

Edinburgh College

2027: Year 11 Subject Handbook





Contents

Contents	2
Message from the Principal	3
College Support and Services	4
Adventist Identity	5
VCE Requirements	6
Designing Your VCE Program	8
Subject Selection: Process	9
Subject Selection Checklist	10
Year 11 in 2027: a snapshot	12
COMPULSORY SUBJECTS	13
ENGLISH	13
Units 1 & 2 English	13
RELIGIOUS STUDIES:	14
Encounter	14
Units 3 & 4 Religion & Society	15
HIGHLY ENCOURAGED	16
MATHEMATICS:	16
Units 1 & 2 Foundation Mathematics	16
Units 1 & 2 General Mathematics	17
Units 1 & 2 Mathematical Methods	18
SCIENCE:	19
Units 1 & 2 Biology	19
Units 1 & 2 Chemistry	20
Units 1 & 2 Environmental Science	21
Units 1 & 2 Physics	22
Units 1 & 2 Psychology	23
HEALTH & PHYSICAL EDUCATION:	24
Units 1 & 2 Health & Human Development	24
Units 1 & 2 Physical Education	25
Units 3 & 4 Sport, Aquatics & Recreation (VET - Certificate III)	26
COMMERCE	27
Units 1 & 2 Accounting	27
Units 1 & 2 Business Management	28
Units 1 & 2 Legal Studies	29
CREATIVE AND APPLIED ARTS	30
Units 1 & 2 Art Creative Practice	30
Units 1 & 2 Food Studies	31
Units 1 & 2 Product Design and Technologies	32
Units 1 & 2 Systems Engineering	33
Appendices	34
External Enrolments	34
Extracurricular Programs	34
Planning Space	36
Notes:	38



Message from the Principal

Mrs Tanya Pascoe

At Edinburgh College, we believe that education extends far beyond academic achievement; it is about the growth of the whole person. Our dedicated and passionate staff are committed to nurturing, guiding, and inspiring every student as they develop not only their knowledge and skills but also their character, confidence, and sense of purpose.

Our commitment to a Christ-centered education shapes everything we do. We strive to cultivate a school culture rooted in our core values of respect, responsibility, resilience, and a commitment to lifelong learning. These values equip our students to navigate challenges, contribute meaningfully to their communities, and live lives of significance and service.

From the early years through to graduation, we provide a safe, supportive, and stimulating environment where students are known, valued, and encouraged to become the best version of themselves—academically, socially, emotionally, and spiritually.

Wherever your child may be on their learning journey, we are here to walk alongside them, partnering with families to prepare each student for life and for eternity.

"Commit to the Lord whatever you do, and He will establish your plans." Proverbs 16:3

It is a sincere privilege to serve this vibrant school community.





College Support and Services

Library: The library is the learning hub of our campus. With a welcoming environment for small groups and individual study, the library has a lecture theatre, a Year 12 study room, and a small classroom. Our Teacher Librarian, Mrs Karelle Stanton, and her team are available to help locate resources and assist with general borrowing.

The library is a warm space, open to all secondary students from 8:30 am - 4:30 pm, Monday-Friday. At recess and during lunch, a selection of board games and puzzles are available.

Careers: Edinburgh College offers comprehensive career advice to students and their parents. Mrs Rowena Kohina, our Careers Advisor, is available each Thursday and Friday to discuss Edinburgh College subject selections, career opportunities, and future study options.

Student Wellbeing: Student wellbeing is a priority at Edinburgh College. We know that how a student feels, both physically and mentally, affects their ability to learn optimally. Our wellbeing team is available to offer support five days a week. Featuring experienced counsellors, Mrs Kate Johnson and Ms Brookyn Chan, our team is experienced in supporting students. The Wellbeing team offers individual counselling and group support. We partner with families to provide external referral to allied health, wellbeing and psychological support services. In addition, Megan Jaworski, our Wellbeing Teacher, facilitates high-quality programs to support students with social skills, leadership skills and navigating anxiety.

Student Support & Development: We are committed to positive behaviour for learning (PB4L) at Edinburgh College. PB4L is embedded within our classroom learning and is a key pillar in guiding students to make positive behavioural choices. Mrs Heli Sawicki is available five days a week to support students and families as they work towards developing our values and making amends for issues that have occurred.

PB4L Values: Respectfully, Responsibly, with Resilience and a Willingness to Learn.

Child Safety Curriculum: To further support our students' wellbeing, we incorporate within our Health and Bible subjects the Keeping Safe: Child Protection curriculum. This program has four focus areas: The right to be safe, Relationships, Recognising and Reporting abuse, and Protective strategies. The knowledge and skill sets learned within this program contribute to our students' well-being and prepare them for life in and beyond our school community.

Learning Support: The Learning Support team works with teachers to assist students with identified disabilities to engage with the curriculum, using agreed-upon adjustments, as resources permit. In recognition of their fundamental role in the curriculum, English and Maths are the highest priority for assistance. Support is delivered primarily by Learning Support Education Support Officers (LS ESOs) who are scheduled to assist identified students within the classroom environment, or in small groups with special provisions in assessment tasks. All subject teachers are equipped with strategies for differentiated instruction, which allows them to tailor their teaching methods to meet the specific needs of students who may need support with their learning.

Mrs Linda Hunter is our Head of Learning Support and manages our dedicated team of LS ESOs as they work with students in the classroom.



Adventist Identity

Edinburgh College is proud to be part of the global Adventist Schools network. Our Seventh-day Adventist values shape the way our college operates, creating a supportive environment that deeply benefits the wellbeing of both our students and staff.

Sabbath and Weekend Communication

A core aspect of our identity is the observance of the Sabbath—a sacred day of rest from Friday sunset to Saturday sunset dedicated to family, spiritual reflection, and rejuvenation.

To honor this:

- The 'Block Out' Time: No official schoolwork, school events, or school-related communication takes place during this time.
- Email Etiquette: We ask that families refrain from emailing staff over the weekend. Please hold your emails and send them from Monday after 8:00 am.
- Rest for All: While students are welcome to engage in personal study if they wish, we highly encourage everyone—including families of different faiths within our diverse community—to embrace this healthy rhythm of rest.

Submission Times & Assessment Deadlines

To ensure students can step away from academic pressure over the weekend, we align our assessment deadlines with our principles of rest.

- No Friday Night Deadlines: No homework, School-Assessed Coursework (SACs), or School-Assessed Tasks (SATs) will ever be due after 3:25 pm on a Friday.
- Standard Deadlines: Regular assignments must be scheduled for submission between Monday and Thursday, with a strict due time of 5:00 pm. This gives students time to get home and submit their work without encouraging stressful, late-night cramming.
- In-Class Exception: Please note that this policy does not apply to regular, in-class SACs or assessments that are scheduled to be completed *during* school hours on a Friday.



VCE Requirements

The Victorian Certificate of Education (VCE) is the primary senior secondary qualification in Victoria. It is an individualized program designed to help students build on their personal strengths as they prepare for university, VET pathways, or the workforce.

Course Structure & Flexibility

VCE is typically completed across Year 11 and Year 12. However, at Edinburgh College, we actively encourage flexible pathways tailored to student needs.

- **Future Ready VET:** New for 2027: All Year 10 students will begin their VCE journey by undertaking a VCE/VET qualification across Year 10 and Year 11.
- **Early VCE (Year 10):** Year 10 students have the additional opportunity to engage in a further VCE subject from year 10:
 - Religion & Society - offered on-campus
 - External pathways through Virtual Schools Victoria (VSV), Victorian School of Language (VSL) and Vocational Education and Training During Secondary School (VETDSS)
- **Extended Pathways:** Students have the option to spread their Year 12 (Unit 3/4) workload across two years if beneficial for their learning pace or extra-curricular commitments.

Basic VCE Graduation Requirements

To successfully achieve your VCE, VCAA mandates that students complete a [minimum of 16 units](#), which must include:

- English Requirement: At least [3 units from the English group \(including a Unit 3/4 sequence\)](#). *Without satisfying this, the VCE cannot be awarded.*
- Unit 3/4 Sequences: At least [3 additional Unit 3/4 sequences](#) (totaling at least 4 Unit 3/4 sequences including English).
- Satisfactory Completion: Achieving an "S" (Satisfactory) result in the required number of units.

Compulsory & Strongly Encouraged Subjects

Bible: As a Seventh-day Adventist school, we value and proclaim the Bible as our source of truth. As such, it is a requirement for every student enrolled at Edinburgh College to undertake a Religious Education subject.

Over the course of Years 10 and 11, students may choose to fulfill this requirement through either:

- VCE Religion & Society: A scored VCE subject that contributes directly toward an ATAR.
- Encounter Bible Program: An unscored program continuing the spiritual development journey students have engaged with in lower year levels.

All Year 12 students engage in the Encounter Bible program.

Mathematics Strongly Encouraged: While Mathematics is not strictly compulsory under VCE rules, it is highly encouraged—especially at the Year 11 (Units 1 & 2) level. This is due to Mathematics frequently being required as a prerequisite for entry into tertiary university courses.



Subject Workload

- Standard Load: Students traditionally undertake 6 studies (subjects) per year, equivalent to 12 units (where 1 unit = 1 semester of study).
- Custom Load: Workloads can be negotiated and adjusted based on individual academic and personal goals.

Governance & Further Reading

VCE and VCE/VET study designs are mandated state-wide by the Victorian Curriculum and Assessment Authority (VCAA). To explore specific subject designs or general qualification details, visit the official [VCAA VCE Information Portal](#).

Subject Availability Disclaimer

Please note that the inclusion of a subject in this handbook does not guarantee that it will run in 2027. The feasibility of offering each subject is dependent on sufficient student interest and, in exceptional circumstances, may also be subject to the Principal's discretion. Edinburgh College reserves the right to adjust the final subject offerings accordingly.



Designing Your VCE Program

Edinburgh College aims to support students to design a VCE program that best suits their individual needs and set them up for success in the future.

As you select your VCE subject, the Edinburgh College team encourages students to select subjects that:

- **Interest you:** Subjects you enjoy will keep you motivated throughout senior school.
- **Play to your strengths:** Choosing areas where you perform well builds confidence and maximises academic achievement.
- **Align with your career goals:** Select subjects that lead toward industries or professions that excite you.
- **Fulfill tertiary prerequisites:** Ensure you meet mandatory entry requirements for university or TAFE courses you wish to pursue.

Where to seek assistance:

Designing your senior pathway is a collaborative process. We encourage students and parents to reach out for guidance both on campus and through official tertiary channels.

- On campus Support: Our experienced team is here to guide you through course selection, pathway planning, and academic tracking:
 - Mr Stephen Frigo: VCE/VET Coordinator
 - Mrs Rowena Kohinga: Careers Advisor
 - Mrs Kristen Hokin: Head of Learning & Teaching
 - EC teaching staff
- Beyond EC: Explore these external official resources to research tertiary prerequisites, study designs, and post-school study options:
 - [VTAC](#): Use VTAC search tools to explore course entry requirements across Victoria.
 - VTAC Year-Level Guides: Access tailored guides specifically written for Year 10, Year 11, and Year 12 students.
 - [VTAC – Year 10 Guide](#)
 - [VTAC - Year 11 Guide](#)
 - [VTAC - Year 12 Guide](#)
 - Victorian Curriculum and Assessment Authority (VCAA)
 - VCE Study Designs: Review detailed curriculum outlines and assessment structures for individual subjects.
 - [VCAA – Where to Now Guide](#)
 - Universities, TAFEs and Independent Tertiary Colleges
 - Tertiary Open Days: Visiting tertiary campuses is key to developing a clear vision for life beyond secondary school. Edinburgh College strongly encourages students and families to attend Tertiary Open Days and explore institutional websites to learn about course offerings, entry schemes, and campus life.

Subject Selection: Process

Edinburgh College uses Edval Choice to collect student subject preferences online. This secure portal ensures that your selected combination satisfies all curriculum requirements and ensures fairness.

Key Dates:

- Preferences **OPEN**: Thursday 6 August 2026
- Preferences **CLOSE**: Monday 10 August 2026

Step 1: Retrieve Your Unique WebCode

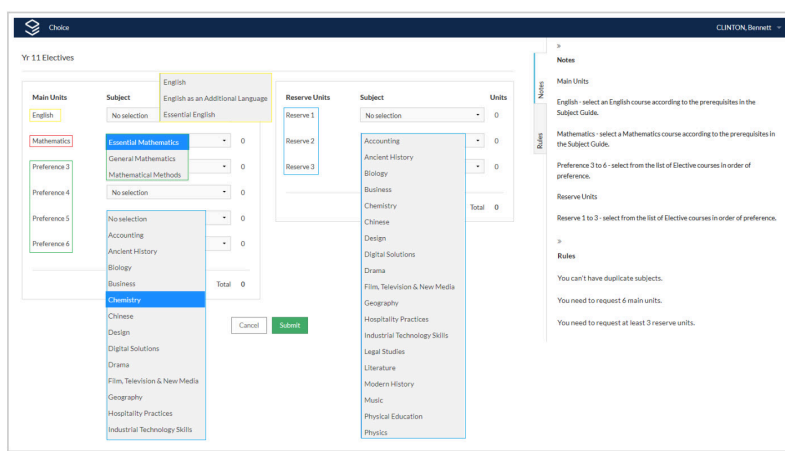
- Students check their **school email** for an automated email containing their individual **Edval WebCode**.
- *Note: Keep this code private—it is linked directly to student records.*

Step 2: Log In to Edval Choice

- Navigate to my.edval.education or click the direct portal link in the email.
- Enter the **WebCode** in the sign-in field; click **Submit**.

Step 3: Choose Your Primary Subjects & Reserves

- Use the drop-down menus to select subjects for the year.
- **Select 2 Reserve Preference Subjects** in strict order of priority. *Reserves are used only if a timetable clash occurs or if a subject cannot run.*



Step 4: Validate & Submit Online

- Click the **Submit** button at the bottom of the screen.
- **Rule Checks:** If choices do not meet VCE rules (e.g. missing an English subject or picking duplicate studies), red prompt messages will explain what needs adjustment.
- Once successfully submitted, a green confirmation screen will display the final preference summary.

Step 5: Parent Confirmation

1. **Confirmation Receipt:** Once students submit their subject preferences, they will have the option to print or email a summary of their selections for their records.
2. **Parent Approval:** A Google Form confirmation link will then be sent to the primary parent/carers email address registered in SEQTA. Parents are requested to complete this brief form to acknowledge and approve their child's subject choices.

Important Submission Rules

- **Submission Deadline:** Online portal access closes on Monday 10 August. Timetabling lines are generated based strictly on choices submitted by this date.
- **Changing Choices:** Once submitted, students will be able to update their preferences until the closing date..
- **Need Assistance?** If you lose your WebCode or experience technical difficulties please see Mr Stephen Frigo.



Subject Selection Checklist

Students:

Phase 1: Exploration & Research

- ☐ Reflect on personal strengths: Identify subjects you enjoy, perform well in, and find engaging.
- ☐ Research post-school pathways: Use the [VTAC website](#) to check prerequisite subjects for tertiary (university/TAFE) courses you are considering.
- ☐ Review Edinburgh College requirements: Ensure your plan includes compulsory subjects (English and Religion & Society or Encounter Bible) and strongly encouraged subjects (Mathematics).

Phase 2: Advice & Consultation

- ☐ Talk to subject teachers: Ask current teachers about the workload, assessment style, and expectations for subjects you are considering.
- ☐ Consult school specialists: Meet with Mrs Kohinga (Careers Advisor) or Mr Frigo (VCE Coordinator) if you are unsure about university prerequisites or custom workloads.
- ☐ Discuss options at home: Share your ideas and prospective subject list with your parents/guardians.

Phase 3: Finalising Choices

- ☐ Select a balanced program: Choose a standard load of 6 subjects (12 units per year) or confirm an approved custom load.
- ☐ Select 2 Reserve Subjects: Choose 2 backup subjects in strict order of preference in case of timetable clashes.

Phase 4: Edval Choice Online Entry

- ☐ Locate your WebCode: Check your student email inbox for your unique Edval WebCode.
- ☐ Log in: Visit [Edval Choice](#) and enter your WebCode.
- ☐ Enter primary & reserve subjects: Select your main subjects and rank your two reserves in order of priority.
- ☐ Validate and submit: Click Submit and resolve any red rule warning messages until you see the green confirmation screen.

Phase 5: Sign-Off & Submission

- ☐ Generate summary sheet: Print or download the Subject Selection Confirmation Form.
- ☐ Make sure your parent sees your Subject Selection Confirmation Form as they need to agree.



Subject Selection Checklist

Parents:

Phase 1: Guiding & Pathway Discussions

- ☐ Discuss interests & career goals: Talk with your child about their personal strengths, preferred learning styles, and future career interests.
- ☐ Review the relevant EC subject handbook: Familiarise yourself with Edinburgh College's VCE course structure, policies, and compulsory subjects.
- ☐ Attend the VCE Information Evening: Join school information sessions to learn about VCAA policies, ATAR requirements, and pathway support.

Phase 2: Reviewing Course Requirements

- ☐ Check tertiary prerequisites: Work with your child to verify that prospective subject choices satisfy prerequisites on the VTAC portal for university or TAFE courses.
- ☐ Review Mathematics recommendations: Confirm whether your child should complete Mathematics to keep tertiary options open.
- ☐ Evaluate external enrolment commitments: If considering VETDSS or distance education (VSV/VSL), review external tuition fees, travel arrangements, and independent study expectations.

Phase 3: Verification in Edval Choice

- ☐ Assist with WebCode entry: Ensure your child has accessed their student email and logged into my.edval.education.
- ☐ Review entered preferences: Double-check that all compulsory subjects are selected and primary choices match your agreed plan.
- ☐ Check reserve choices: Confirm that the 2 reserve subjects are genuine options your child is willing to study if a timetable clash occurs.

Phase 4: Final Approval & Sign-Off

- ☐ Review your child's (children's) subject choices via their downloaded Subject Selection Confirmation Form.
- ☐ Complete the EC Confirmation Parent Form that will be emailed to you.



Year 11 in 2027: a snapshot

Year 11 allows students greater latitude in their choice of subjects. The table below provides a snapshot of the subject choices available to students and the distribution of period allocations..

Year 11	
Core Subjects	
Biblical Studies • U3&4 Religion & Society • Encounter (with 4 study periods)	English U1&2
Highly Encouraged	
Mathematics • Foundation Mathematics 1&2 • General Mathematics 1&2 • Mathematical Methods 1&2	
Breadth Subjects Choose 3	
• Art 1&2 • Biology 1&2 • Business Management 1&2 • Chemistry 1&2 • Environmental Science 1&2 • Food Studies 1&2 • Health & Human Development 1&2 • Legal Studies 1&2 • Physical Education 1&2 • Physics 1&2 • Product Design & Technologies 1&2 • Psychology 1&2 • VCE VET Sport Aquatics and Rec 3&4 • Systems Engineering 1&2	

Please note: subject blocks are generated each year based on student demand—Edinburgh College's aim is to provide the greatest number of students with their preferences within reason. This process depends entirely on student choices, final timetabling can only take place after all subject selections are submitted by students.



COMPULSORY SUBJECTS

ENGLISH

Units 1 & 2 English

Course Overview	In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways.
Areas of Study / Core Topics	Unit 1: • Area of Study 1: Reading and Exploring Texts • Area of Study 2: Crafting Texts Unit 2: • Area of Study 1: Reading and Exploring Texts • Area of Study 2: Exploring Argument
Assessment Modes	• Analytical responses to texts • Written creative or persuasive pieces • Oral presentations • Annotated texts and reflections • Summaries and visual text analysis • Examinations
Future Pathways	VCE: • Students must successfully complete Unit 3 & 4 English (or approved English study) to be eligible for the Victorian Certificate of Education (VCE) • English (or approved English study) is a requirement for the calculation of the ATAR Tertiary Studies: • Mandatory VCE subject and universal prerequisite for ALL university degree courses, TAFE diplomas, and post-secondary pathways in Victoria.
Excursion & Camps	1 day



RELIGIOUS STUDIES:

In Year 11, students have the opportunity to choose between two Religious Studies pathways: VCE subject Religion and Society Unit 3 & 4 or Year 11 Encounter (unscored) Bible program.

Encounter

Course Overview	Semester 1: The Book of Daniel In the first semester, students explore the Book of Daniel, a foundational Old Testament book. This unit examines the rich historical context and profound messages within its narratives. Students will analyse social and moral lessons by studying Daniel's life and the challenges he faced in Babylon. Through these stories, valuable lessons for contemporary ethical dilemmas and personal integrity are drawn. Semester 2: Revelation and the Holy Spirit Revelation: Jesus - Worthy Conqueror Moving beyond common misconceptions, this unit emphasises the Book of Revelation as primarily about "The Revelation of Jesus Christ." Students will discover Jesus as our Hero, Deliverer, and Defender, exploring the ongoing spiritual battle and His ultimate victory. The unit highlights how Revelation provides reassurance and confidence to believers living in the last days. Holy Spirit: Leading Guide This unit explores God's direct involvement in Earth's history, focusing on the guidance of the Holy Spirit and the origins of the Seventh-day Adventist Church. Students will trace the rise of the Advent Movement and the growth of the Seventh-day Adventist Church, understanding God's leading through key individuals and the spiritual revival they experienced. Emphasis is placed on the importance of personal revival today, rooted in the grace of Christ, providing students with purpose and confidence in their walk with God.
Areas of Study / Core Topics	•
Assessment Modes	• Discussion within and contributions to group assignments • Research assignment • Oral presentation
Future Pathways	Encounter offers a rich curriculum of Bible stories and daily life applications designed to foster a deeper, personal relationship with Jesus. The Year 11 program seamlessly leads into 12, equipping students for a lifelong journey grounded in the knowledge of God's love.
Excursion & Camps	0 days



Units 3 & 4 Religion & Society

Course Overview	Unit 3: The search for meaning Over time and across cultures humanity has sought to understand the why and how of existence. In this quest for meaning humans have consistently posed big questions of life. In response to this search for meaning, various spiritual, religious, philosophical, scientific and ideological worldviews have been developed. Religion has developed answers in the form of a truth narrative: various beliefs and other aspects that have offered ways of establishing meaning, not only for human existence but also for all that exists. The aspects of religion also attempt to express and explain the nature of relationships between humans individually and collectively, between humans and ultimate reality and between humans and the rest of the natural world. Unit 4: Religion, challenge and change This unit focuses on the interaction over time of religious traditions and religious denominations and the societies of which they are a part. For a large part of human history religion has been drawn on as a truth narrative, offering a means for finding answers to the big questions of life. Religious traditions and religious denominations are in a dynamic process of engagement and negotiation with members individually and collectively, as well as with other key institutions in wider society associated with power, authority and credibility. Religious traditions and religious denominations are living institutions that interact with society and can likewise be influenced by society. They can stimulate and support society, acting as levers for change themselves and embracing or resisting forces for change within society.
Areas of Study / Core Topics	Unit 3: • Area of study 1: Responding to the search for meaning • Area of study 2: Expressing meaning • Area of study 3: Significant life experiences, religious beliefs and faith Unit 4: • Area of study 1: Challenge and response • Area of study 2: Interaction of religion and society
Assessment Modes	• Mindmap • Short answer structured questions • Oral presentation • Debate • SAC Style -open questions • Examinations
Contribution to VCE Study Score	• Unit 3: 25% • Unit 4: 25% • External Exam: 50%
Future Pathways	Tertiary Studies: • University recommended study or humanities background for courses in Theology, Philosophy, Arts, Law, International Relations, Education, Social Work, and Global Studies.
Excursion & Camps	1 day



HIGHLY ENCOURAGED

MATHEMATICS:

Units 1 & 2 Foundation Mathematics

Course Overview	Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.
Areas of Study / Core Topics	Unit 1 & Unit 2: • Area of study 1: Algebra, Number and Structure • Area of study 2: Data Analysis, Probability and Statistics • Area of study 3: Discrete Mathematics (Financial and Consumer Mathematics) • Area of study 4: Space and Measurement
Assessment Modes	• Tests • SAC Style -open questions • Examinations
Future Pathways	Tertiary Studies: • Recommended study for vocational training, TAFE diplomas, trade apprenticeships, and university courses without formal mathematics prerequisites. • Not suitable for university courses in areas such as Commerce, Engineering, and Science etc.
Excursion & Camps	0 days



Units 1 & 2 General Mathematics

Course Overview	Unit 1 & 2: General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'. Unit 2 have similar Areas of Studies, with the exception of 'Space and Measurement'.
Areas of Study / Core Topics	Unit 1: • Area of study 1: Data analysis, probability and statistics • Area of study 2: Algebra, number and structure • Area of study 3: Functions, relations and graphs • Area of study 4: Discrete mathematics Unit 2: • Area of study 1: Data analysis, probability and statistics • Area of study 2: Discrete mathematics • Area of study 3: Functions, relations and graphs • Area of study 4: Space and measurement
Assessment Modes	• Tests • SAC Style-open questions • Examinations
Future Pathways	Tertiary Studies: • University prerequisite or recommended study for courses in Nursing, Primary Education, Business, Commerce, Psychology, IT, Architecture, and Health Sciences. • Not suitable for some university courses in Commerce, Engineering, and Science.
Excursion & Camps	0 days



Units 1 & 2 Mathematical Methods

Prerequisites	• Semester 1 Examination: Achieve a minimum score of 55% in the Year 10 Mathematical Methods Pathway. • Semester 2 Coursework: Maintain a minimum average of 60% across tests leading up to subject selection. • Semester 2 Examination: Maintain a minimum average score of 55% in the Year 10 Mathematical Methods Pathway. If students drop below this criteria at the end of Year 10, they may be denied entry to VCE Mathematical Methods.
Course Overview	Unit 1 & 2: Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. The units are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.
Areas of Study / Core Topics	Unit 1 & 2: • Area of study 1: Functions, relations and graphs • Area of study 2: Algebra, number and structure • Area of study 3: Calculus • Area of study 4: Data analysis, probability and statistics
Assessment Modes	• Tests • SAC style - open and closed questions • Examinations
Future Pathways	VCE: • Essential university prerequisite for courses in Engineering, Computer Science, Biomedicine, Medicine, Commerce, Actuarial Studies, Architecture, and Physical Sciences.
Excursion & Camps	0 days



SCIENCE:

Units 1 & 2 Biology

Prerequisites	At least 55% pass mark for Year 10 tests, examinations and assignments.
Course Overview	Unit 1: In this unit students examine the cell as the structural and functional unit of life, from single celled to multicellular organisms, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement, programmed cell death and the role of stem cells. They explore cell specialisation in vascular plants and animals, and consider digestive and transport systems and the role homeostatic mechanisms play in maintaining an organism's internal environment. Unit 2: In this unit students explore DNA, meiosis, mutations, and the transmission of biological information from generation to generation. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. This significance of adaptations and the impact on species diversity is examined. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. Bioethics is explored and applied to modern reproductive techniques and practices.
Areas of Study / Core Topics	Unit 1: How do organisms regulate their functions? • Area of study 1: How do cells function? • Area of study 2: How do plant and animal systems function? • Area of study 3: How do scientific investigations develop understanding of how organisms regulate their functions? Unit 2: How does inheritance impact on diversity? • Area of study 1: How is inheritance explained? • Area of study 2: How do inherited adaptations impact on diversity? • Area of study 3: How do humans use science to explore and communicate contemporary bioethical issues?
Assessment Modes	• Tests and Examinations • Laboratory investigations • Case study analysis • Practical report or logbook annotations • Media or ethical issue analysis • Modelling, simulation, or problem-solving task • Independent Investigation and Scientific poster
Future Pathways	Tertiary Studies: • University prerequisite or recommended study for courses in Medicine, Biomedical Science, Nursing, Physiotherapy, Veterinary Science, Allied Health, and Science.
Excursion & Camps	2 days



Units 1 & 2 Chemistry

Prerequisites	Students intending to enrol in <i>Chemistry</i> must be achieving ' At Standard ' or ' Above Standard ' in their Year 10 Science subject, as indicated in their subject-specific report. A solid understanding of core scientific concepts is essential for engaging with the theoretical and practical demands of VCE Chemistry.
Course Overview	Unit 1: The development and use of materials for specific purposes is an important endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable materials and a transition towards a circular economy. Unit 2: Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.
Areas of Study / Core Topics	Unit 1: How can the diversity of materials be explained? • Area of study 1: How do the chemical structures of materials explain their properties and reactions? • Area of study 2: How are materials quantified and classified? • Area of study 3: How can chemical principles be applied to create a more sustainable future? Unit 2: How do chemical reactions shape the natural world? • Area of study 1: How do chemicals interact with water? • Area of study 2: How are chemicals measured and analysed? • Area of study 3: How do quantitative scientific investigations develop our understanding of chemical reactions?
Assessment Modes	• School-Assessed Coursework (50%): practical activities, case study analysis, data analyses, problem-solving, and a major student-designed practical poster investigation. • External Examination (50%): And end-of-year written exam.
Future Pathways	Tertiary Studies: • University prerequisite for many courses in Medicine, Dentistry, Pharmacy, Veterinary Science, Chemical Engineering, Biomedicine, and Science.
Excursion & Camps	0 days



Units 1 & 2 Environmental Science

Prerequisites	At least 55% pass mark for Year 10 tests, examinations and assignments.
Course Overview	Unit 1 & 2: VCE Environmental Science enables students to explore the interrelationships between Earth's four systems. Students examine how past and current human activities affect the environment and how future challenges can be managed sustainably. In undertaking this study, students gain an understanding of the complexity of environmental decision-making, and how innovative responses to environmental challenges can reduce pressure on Earth's natural resources and ecosystem services.
Areas of Study / Core Topics	Unit 1: How are Earth's dynamic systems interconnected to support life? • Area of study 1: How are Earth's systems organised and connected? • Area of study 2: How do Earth's systems change over time? • Area of study 3: How do scientific investigations develop understanding of how Earth's systems support life? Unit 2: What affects Earth's capacity to sustain life? • Area of study 1: How can we manage pollution to sustain Earth's systems? • Area of study 2: How can we manage food and water security to sustain Earth's systems? • Area of study 3: How do scientific endeavours contribute to minimising human impacts on Earth's systems?
Assessment Modes	• Tests • SAC Style -open questions • Examinations • Laboratory or fieldwork activity. • Analysis of data/results/case studies
Future Pathways	Tertiary Studies: • University prerequisite or science pool subject for courses in Environmental Science, Ecology, Conservation Biology, Agriculture, Sustainable Systems, and Science.
Excursion & Camps	2 days



Units 1 & 2 Physics

Prerequisites	Students intending to enrol in <i>Physics</i> must be achieving 'At Standard' or above in their current Science subject, as indicated in their subject-specific report. A solid understanding of core scientific concepts is essential for engaging with the theoretical and practical demands of VCE Physics.
Course Overview	Unit 1: In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs. Unit 2: In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.
Areas of Study / Core Topics	Unit 1: How is energy useful to society? • Area of study 1: How are light and heat explained? • Area of study 2: How is energy from the nucleus utilised? • Area of study 3: How can electricity be used to transfer energy? Unit 2: How does physics help us to understand the world? • Area of study 1: How is motion understood? • Area of study 2: How does physics inform contemporary issues and applications in society? • Area of study 3: How do physicists investigate questions?
Assessment Modes	• Tests • SAC Style -open questions • Examinations • Laboratory or fieldwork reports (with primary data) • Modelling or simulation activities • Critical analysis of data and experimental design • Infographics, media responses, or scientific posters • Real-world application reports or case studies • Student-designed practical investigation with presentation in appropriate format (e.g., scientific poster, report, oral)
Future Pathways	Tertiary Studies: • University prerequisite for some courses in Science, Aviation, Engineering and Medical imaging
Excursion & Camps	0 days



Units 1 & 2 Psychology

Course Overview	Unit 1: In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. Unit 2: In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.
Areas of Study / Core Topics	Unit 1: How are behaviour and mental processes shaped - Area of study 1: What influences psychological development? - Area of study 2: How are mental processes and behaviour influenced by the brain? - Area of study 3: How does contemporary psychology conduct and validate psychological research? Unit 2: How do internal and external factors influence behaviour and mental processes? - Area of study 1: How are people influenced to behave in particular ways? - Area of study 2: What influences a person's perception of the world? - Area of study 3: How do scientific investigations develop understanding of influences on perception and behaviour?
Assessment Modes	- Tests - SAC Style -open questions - Examinations - Case study or experiment evaluation - Data analysis of primary and/or secondary data - Simulation or modelling activities - Report on a scientific investigation with primary data
Future Pathways	Tertiary Studies: University prerequisite or recommended study for courses in Psychology, Behavioural Science, Health Sciences, Nursing, Criminology, Social Work, and Allied Health.
Excursion & Camps	1 day



HEALTH & PHYSICAL EDUCATION:

Units 1 & 2 Health & Human Development

Course Overview	Unit 1: In this unit, students explore health and wellbeing as a concept with varied and evolving perspectives and definitions. They come to understand that it occurs in many contexts and is subject to a wide range of interpretations, with different meanings for different people. As a foundation to their understanding of health, students investigate the World Health Organization's (WHO) definition and other interpretations. They also explore the fundamental conditions required for health as stated by the WHO, which provide a social justice lens for exploring health inequities. Unit 2: In this unit, students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. They explore the changes and expectations that are integral to the progression from youth to adulthood. Students apply health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students explore health literacy through an investigation of the Australian healthcare system from the perspective of youth and analyse health information.
Areas of Study / Core Topics	Unit 1: Understanding health and wellbeing • Area of study 1: Concepts of health • Area of study 2: Youth health and wellbeing • Area of study 3: Health and nutrition Unit 2: Managing health and development • Area of study 1: Developmental transitions • Area of study 2: Youth health literacy
Assessment Modes	• Tests • SAC Style -open questions • Examinations • Written reports (e.g. research investigation, media analysis, blog posts) • Visual presentations (e.g. concept/mind map, infographic, digital poster) • Oral presentations (e.g. debate, podcast)
Future Pathways	Tertiary Studies: • University prerequisite or recommended study for courses in Public Health, Health Promotion, Nursing, Midwifery, Occupational Therapy, Social Work, Global Health, and Health Sciences.
Excursion & Camps	0 days



Units 1 & 2 Physical Education

Practical Requirement	A minimum of 20 hours of practical activity per unit
Course Overview	Unit 1: In this unit, students explore how the musculoskeletal and cardiorespiratory systems work interactively to produce human movement. Through theoretical study and practical activities, students analyse the structure and function of key anatomical components and evaluate how body systems adapt at varying exercise intensities. Students investigate common musculoskeletal injuries and conditions, evaluating evidence-based prevention, minimization, and management strategies. Additionally, the unit examines performance enhancement, critically assessing the ethical implications, perceived physiological benefits, and potential health risks of both permitted and prohibited practices. Unit 2: This unit examines physical activity, sport, and exercise through a participatory lens. Students explore diverse forms of movement and analyse how physical activity and sedentary behavior influence personal health, wellbeing, and community outcomes. By studying various population groups and contexts, students assess the factors that facilitate or hinder participation and evaluate strategies designed to promote active, lifelong movement habits.
Areas of Study / Core Topics	Unit 1: The human body in motion - Area of study 1: How does the musculoskeletal system work to produce movement? - Area of study 2: What role does the cardiorespiratory system play in movement? Unit 2: Physical activity, sport, exercise and society - Area of study 1: How do physical activity, sport and exercise contribute to healthy lifestyles? - Area of study 2: What are the contemporary issues associated with physical activity and sport?
Assessment Modes	- Tests - SAC Style -open questions - Examinations - Reports, case studies and data analyses - Presentations (oral, visual, digital) - Participation in physical activities and recording of data - Evaluation and reflection through a reflective folio
Future Pathways	Tertiary Studies: - University prerequisite or recommended study for courses in Exercise and Sport Science, Physical Education Teaching, Physiotherapy, Sports Management, Human Movement, and Health Sciences. Future careers: - Physiotherapist, Osteopath, Chiropractor or Occupational therapist. - Sport scientist, Performance analyst or Strength and Conditioning coach. - PDHPE Teacher or High performance sports coach.
Excursion & Camps	0 days



Units 3 & 4 Sport, Aquatics & Recreation

(VET - Certificate III)

Prerequisites	Full for completion of the Certificate III students must have successfully completed Unit 1 & 2 Sport, Aquatics and Recreation
Course Overview	Unit 3 & 4: This qualification prepares students for roles supporting the day-to-day operation of sport, leisure and aquatic facilities. Learners develop well-rounded skills in customer service, supervising activities, responding to emergencies, maintaining equipment and venues and assisting with the planning and delivery of sport and recreation programs. This qualification provides a pathway to work for any type of sport, aquatic or recreation organisation including commercial, not-for-profit, community and government organisations.
Areas of Study / Core Topics	• BSBWHS308 - Participate in WHS hazard identification, risk assessment and risk control processes • SISXPLD004 - Facilitate groups • SISSSCO001 - Conduct sport coaching sessions with foundation level participants • SISXPLD002 - Deliver recreation sessions
Assessment Modes	• IVET Portal online written tasks • Observation & demonstrations of skills & competencies • Exams
Future Pathways	VCE: • VCE/VET Sport, Aquatics and Recreation Units 3 & 4 (directly contributing to the student's ATAR). • Year 12: Potential to pathway into Units 3&4 Physical Education (leading to a further contribution to the ATAR) Employment: • Certificate III Sport, Aquatics and Recreation • Improved employability in sport, fitness, recreation, and community roles as well as the certification necessary for casual employment with the College post-graduation. Tertiary Studies: • Nationally recognized VET pathway and ATAR-contributing study for diploma and degree courses in Sport Management, Sport Development, Exercise and Sport Science, Outdoor Recreation, and Event Management.
Excursion & Camps	0 days



COMMERCE

Units 1 & 2 Accounting

Course Overview	Unit 1: This unit explores the establishment of a business and the role of accounting in determining business success or failure. Students analyse, interpret, and evaluate the business's performance using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Unit 2: This unit explores the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. They analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets.
Areas of Study / Core Topics	Unit 1: The Role of Accounting in Business • Area of study 1: The Role of Accounting. • Area of study 2: Recording Financial Data and Reporting Accounting Information for a Service Business. Unit 2: Accounting and Decision-Making for a Trading Business • Area of study 1: Accounting For and Managing Inventory. • Area of study 2: Accounting For and Managing Accounts Receivable and Accounts Payable. • Area of study 3: Accounting For and Managing Non-Current Assets.
Assessment Modes	• Academic Courseworks. • Commercial case studies. • Forensic analysis and presentations. • Information and communication technology (ICT) for finance. • School-Assessed Courseworks (SACs).
Future Pathways	Tertiary Studies: • University prerequisite or recommended study for courses in Commerce, Accounting, Finance, Business, Economics, Banking, and Financial Planning.
Excursion & Camps	1 day

Units 1 & 2 Business Management

Course Overview	Unit 1: Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing. Unit 2: This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.
Areas of Study / Core Topics	Unit 1: Planning a business • Area of study 1: The business idea • Area of study 2: Internal business environment and planning • Area of study 3: External business environment and planning Unit 2: Establishing a business • Area of study 1: Legal requirements and financial considerations • Area of study 2: Marketing a business • Area of study 3: Staffing a business
Assessment Modes	• Tests • SAC Style -open questions • Examinations • Case study analysis • Short- and extended-answer questions • Business research report • Feasibility study or business plan
Future Pathways	Tertiary Studies: • University prerequisite or recommended study for courses in Business, Commerce, Marketing, Entrepreneurship, Human Resources, Event Management, and International Business.
Excursion & Camps	0 days

Units 1 & 2 Legal Studies

Course Overview	Unit 1: This unit explores the understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students investigate the principles of justice to understand how the legal system operates and whether it achieves just results. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. Unit 2: This unit explores the civil law environment and its purpose in protecting the rights of individuals. Students investigate the key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. They apply knowledge through an investigation of civil cases, develop an understanding of how human rights are protected, investigate a contemporary human rights issue, and identify possible reforms to the protection of human rights in Australia.
Areas of Study / Core Topics	Unit 1: The Presumption of Innocence • Area of study 1: Legal Foundations. • Area of study 2: Proving Guilt. • Area of study 3: Sanctions. Unit 2: Wrongs and Rights • Area of study 1: Civil liability. • Area of study 2: Remedies. • Area of study 3: Human rights.
Assessment Modes	• Academic Courseworks. • Legal case studies. • Moot courts. • School-Assessed Courseworks (SACs).
Future Pathways	Tertiary Studies: • University prerequisite or recommended study for courses in Law, Criminology, Criminal Justice, Legal Studies, Global Studies, Politics, and Business Law.
Excursion & Camps	1 day



CREATIVE AND APPLIED ARTS

Units 1 & 2 Art Creative Practice

Course Overview	Unit 1: In Unit 1, students use Experiential learning in Making and Responding to explore ideas through the Creative Practice. As both artist and audience, they trial materials, techniques, and processes across at least three art forms to develop a unique visual language. By applying the Structural and Personal Lenses, students analyse how personal identity and interests are communicated in their own work and in the practices of historical and contemporary artists Unit 2: In Unit 2, students use Inquiry learning to investigate the powerful connection between art and society. They focus on the Cultural Lens to explore how beliefs, values, and traditions influence artistic practices across different cultures and periods of time. Through collaborative practice, students work together to resolve a finished artwork that addresses a social or cultural issue, using audience feedback from a critique to refine their final presentation
Areas of Study / Core Topics	Unit 1: Interpreting artworks and exploring the Creative Practice • Area of study 1: Artists, artworks and audiences • Area of study 2: The Creative Practice • Area of study 3: Documenting and reflecting on the Creative Practice Unit 2: Interpreting artworks and developing the Creative Practice • Area of study 1: The artist, society and culture • Area of study 2: The collaborative Creative Practice • Area of study 3: Documentation of collaboration using the Creative Practice
Assessment Modes	• Tests • SAC Style -open questions • Examinations • Visual journals and annotated visual reports • Oral presentations or critiques • Finished artworks and visual responses • Extended written reflections and digital portfolios • Exploration tasks across multiple art forms
Future Pathways	Tertiary Studies: • University prerequisite/selection task requirement or recommended study for courses in Fine Arts, Graphic Design, Animation, Architecture, Concept Art, Fashion, and Visual Arts.
Excursion & Camps	2 days

Units 1 & 2 Food Studies

Course Overview	Unit 1: In this unit students focus on food from historical and cultural perspectives, and investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into one particular food-producing region of the world. Unit 2: In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.
Areas of Study / Core Topics	Unit 1: Food origins • Area of study 1: Food around the world • Area of study 2: Food in Australia Unit 2: Food makers • Area of study 1: Australia's food systems • Area of study 2: Food in the home
Assessment Modes	• Tests • SAC Style -open questions • Examinations • Practical tasks based on design briefs • Reflection on three practical activities and two records of practical tasks (Visual report, oral or video presentation, or short written report)
Future Pathways	Tertiary Studies: • University prerequisite or recommended study for courses in Food Science, Nutrition, Dietetics, Health Sciences, Hospitality Management, Agriculture, and Food Technology.
Excursion & Camps	0 days

Units 1 & 2 Product Design and Technologies

Prerequisites	It is preferred that students have completed Year 10 Design Technologies
Course Overview	Unit 1: In this unit students explore the designer-maker role, using the Double Diamond approach to transform real-world needs into innovative physical products. Students engage in divergent and convergent thinking and speculative strategies to research and refine ideas. They use appropriate manual and digital drawing systems for graphical concepts, ratifying them through material testing and prototyping. Finally, they implement a scheduled production plan to safely manufacture a product, demonstrating technacy while managing team responsibilities. Unit 2: In this unit students explore how inclusive product design supports belonging, access, usability, and equity. Students investigate professional designers and critique products using the factors that influence design to identify market opportunities for positive impact. By applying creative, critical, and speculative thinking, they formulate a detailed end-user profile to design and safely manufacture an inclusive product that improves a user's quality of life. Students apply a cultural lens to understand how Aboriginal and Torres Strait Islander perspectives shape design and influence consumer choices.
Areas of Study / Core Topics	Unit 1: Design practices • Area of study 1: Developing and conceptualising designs • Area of study 2: Generating, designing and producing Unit 2: Positive impacts for end users • Area of study 1: Opportunities for positive impacts for end users • Area of study 2: Designing for positive impacts for end users • Area of study 3: Cultural influences on design
Assessment Modes	• Tests • SAC Style -open questions • Examinations • Multimodal records: • Practical work • Case studies and research inquiries • Reflection and evaluation
Future Pathways	Tertiary Studies: • University prerequisite/selection task requirement or recommended study for courses in Industrial Design, Architecture, Product Design, Interior Design, Furniture Design, and Fashion Technologies. Employment: • Trades: furniture design and production, CAD and drafting, boiler making, pattern making, toolmaking • Future growth sectors such as: Circular & Sustainable Design, Smart Products & IoT, Assistive & Medical Tech and Additive Manufacturing Specialist.
Excursion & Camps	1 day



Units 1 & 2 Systems Engineering

Prerequisites	It is preferred that students have completed Year 10 Design Technologies
Course Overview	Unit 1: In this unit, students explore the evolution of engineering from historical milestones to Aboriginal and Torres Strait Islander cultural influences. Students investigate foundations like sensors, circuit diagrams, and microcontrollers, but primarily use a professional systems engineering process to build operational systems. Sustainable design is a central theme, tasking students to create environmentally and socially responsible solutions. By managing projects with agile principles and documenting progress in a multimodal record of evidence (digital portfolio), students develop vital critical thinking and safe work habits. This practical foundation prepares them for future careers in engineering and manufacturing. Unit 2: In this unit students explore the evolution of mechanics, from historical innovations to the traditional engineering tools of Aboriginal and Torres Strait Islander peoples. Students investigate the six simple machines—including levers, pulleys, and gears—to master the transformation of energy and motion. Using the systems engineering process, they build operational mechanical systems with a focus on inclusive design, creating solutions that address diverse human needs like mobility aids. By applying agile principles and documenting their work in a multimodal record of evidence, students develop the critical thinking and technical skills essential for future engineering careers.
Areas of Study / Core Topics	Unit 1: Electrotechnological systems design • Area of study 1: Electrotechnological systems design and society • Area of study 2: Creating electrotechnological systems design Unit 2: Mechanical systems design • Area of study 1: Evolution of mechanical systems design • Area of study 2: Creating mechanical systems
Assessment Modes	• Tests • SAC Style -open questions • Examinations • Practical work • Presentations • Diagnostic analysis and evaluations
Future Pathways	Tertiary Studies: • University prerequisite or recommended study for courses in Mechatronics, Robotics, Electrical Engineering, Mechanical Engineering, Computer Systems, and Applied Technologies. Employment: • Trades: Electrotechnology / Electrician, Fitter & Machinist / Mechanical Trade, • Future growth sectors: Renewable Energy & Battery Storage, Autonomous Systems & Drones , Industry 4.0 & Automation, Assistive & Medical Tech.
Excursion & Camps	1 day



Appendices

External Enrolments

To enquire about external study options—including continuing any external program in which you are currently enrolled (such as Virtual School Victoria, Victorian School of Languages, or external VET)—please contact Mr Stephen Frigo (VCE Coordinator).

Important Considerations:

- Limited Places: Places in external courses fill rapidly; prompt application is essential to secure enrolment.
- Additional Costs: Please be aware that external enrolments incur additional tuition and material fees separate from standard Edinburgh College tuition.

Extracurricular Programs

Duke of Edinburgh Award (begins Year 9)

This Award is a leading structured youth development program, empowering all young Australians aged 14-24 to explore their full potential and find their purpose, passion, and place in the world, regardless of their location or circumstance. To earn an Award, each young person must learn a skill, improve their physical well-being, volunteer in their community, and experience a team adventure in a new environment. Key elements include:

Three levels: Bronze, Silver, and Gold – each progressively more challenging.

Four Sections:

- Physical Recreation,
- Skills, Voluntary Service,
- Adventurous Journey,
- Gold Residential Project (Gold Level only).

Achieving an Award recognises individual goal setting and self-improvement through persistence and achievement.

Time Requirements:

- Bronze – minimum 6 months
- Silver – minimum 6 months if completed Bronze, otherwise 12 months for direct entrants
- Gold – minimum 12 months if completed Silver or 18 months for direct entrants

The EC Year 9 Challenge program achieves the adventurous journey components of the Duke of Edinburgh program. Other components can be completed outside of school.

Days out of the classroom - 0

Private Tennis Coaching

Private tennis lessons are available each week (utilising the college tennis courts), for interested students to become involved in. Our excellent coaches help to develop the innate potential of their students to develop players who are strong and resilient. Players who can problem solve in high-pressure situations show strength of character, self-control, persistence, and respect for others.

Days out of the classroom - 0



Senior Band

Edinburgh College boasts its own Senior Band. The band rehearses after school every Thursday during the school term from 3:45 pm - 5:00 pm and performs at a variety of venues: local primary schools, nursing homes, school chapels, Churches, school Band Showcases, and the Victorian School's Music Festival. An exciting and rewarding component of the school band is touring - taking the Senior Band 'on the road'. The Senior Band toured Christchurch, New Zealand in 2018, Tasmania in 2019, South NSW in 2022, Queenstown, New Zealand in 2023, South Australia in 2024, and Lake Macquarie, N.S.W. in 2025

Days out of the classroom - 4

Secondary Production

Every second year, secondary students at Edinburgh College are invited to be part of the school production—an exciting opportunity to embrace the stage and experience the power of performance. This program not only allows students to grow artistically but also helps build confidence, creativity, and strong communication skills.

Being involved in the production nurtures a wide range of personal and interpersonal skills such as teamwork, resilience, self-discipline, and time management. Students develop lifelong friendships and create unforgettable memories through this shared creative journey.

The main cast rehearses every Wednesday during sports and continues into the afternoon until 5:00 pm, with additional rehearsals closer to the performance. In the lead-up to show week, students take part in two full dress rehearsals at the professional performance venue to ensure they are stage-ready.

Students involved in the production are also part of the Edinburgh College Performing Arts Academy, which provides further opportunities, including:

- CSEN competitions in drama, dance, and music
- School and community performances and outreach visits
- National and overseas performing arts tours and events

This program offers a professional and inspiring environment for students to explore their passions, build essential life skills, and shine on and off the stage.

Days out of the classroom - 7

Basketball Academy

The Edinburgh College Basketball Academy is an optional, fee-based program offering professional coaching on-site after school. The Academy is a partnership with Edinburgh College.

Coaches are highly engaging and professional, and motivated to conduct training sessions that incorporate skill development and personal fitness. The academy also has a strong mentoring component and is designed to complement the students' academic activities and the goals of the school curriculum.

For students on a Basketball scholarship participation in the academy and its weekly training is required, for other students this is an optional opportunity.

Days out of the classroom - 6

Private Music Tuition

Edinburgh College offers private music tuition before, during, and after school hours from Prep to 12. Private tuition is offered in the areas of Voice, Piano, Guitar, Percussion, Brass, and Woodwind.



Planning Space

Use the space below to plan your VCE subjects.

Example:

Year 10 Subjects	Year 11 Subjects	Year 12 Subjects
	<i>Units 1&2 English</i>	<i>Units 3&4 English</i>
<i>Units 1&2 Religion & Society</i>	<i>Units 3&4 Religion & Society</i>	<i>Yr 12 Encounter</i>
	<i>Units 1&2 General Maths</i>	<i>Units 3&4 Further Maths</i>
	<i>Units 1&2 Art</i>	<i>Units 3&4 Art</i>
	<i>Units 1&2 Business Management</i>	<i>Units 3&4 Business Management</i>
	<i>Units 1&2 Biology</i>	<i>Units 3&4 Biology</i>

Option 1:

Year 10 Subjects	Year 11 Subjects	Year 12 Subjects
	Units 1&2 English	Units 3&4 English
		Yr 12 Encounter



Option 2:

Year 10 Subjects	Year 11 Subjects	Year 12 Subjects
	Units 1&2 English	Units 3&4 English
		Yr 12 Encounter

Page 38

