personal Program</b>	Students will develop a personal training program based on their goals. Including appropriate training principles and theory.
<b>Exercise workshop</b>	Each student will 'teach' other class members about a training movement, demonstrating knowledge of technique, muscle groups and training principles.
<b>Theory exam</b>	Exam will cover all areas taught including muscle groups, energy systems, training principles and techniques.
<b>Training Journal</b>	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

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# Invasion Sports

<b>Featured Learning Area</b>	<b>HPE</b>
<b>Additional Learning Areas</b>	
<b>Learning Capabilities Developed</b>	<b>Personal and Social</b>

## 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

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Organise a competition</b>	In small groups students will organize an in-school sports competition includes: promotion, schedule, umpiring and scoring.
<b>The winning strategy</b>	Students will select a team sport and explore an offensive and defensive strategy of the game.
<b>Theory exam</b>	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

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# Net and Court Sports

<b>Featured Learning Area</b>	HPE
<b>Additional Learning Areas</b>	
<b>Learning Capabilities Developed</b>	Personal and Social

## Net and Court Sports - course description

Do you enjoy being active and playing different sports?

Net and Court 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

<b>Common ASSESSMENT TASK</b>		<b>DESCRIPTION</b>
<b>1</b>	<b>Organise a competition</b>	In small groups students will organize an in-school sports competition including promotion, schedule, umpiring and scoring.
<b>2</b>	<b>Field preparation</b>	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.
<b>3</b>	<b>Theory exam</b>	Exam will be based on one of the sporting activities we participate in through the semester.

## Net and Court Sports – Potential Pathways

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

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# Nutrition and Health Promotion

<b>Featured Learning Area</b>	<b>Health and Physical Education</b>
<b>Learning Capabilities Developed</b>	<b>Personal, Social and Community Health</b>

## 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

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Health and Wellbeing infographic</b>	Students create an infographic outlining the five dimensions of health and wellbeing and how they interrelate with one another in everyday life
<b>Lifespan nutrition guide</b>	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
<b>Health promotion program</b>	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

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# Outdoor Recreation

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

## 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
<b>Images/Videos of Outdoor Adventure Assignment</b>	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.
<b>Invaders of Australian Waters Report</b>	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.
<b>Minimal Impact Assignment</b>	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

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# Sports Coaching

<b>Featured Learning Area</b>	<b>HPE</b>
<b>Additional Learning Areas</b>	<b>Science</b>
<b>Learning Capabilities Developed</b>	<b>Personal and Social</b>

## 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

<b>1. Warm-up/Cool-Down Report</b>	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.
<b>2. Peer Coaching Assessment Task</b>	Students will coach the class for a sport of their choice and run a practical class session
<b>3. Profile of a Coach Assignment</b>	An analysis of the skills required to be an effective coach will be undertaken to provide valuable insights into this role.
<b>4. Exam</b>	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

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# Sports Performance and Science

<b>Featured Learning Area</b>	<b>HPE</b>
<b>Additional Learning Areas</b>	<b>Science</b>
<b>Learning Capabilities Developed</b>	<b>Personal and Social</b>

## 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

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Practical Investigation</b>	Student will participate in practical investigations to demonstrate and highlight the use of specific muscles to improve technique.
<b>Movement Analysis</b>	Research an athlete and evaluate their performance in at least 3 skills and give feedback for improved performance.
<b>Theory exam</b>	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

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# Striking and Fielding Sports

<b>Featured Learning Area</b>	<b>HPE</b>
<b>Additional Learning Areas</b>	
<b>Learning Capabilities Developed</b>	<b>Personal and Social</b>

## 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, tennis, badminton, pickleball and table tennis.

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.

## Striking and Fielding Sports - course assessment

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>1. Organise a warm-up and skill drill</b>	In small groups students will prepare and organise a sport-specific warm up and skill drill and teach the class.
<b>2 Refereeing/Umpire practical</b>	Students will research their choice of stickball sport and have a clear understanding of rules and strategies to demonstrate in a class game.
<b>3 Theory exam</b>	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

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# 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

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

## Track and Field

<b>Featured Learning Area</b>	<b>HPE</b>
<b>Additional Learning Areas</b>	
<b>Learning Capabilities Developed</b>	<b>Personal and Social</b>

### 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
<b>Teach a skill drill for an Athletic event</b>	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.
<b>Fundamental Skill Analysis</b>	Students will research their choice of fundamental skill and analysis and breakdown the skill to teach to peers/other students.
<b>Theory exam</b>	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

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# Umpiring and Officiating

<b>Featured Learning Area</b>	HPE
<b>Additional Learning Areas</b>	Science
<b>Learning Capabilities Developed</b>	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
<b>1. Completion of two online courses:</b>  <b>Community Officiating General Principals</b> <b>Umpire Sport Introductory Course</b>	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
<b>2. Umpiring an actual Game</b>	Students will umpire an actual game and reflect on their performance.
<b>3. Exam</b>	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

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

# Water Sports

<b>Featured Learning Area</b>	<b>HPE</b>
<b>Additional Learning Areas</b>	
<b>Learning Capabilities Developed</b>	<b>Personal and Social</b>

## 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

<b>Common ASSESSMENT TASK</b>	<b>DESCRIPTION</b>
<b>Water based rescue</b>	Students will be required to conduct to a water-based rescue in a pool-based environment to establish water safety techniques.
<b>Water sport Assessment</b>	Students will be assessed on their participation, engagement, umpiring and theoretical knowledge of a specific sport.
<b>Theory exam</b>	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

***Elective Costs - Refer to Pages 15 - 26 for details of curriculum contributions***

## Acronyms

ATAR	Australian Tertiary Admission Rank
GA	Graded Assessment
GAT	General Achievement Test
MIPS	Managed Individual Pathways
N	N refers to not satisfactory completion in VCE
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
VM	Vocational Major
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 Outcomes).
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.