

Edinburgh College

2027: Year 12 Subject Handbook





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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 Reminders & 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 Languages (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.



Revising Your VCE Program

At Edinburgh College, we recognise that dreams and plans change. If you find yourself looking towards Year 12 with a subject line-up that no longer feels right for your new goals, we encourage you to be proactive in seeking assistance. In most cases, your current VCE program can still be used to help you achieve your new dreams and plans.

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

As a general rule, Year 12 students progress directly into Units 3 and 4 of the subjects they commenced in Year 11. Consequently, students are not required to complete a formal online subject selection process in Edval Choice for Year 12.

Should you wish to request an adjustment or alteration to your Year 12 subject line-up, please book a one-on-one appointment with Mr Stephen Frigo (VCE Coordinator) to discuss your pathway and options.



Year 12 in 2027: a snapshot

As secondary school draws to a close, Year 12 represents the culmination of your academic journey at Edinburgh College. Students are encouraged to reflect on their VCE subject load and, where required, realign their program to their personal strengths, tertiary prerequisites, and future career aspirations while maintaining personal wellbeing.

The subjects listed below offer continuity with those subjects students engaged with during Year 11.

Year 12	
Core Subjects (9 lessons)	
Biblical Studies (9) • Encounter (with 4 study periods) Chapel (2)	English U3&4 (9)
Highly Encouraged (9 lessons)	
Mathematics • Foundation Maths 3&4 • General Maths 3&4 • Maths Methods 3&4	
Breadth Subjects (9 lessons) Choose 2-3	
• Art 3&4 • Biology 3&4 • Chemistry 3&4 • Food Studies 3&4 • Health & Human Development 3&4 • Legal Studies 3&4 • Physical Education 3&4 • Physics 3&4 • Product Design & Technologies 3&4	



COMPULSORY SUBJECTS

ENGLISH

Unit 3 & 4 English

Course Overview	Unit 3 & 4: In this area of study, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities to understand and explore the historical context and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways.
Areas of Study / Core Topics	Unit 3: - Area of Study 1: Reading and Responding to Texts - Area of Study 2: Creating Texts Unit 4: - Area of Study 1: Reading and Responding to Texts - Area of Study 2: Analysing Argument
Assessment Modes	- Analytical responses to texts - Written creative or persuasive pieces - Oral presentations - Annotated texts and reflections - Summaries and visual text analysis
Contribution to VCE Study Score	- Unit 3: 25% - Unit 4: 25% - External Exam: 50%
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	



RELIGIOUS STUDIES:

In Year 12, students gather under the umbrella of the Encounter Bible Program, which strongly focuses on pastoral care, personal wellbeing, and preparing students for life beyond Edinburgh College.

Allocated nine periods per week, this program includes four dedicated periods of supervised on-campus study, giving Year 12 students vital time during the school week to manage their academic workload.

Encounter

Course Overview	Year 12 Encounter Bible is a unique, non-scored subject designed to provide students with a dedicated space for spiritual exploration and personal development. Operating for five periods within a nine-period cycle, this subject prioritises in-class engagement with minimal homework requirements. The remaining four periods are allocated for personal study, allowing students to manage their workload and pursue independent learning. Encounter Bible aims to be an enriching and accessible subject that supports students' holistic development during their final year.
Areas of Study / Core Topics	My Relationships: This module encourages students to explore the complexities of human relationships through a biblical lens, fostering healthy communication, empathy, and understanding in their interactions with others. Gospel of John: A detailed study of the Gospel of John will provide students with profound insights into the life, teachings, and significance of Jesus Christ, encouraging personal reflection and spiritual growth.
Assessment Modes	• Bible study and poster
Excursion & Camps	0 days



HIGHLY ENCOURAGED MATHEMATICS:

Units 3 & 4 Foundation Mathematics

Course Overview	Unit 3 & Unit 4: Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. The areas of study for Units 3 and 4 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'. All four areas of study are to be completed over the two units, and content equivalent to two areas of study covered in each unit. The selected content for each unit should be developed using contexts present in students' other studies, work and personal or other familiar situations, and in national and international contexts, events and developments.
Areas of Study / Core Topics	Unit 3 & Unit 4: • 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
Contribution to VCE Study Score	• Unit 3: 40% • Unit 4: 20% • External Exam: 40%
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 Commerce, Engineering, and Science.
Excursion & Camps	1 day



Units 3 & 4 General Mathematics

Course Overview	Unit 3 & 4: General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'. Unit 3 comprises <i>Data analysis</i> and <i>Recursion and financial modelling</i>, and Unit 4 comprises <i>Matrices</i> and <i>Networks and decision mathematics</i>. Assumed knowledge and skills for General Mathematics Units 3 and 4 are contained in General Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of General Mathematics Units 3 and 4. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs. They should have facilities with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, statistical and financial functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.
Areas of Study / Core Topics	Unit 3 & 4: - Area of study 1: Data analysis, probability and statistics - Area of study 2: Discrete mathematics
Assessment Modes	- Tests - SAC Style-open questions - Examinations
Contribution to VCE Study Score	- Unit 3: 24% - Unit 4: 16% - External Exam: 60% (Exam 1: 30%, Exam 2: 30%)
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 3 & 4 Mathematical Methods

Prerequisites	Students need to have achieved an average of at least 45% for both Units 1 and 2 in VCE Mathematical Methods.
Course Overview	Unit 3 & 4: Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of Mathematical Methods Units 3 and 4.
Areas of Study / Core Topics	Unit 3 & 4: • 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
Contribution to VCE Study Score	• Unit 3: 20% • Unit 4: 20% • External Exam: 60% (Exam 1: 20%, Exam 2: 40%)
Future Pathways	Tertiary Studies: • Essential university prerequisite for courses in Engineering, Computer Science, Biomedicine, Medicine, Commerce, Actuarial Studies, Architecture, and Physical Sciences.
Excursion & Camps	0 days



SCIENCE:

Units 3 & 4 Biology

Course Overview	Unit 3: In this unit, students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies. Unit 4: In this unit, students consider past, present and future genetic changes and challenges to life on Earth. They study the human immune system and mechanisms that provide immunity to specific pathogens. Students consider bioethical issues and challenges related to disease. They conduct and report on an independently designed research project.
Areas of Study / Core Topics	Unit 3: How do cells maintain life? - Area of study 1: What is the role of nucleic acids and proteins in maintaining life? - Area of study 2: How are biochemical pathways regulated? Unit 4: How does life change and respond to challenges? - Area of study 1: How do organisms respond to pathogens? - Area of study 2: How are species related over time? - Area of study 3: How is scientific inquiry used to investigate cellular processes and/or biological change?
Assessment Modes	- Tests - Examinations - SACs based on Laboratory investigations, Case study analysis, Practical report or logbook annotations, Media or ethical issue analysis, Modelling, simulation, or problem-solving task and an Independent Investigation and Scientific poster
Contribution to VCE Study Score	- Unit 3: 20% - Unit 4: 30% - External Exam: 50%
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 3 & 4 Chemistry

Course Overview	Unit 3: The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment. Unit 4: Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit, students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.
Areas of Study / Core Topics	Unit 3: How can design and innovation help to optimise chemical processes? - Area of study 1: What are the current and future options for supplying energy? - Area of study 2: How can the rate and yield of chemical reactions be optimised? Unit 2: How are carbon-based compounds designed for purpose? - Area of study 1: How are organic compounds categorised and synthesised? - Area of study 2: How are organic compounds analysed and used? - Area of study 3: How is scientific inquiry used to investigate the sustainable production of energy and/or materials?
Assessment Modes	- Student-designed investigations - Laboratory or fieldwork report with primary data - Data analysis or simulation - Scientific posters, reports and presentations - Tests & Examinations
Contribution to VCE Study Score	- Unit 3: 20% - Unit 4: 30% - External Exam: 50%
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 3 & 4 Physics

Course Overview	Unit 3: In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators. Unit 4: In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.
Areas of Study / Core Topics	Unit 3: How do fields explain motion and electricity? • Area of study 1: How do physicists explain motion in two dimensions? • Area of study 2: How do things move without contact? • Area of study 3: How are fields used in electricity generation? Unit 4: How have creative ideas and investigation revolutionised thinking in physics? • Area of study 1: How has understanding about the physical world changed? • Area of study 2: How is scientific inquiry used to investigate fields, motion or light?
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
Contribution to VCE Study Score	• Unit 3: 30% • Unit 4: 20% • External Exam: 50%
Future Pathways	Tertiary Studies: • University prerequisite for some courses in Science, Aviation, Engineering and Medical imaging
Excursion & Camps	0 days



HEALTH & PHYSICAL EDUCATION:

Units 3 & 4 Health & Human Development

Course Overview	Unit 3: In this unit, students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts. They explore health and wellbeing as a global concept and take a broader approach to inquiry. Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. They extend this to health as a universal right, analysing and evaluating variations in the health status of Australians. Unit 4: In this unit, students examine health and human development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in health status over time and studying the key concept of sustainability. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade, tourism, conflict and the mass movement of people.
Areas of Study / Core Topics	Unit 3: Australia's health in a globalised world • Area of study 1: Understanding health and wellbeing • Area of study 2: Promoting health in Australia Unit 4: Health and human development in a global context • Area of study 1: Global health and human development • Area of study 2: Health and the Sustainable Development Goals
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)
Contribution to VCE Study Score	• Unit 3: 25% • Unit 4: 25% • External Exam: 50%
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 3 & 4 Physical Education

Practical Requirement	A minimum of 20 hours of practical activity per unit
Course Overview	Unit 3: This unit introduces students to principles used to analyse human movement from a biophysical perspective. Students use a variety of tools and coaching techniques to analyse movement skills and apply biomechanical and skill-acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correctly applying these principles can lead to improved performance outcomes. Unit 4: In this unit, students' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective. Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels (individual, club and elite).
Areas of Study / Core Topics	Unit 3: Movement skills and energy for physical activity, sport and exercise • Area of study 1: How are movement skills improved? • Area of study 2: How does the body produce energy? Unit 4: Training to improve performance • Area of study 1: What are the foundations of an effective training program? • Area of study 2: How is training implemented effectively to improve fitness? • Area of study 3: Integrated movement experiences
Assessment Modes	• SAC Style -open questions • 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 • Examination
Contribution to VCE Study Score	• Unit 3: 20% • Unit 4: 30% • External Exam: 50%
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.
Excursion & Camps	0 days



COMMERCE

Units 3 & 4 Legal Studies

Course Overview	Unit 3: This unit explores the Victorian justice system, which includes the criminal and civil justice systems, to uphold the principles of justice. Students investigate the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. They consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases. Unit 4: This unit explores the institutions that make and reform Australian laws. Students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. They explore the High Court's role in protecting and interpreting the Australian Constitution, the relationship between parliament and the courts in law-making, and how individuals, the media, and law reform bodies influence change.
Areas of Study / Core Topics	Unit 3: Rights and justice • Area of study 1: The Victorian Criminal Justice System. • Area of study 2: The Victorian Civil Justice System. Unit 4: The people, the law and reform • Area of study 1: The People and the Law-Makers. • Area of study 2: The People and Reform.
Assessment Modes	• Academic Courseworks. • Legal case studies. • Moot courts. • School-Assessed Coursework (SACs).
Contribution to VCE Study Score	• Unit 3: 25%. • Unit 4: 25%. • External Exam: 50%.
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 3 & 4 Art Creative Practice

Course Overview	Unit 3: In this unit, students use Inquiry and Project-based learning as starting points to develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist. Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork. The finished artwork will contribute to the Body of Work developed over Units 3 and 4. Unit 4: In Unit 4, students continue to develop their art practice through Project-based and Inquiry learning as their research and exploration continues to support the development of their Body of Work. Throughout their research, students study the practices of selected historical and contemporary artists to inform their own art practice. They use the Interpretive Lenses to analyse, compare and interpret the meanings and messages of artworks produced by the artists they study. Students also apply the Interpretive Lenses throughout the Creative Practice to resolve and refine their Body of Work.
Areas of Study / Core Topics	Unit 3: Investigation, ideas, artworks and the Creative Practice - Area of study 1: Investigation and presentation - Area of study 2: Personal investigation using the Creative Practice Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice - Area of study 1: Documentation and critique of the Creative Practice - Area of study 2: Resolution and presentation of a Body of Work - Area of study 3: Comparison of artists, their practice and their artworks
Assessment Modes	- 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 - Folio task (SAT)
Contribution to VCE Study Score	- Unit 3 & 4 SAT: 60% - Unit 4 SAC: 10% - External Exam: 30%
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 3 & 4 Food Studies

Course Overview	Unit 3: In this unit students investigate the many roles and everyday influences of food. Students explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on the gut- brain axis and how it affects not only physical but also mental health. Students analyse the scientific evidence, including nutritional rationale, behind the recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements for different stages of life. Unit 4: In this unit, students examine debates about Australia's food systems as part of the global food system and describe key issues relating to the challenge of adequately feeding a rising world population. Practical activities provide students with opportunities to apply their responses to environmental and ethical food issues, reflect on healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and consider how food selections and food choices can optimise human and planetary health.
Areas of Study / Core Topics	Unit 3: Food in daily life • Area of study 1: The science of food • Area of study 2: Food choices, health and wellbeing Unit 4: Food issues, challenges and futures • Area of study 1: Navigating food information • Area of study 2: Environment and ethics
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 (e.g. data/media analysis)
Contribution to VCE Study Score	• Unit 3: 30% • Unit 4: 30% • External Exam: 40%
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 3 & 4 Product Design & Technologies

Course Overview	Unit 3: This unit tackles global challenges through ethical and sustainable design. Students investigate industrial innovation, the Circular Economy, and emerging technologies. Using the Double Diamond approach, they research real-world needs to develop graphical concepts and physical prototypes, achieving a Final Proof of Concept. Students conclude by creating scheduled production plans with risk assessments and costings, building the technacy required for careers in engineering and sustainable manufacturing. Unit 4: This unit focuses on manufacturing the product designed in Unit 3. Students implement their production plans with high-level technacy, followed by a rigorous evaluation using end-user feedback. Finally, they apply speculative design thinking to explore how emerging technologies and Research and Development (R&D) drive innovation and entrepreneurial activity, preparing them for future-focused design careers.
Areas of Study / Core Topics	Unit 3: Ethical product design and development • Area of study 1: Influences on design, development and production of products • Area of study 2: Investigating opportunities for ethical design and production • Area of study 3: Developing a final proof of concept for ethical production Unit 4: Production and evaluation of ethical designs • Area of study 1: Managing production for ethical designs • Area of study 2: Evaluation and speculative design
Assessment Modes	• SAC Style -open questions • Examinations • Multimodal records: • Practical work • Case studies and research inquiries • Reflection and evaluation
Contribution to VCE Study Score	• Unit 3 & 4 SAT: 50% • Unit 3 & 4 SAC: 20% • External Exam: 30%
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



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.

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