

2022 Guide to the Senior Years



Gateway to Senior
YEAR 10

Certificate Pathways
VCE & VCAL

Vocational Courses
VET

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Key Contacts

Mr D Bendall dbendall@mcc.vic.edu.au
Head of Secondary

Mrs S Zarosinski szarosinski@mcc.vic.edu.au
VCE Administrator

Mrs K Barber kbarber@mcc.vic.edu.au
Head of Teaching & Learning

Mr D Waddell dwaddell@mcc.vic.edu.au
VCE Coach

Mrs K Keeling kkeeling@mcc.vic.edu.au
VET/VCAL Coordinator

Mrs A Inglis ainglis@mcc.vic.edu.au
Yr 11 and 12 Coordinator

A Word From Our Principal



Welcome to Years 10, 11 and 12 at Melton Christian College.

Through senior school, students can connect all the varied and various learnings that have led to this point in their education. Most importantly, senior schooling is a continuation of each student's search to identify their God-given gifts. In Christian education we believe that every person has a specific and wonderful contribution to make to their society; we call it their 'vocation' or 'calling'. Each of our students is guided through their senior schooling and helped along the path of identifying their 'calling' in Christ. Thus, our teachers assist students to pursue their personal best, and through that pursuit of excellence, students discover the ways the Lord can use them to positively impact their world.

Our College's leaders and teachers hold excellence as a core value. They are experienced practitioners with a passion for teaching and learning. They seek to bring out their students' best as they guide our young men and women towards optimal post-secondary options.

I look forward to wonderful partnership with parents, staff and students in the ongoing education for excellence at Melton Christian College.

Mr D Gleeson
Principal

Our Senior School Leadership Team

Success in senior school comes from treating study as a long-distance marathon, not a quick sprint.

Those who succeed in senior school are those who set manageable goals, and who follow through to reach those goals. Sometimes students who start in senior school rush through study, or they produce hasty assignments. Sometimes students start with a great flurry of energy, but their stamina soon stops and so do they. Such students do not succeed with the marathon-like demands of senior schooling.

We urge parents of senior students to stay connected. Stay connected both with your children through their senior years of schooling, and stay connected with the teachers also. Staying connected with teenagers is not difficult, it just involves doing more listening than talking. Constructive communication with your children's teachers is also not difficult, it is simply a matter of prioritising the partnership that you have with the school staff. In other words, take the time to email, take the time to attend interviews, stay in touch so that if obstacles arise, you and the teachers together can overcome them quickly.

The students of Melton Christian College are blessed to have onsite VCE exams, great resources, passionate teachers, a range of studies that include scored VET subjects that can be studied onsite and a dynamic hands-on VCAL program. There is every reason for our latest cohort of senior students to thrive in life as they strive for excellence and find their calling.

We look forward to partnering with parents in supporting our senior school students.



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Yr 11 & 12
Coordinator

Introduction

This guide contains information about the Year 10 subjects, the VCE and VCAL certificates offered at Melton Christian College. In addition, the guide outlines the VET certificates offered for Year 11 and 12 students. Each student is provided an opportunity to develop a program to suit his or her own needs and interests as they pursue their God-given calling.

Accordingly, it is very important that students consider carefully the subjects that may be needed for entry to tertiary institutions or particular careers.

Christ-Centered Education

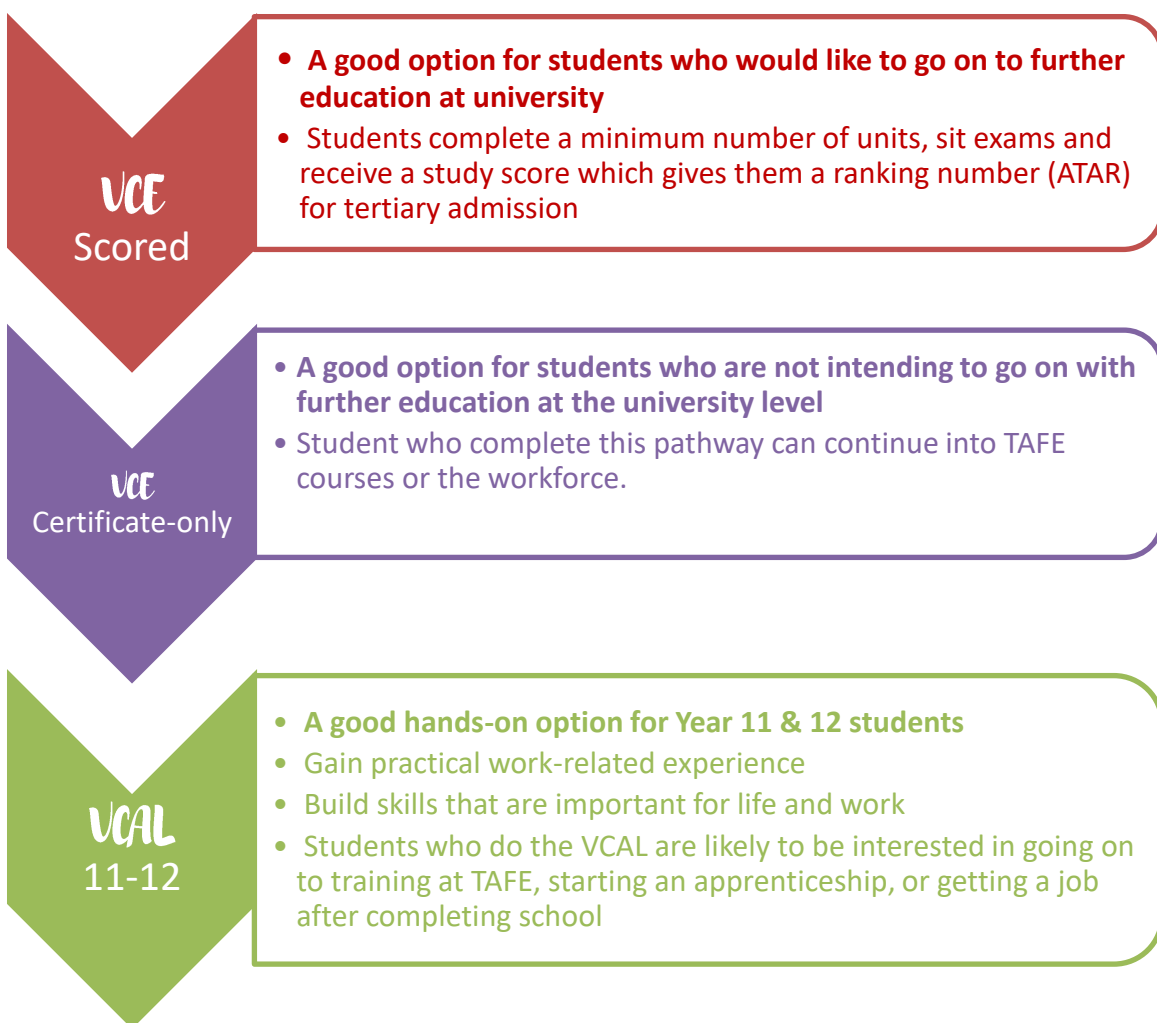
Melton Christian College provides a range of options for senior secondary schooling. Students can attain a VCE or VCAL completion certificate, and in addition can incorporate a vocational certificate into their chosen course.

However, education goes beyond mere academic or vocational training. As a Christian College, we invite students to see and understand the world through the perspective of God's word – a biblical 'lens' through which ideas, mindsets, philosophies, actions and events can be examined. The biblical narrative of God's relationship with mankind is woven throughout our curriculum from primary school to VCE.


Course Pathways – VCE, VCAL and VET

Students have a choice of three pathways to attain a secondary completion:

- the Victorian Certificate of Education (VCE) Scored;
- the Victorian Certificate of Education (VCE) Certificate-only; and
- the Victorian Certificate of Applied Learning (VCAL).



Students in either stream can also choose to incorporate a vocational certificate into their course. A VET course can be taken in Years, 10, 11 or 12 alongside the student's other subjects.

A teal-colored graphic element consisting of a large downward-pointing chevron on the left and a rounded rectangular box on the right. The chevron contains the text 'VET 10-12' in white. The rounded box contains a bulleted list of three items in teal text.

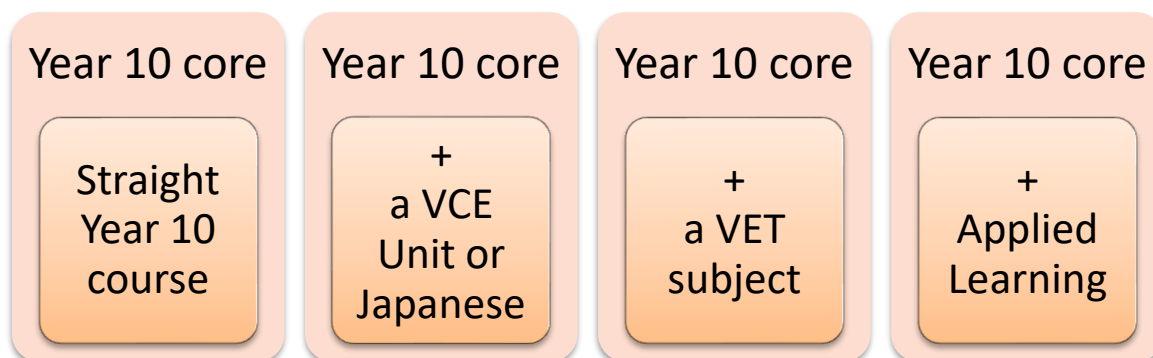
VET
10-12

- Enables students to **work towards a recognised qualification** at the same time as their VCE or VCAL certificate
- Nationally accredited modules which work towards a Certificate or Diploma, such as children's services, construction, automotive, fitness
- In 2021, four VET courses will be offered onsite

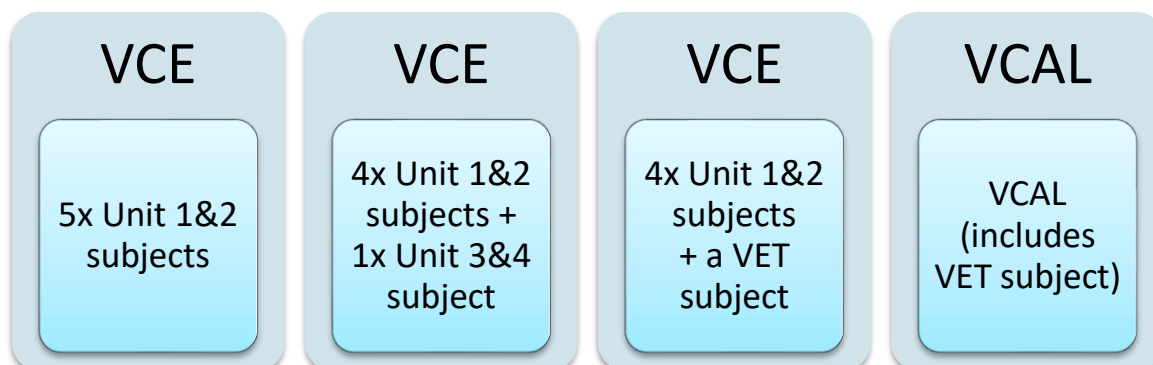
Read more about each of these options in the pages that follow

Course Options – Years 10 to 12

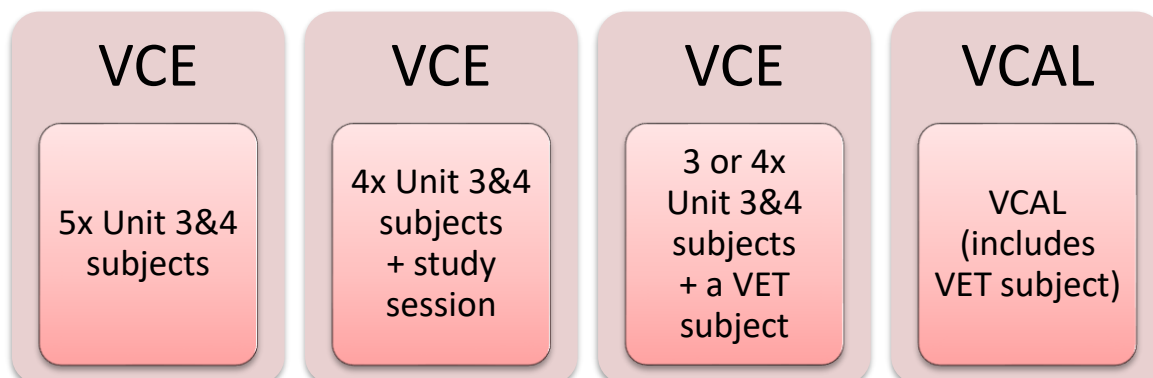
Year 10 Course Options



Year 11 Course Options



Year 12 Course Options



The Year 10 Course

Year 10 is a major preparatory year for each student's VCE/VET/VCAL pathway and subject preparation. The Year 10 timetable is modelled on the Year 11 and 12 program. This allows greater emphasis on fewer subjects and improved ability in application in all outcomes and assessments. The current timetable operates on a six-session day, with 50-minute sessions and each subject block containing ten sessions per fortnight.

Students study the following core subjects:

- Bible (full year)
- Careers (full year)
- English (full year)
- Global Citizens (full year)
- History (minimum one semester)
- Maths (full year)
- PE-Health (minimum one semester)
- Science (minimum one semester)

ELECTIVES

In addition to core subjects, students will select from the following electives to complete their program:

- Japanese (single semester)
- An additional semester of Science, History and/or PE-Health
- A VCE Unit 1&2 subject (full year – see next page for more information)
- A VET subject (full year – see the VET section of this handbook)
- Applied Learning (full year)

SUBJECT SELECTION

Students choose their subjects in preference order from 1-9. The subject preferences of all students will then be used to create the timetable blocking grid and students will be allocated to their subjects based on their preferences, ensuring that they satisfy the core subject requirements.

Whilst every effort will be made to allocate students their top preferences, due to the complexity of the timetable this might not be possible. Where students cannot be allocated their top preferences, their subsequent preferences will be taken into consideration.

VCE Elective Units in Year 10

In Year 10, students have the option of incorporating a VCE Unit 1&2 subject into their program.

BENEFITS

- Taking up an initial VCE subject at Year 10 allows students to familiarise themselves with the requirements and workload of VCE before entering the full program at Year 11
- Early uptake also enables students to complete a higher number of Unit 3/4 subjects in order to maximise their ATAR for university entrance. At MCC, we have seen Year 10 students in a Unit 1&2 subject keep up with and at times even outperform their Year 11 classmates


CHOOSING YOUR SUBJECT

If taking up this option, we recommend that students ***select the VCE subject that most interests them***. Research shows that students are more likely to maintain engagement in areas where they have an intrinsic (internal) motivation to succeed born out of interest or enjoyment.

Unit 1&2 VCE subjects on offer for Year 10 students in 2022 (subject to class sizes) are:

- | | | |
|----------------|-------------------|-----------------|
| • Biology | • Health & Human | • Legal Studies |
| • Food Studies | Development | • Accounting |
| • History | • Business | • Psychology |
| • Media | Management | • PE |
| • Computing | • Studio Art | • Japanese |
| | • Theatre Studies | |

WHERE TO FROM HERE?

- ⇒ Read more about **Year 10 subjects** on pages 30-38
 - > Each subject is listed as to whether it is **CORE** or **ELECTIVE**
 - > Subjects marked as **CORE + ELECTIVE** are compulsory for one semester, but a second semester can also be taken
- ⇒ **Unit 1&2 subjects** available at Year 10 are described in the VCE section (pages 39-62), and marked with a  **symbol** at the top of the page

The VCE is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). It is designed to be completed over a minimum of two years and includes general education curriculum components (VCE studies) and programs from Vocational Education and Training (VET) qualifications. It is internationally recognised and is used by universities and other tertiary institutions to determine eligibility for entry into their courses.

The Structure of the VCE

Each VCE study design is delivered in four semester units. Units 1 and 2 can be taken individually, but Units 3 and 4 must be taken sequentially.

Satisfactory completion of a VCE unit is based on the successful completion of outcomes. Each VCE unit comprises a set of two to four outcomes. Satisfactory completion of units is determined by the school, in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements. The learning outcomes and their assessment tasks are specified in accredited VCE study designs.

Levels of achievement for Units 1 and 2 are determined by schools and not reported to VCAA.

Levels of achievement for Units 3 and 4 sequences are assessed using School-Based Assessment and Tasks and external examinations.

Melton Christian College offers a great range of subjects. Students will take a minimum of 18 units within their VCE program (one unit is one semester's work). Students have the option of taking two units in Year 10; they take ten units in Year 11 and eight to ten units in Year 12. Normally, there are four units of work for each subject.

Most students will study 20 units over the three years; in addition, they also take the core Melton Christian College subjects of Bible, Careers and Sport, and attend regular chapel services.

There is further opportunity to complete a sixth Unit 3-4 study if a student wants six scored areas of study to enhance their Australian Tertiary Admissions Rank (ATAR).

VCE Guidelines

VCAA Rules

The Victorian Curriculum and Assessment Authority (VCAA) sets out rules which govern the way the Victorian Certificate of Education (VCE) is delivered. Students are required to abide by these rules and any rules imposed by the College. There are penalties for breaching these rules.

Registration

Students must complete the Student Personal Details form at the start of each year they enroll (Year 10, 11 and 12). This will be supplied by the VCE Administrator or a teacher. This form includes an acknowledgement that they will abide by the rules relating to the VCE including the rules of the College.

English Requirements

Three English units are a requirement to successfully complete the VCE, at least one of Unit 1 or 2, and a sequence in Units 3&4. In 2022, Melton Christian College will offer English Units 1-4.

Requirements for Satisfactory Completion of VCE

- Satisfactory completion of 16 units, including three units from English, with at least two consecutive units at Unit 3 or 4 level.
- Three sequences of Units 3 and 4 studies other than English, including VCE VET Units 3 and 4 sequences.

To satisfactorily complete a unit of study, a student must achieve a **Satisfactory** completion of **all** Outcomes in that unit of study. **Outcomes** define what students will know and be able to demonstrate as a result of undertaking a study. Each Outcome will list *Key Knowledge* and *Key Skills* that must be demonstrated as specified by the subject study design.

Attendance

The standard for adequate attendance is defined as attending 90% or more of calendared school days. In other words, inadequate attendance is attending less than 90% without a certificated medical reason, or a pre-determined reason approved by a member of the Senior School Leadership Team. A student who does not attend the College on school days without an acceptable or certified medical reason is likely to result in a formal review of their academic performance by the Senior School Leadership Team. Students who attend

less than 90% of calendared schooldays may disqualify themselves from participating in a scored VCE program.

Assessment

Satisfactory completion of a Unit is reported as S (Satisfactory) or N (Non-Satisfactory) on the VCE Certificate.

The work required for all VCE units is set by the Victorian Curriculum and Assessment Authority (VCAA) but is organised and directed by class teachers. Each VCE unit includes two to four Outcomes. These Outcomes are achieved by completing the set coursework and assessment tasks. Satisfactory completion of any unit is determined by teachers at Melton Christian College based on the guidelines provided by VCAA.

It is the intention of the College that every student be given ample opportunity to satisfactorily complete all work by the due date. Subject teachers will work with students to ensure that due dates are planned fairly and that completion of work occurs according to appropriate timelines.

An absence from an assessment will mean a zero achievement mark on that assessment unless the student provides a medical certificate and submits a *Request to Reschedule Assessment Task* form to the VCE Administrator or has a special provision approval prior to the absence. A copy of the *Request to Reschedule Assessment Task* form can be found on the Yr 11 and 12 Canvas page.

Graded assessment comprises:

- School Assessed Coursework (SAC)
- School Assessed Tasks (SAT) – practical tasks applicable to specific subjects such as Media, Software Development and Studio Art
- Exams: Units 1 and 2 - internal semester exams; Units 3 and 4 - all subjects have end-of-year exams which are externally assessed by the VCAA.

Satisfactory Completion of Units

Students receive either **Satisfactory** or **Non-Satisfactory** and an indication of the level of achievement in the task. A student must show the required skills and knowledge in an assessment to gain a **Satisfactory** result. If an assessment does not achieve this, the student will be given another opportunity to show the required skills and knowledge to achieve a **Satisfactory** result. While a **Non-Satisfactory** result may be changed to

Satisfactory, the original score for Unit 3/4 assessment tasks will be entered into the VCAA system.

SACs must be completed according to the schedule as set by each subject teacher. Students must be present at school to complete SACs on the dates when they are set. Students are given advance notice of at least one week prior to the dates of SACs so that they may prepare.

Absence from a SAC is excused for illness or serious special circumstances. However, SACs need to be conducted on the dates as advised by subject teachers and, apart from serious reasons, students must attend school to complete them. Absence due to illness requires a medical certificate. Absence due to special circumstances requires a special provision approval before the SAC date. In such situations, the College will be able to make alternative arrangements to complete the work requirements.

Rescheduling Assessment Tasks

This applies to Year 11 graded assessment tasks and Year 12 School Assessed Coursework and tasks when circumstances prevent a student from being present for an assessment task. Students can apply to reschedule an assessment task by submitting a *Request to Reschedule Assessment* form to their unit teacher. A copy of this form can be found on the Yr 11 and 12 Canvas page.

A student who presents a valid medical certificate will be granted an alternative time. Other requests will be considered by the VCE Administrator and approved on a case-by-case basis. To prevent undue advantage, an alternative but equivalent assessment task will be offered.

Rules for School-based Assessment (SACs and SATs):

- Students must comply with VCE examination rules during tests that are SACs
- Students must ensure that all work submitted is genuinely their own
- Students must ensure that all resources used are acknowledged
- Students must not receive undue assistance from another person in the preparation and submission of work
- Students may not use or copy another person's work or resources without acknowledgement
- Corrections or improvements made by another person are not acceptable
- General advice leading to self-correction is acceptable
- Students can only submit a piece of work for one Outcome and/or Unit. A piece of work may be resubmitted to improve an 'N' to an 'S'
- Students must not knowingly assist another student in a breach of rules

- Work must be submitted on time
- Where a School-Based Assessment is done outside of class time students will be required to sign an authentication record to verify the work is their own

Breach of Rules

If a teacher believes a breach of the rules for School-Based Assessment has taken place, it will be reported to the principal or a designated representative for investigation. The College may impose a penalty including:

- Formal reprimand
- Allow the work to be resubmitted if time permits
- Refuse to accept the part of the work that infringes the rules, and submit an S or an N based on the remainder of the work and/or submit a score for the remainder of the work
- Refuse to accept any part of the work if the breach is judged to merit this decision

Students will be advised in writing of the penalty. Students may appeal the decision by writing to the Chief Executive Officer of the VCAA no later than 14 days after the written decision is received from the College.

Examination Rules

Examination rules are complex and the allowed materials are different for each examination. A comprehensive list of rules and equipment is published in *VCE Exams Navigator* on the VCAA website each year and will be distributed to students prior to exams. Serious consequences may occur if these rules are breached.

Special Provision

Students may be eligible for Special Provision if students have been **significantly** adversely affected by acute or chronic illness, factors relating to personal environment or circumstance, an impairment or disability.

Special Provision may be available to students for/as:

- School-based Assessment (SACs and SATs)
- Special Examination Arrangements
- Derived Examination Score (DES)

The College determines eligibility for School-Based Assessments (SACs and SATs). The VCAA determines eligibility for Special Examination Arrangements and DES applications.

If students receive Special Provision, they are still required to complete all work to satisfactory completion and meet authentication requirements.

Special Provision for School-Based Assessment

Students may apply for Special Provision for School-Based Assessment (SACs and SATs) in writing to the Principal. The written request should include:

- The student's full name
- The nature of the reason for the application (if not, this will be discussed in an interview)
- The Special Provision requested, although this will be at the discretion of the College
- Outcomes/SACs and/or studies affected

The types of Special Provision the College can grant include:

- Rescheduling an assessment task
- Allowing extra time to complete a task
- Setting a substitute task of the same type
- Replacing a task with a task of a different kind
- Using a planned task to assess more outcomes than originally intended
- Use technology, aides or other special arrangements to undertake assessment tasks
- Deriving a score from other assessments or work already completed (where the above are feasible)

The Principal or designated representative will consider the merits of the application, consult with the teachers of the affected units and reach a decision which will be communicated in writing within 7 days of receipt of the application.

Special Examination Arrangements

Special examination arrangements may be granted by VCAA in limited circumstances. The College has copies of the Special Examination Arrangements application form and submits the application on the student's behalf.

Applications for continuing or existing circumstances must be submitted **as early as possible in the school year**; in certain situations, emergency arrangements may be approved.

Derived Examination Score (DES)

A derived examination score may be granted in circumstances where a student's performance in an examination has been significantly adversely affected by illness, injury or personal trauma or has prevented students attending an examination.

It is the student's responsibility to apply for a DES. For further details please speak to the VCE Administrator.

Students should still attend the examination and perform to their best effort, even if they have applied for a DES.

Bring Your Own Device (BYOD) Program

To assist Year 10 -12 students with their learning, the College allows personal laptops to be used at school. Laptops are only to be used for educational purposes. Students are required to adhere to the same ICT Protocols listed for iPads, such as charging their devices at home. The risk of damage or theft will be borne by the student and parents. The school cannot accept responsibility for devices brought to school. By bringing a device, students are indicating that they, and their parents, understand these conditions.

Curriculum

Curriculum is set within the following parameters:

- a) The curriculum for the VCE is specific for each subject
- b) A study design has been developed by VCAA for each VCE study. The study design describes the areas of study and outcomes and assessment procedures for each unit
- c) Schools develop courses for each unit of study according to the guidelines set out in the study designs. Within these limits there is an opportunity to design courses from a Christian perspective, particularly at Unit 1 and 2 level
- d) At Melton Christian College we aim to provide the broadest range of studies possible for our students.

All students at Melton Christian College will undertake two lessons per week of Biblical Studies. Physical activity is an important part of a healthy mind and body; therefore all Year 11 and 12 students have timetabled opportunities to participate in sport and exercise.

Most studies are designed to contain four units, each of which is one semester. Generally, students complete Units 1 and 2 in Year 10/11 and Units 3 and 4 in Year 11/12. Students

are required to complete eight 3 and 4 units but may complete up to a maximum of twelve, to enhance their ATAR score. Only Units 3 and 4 count towards the ATAR score.

It is important to note that the subject range offered fulfils the prerequisite subject requirements of a wide variety of tertiary institutions and TAFE colleges, thus providing a pathway for our students to further training and into a wide range of career paths.

Subject Selection

For the student intending to pursue tertiary studies, subjects chosen for VCE are critical. Many subjects are highly recommended to be studied in Year 11 before they can be attempted in Year 12. It is possible to undertake some Year 12 studies without these having been studied in Year 11, although this provides an extra challenge.

Students make choices for a two-year program of study. In addition to the compulsory English requirement (see page 12), students select other subjects which make up the required units of study for the VCE.

In selecting subjects/units students should:

- Choose subjects they are good at and enjoy
- Seek advice from teachers and parents
- Speak with teachers of the subjects that interest them to find out more
- Choose alternatives if their first choice becomes unavailable
- Go to university and TAFE Open Days, held throughout the year
- Check the VTAC website for all prerequisites relevant to any tertiary courses they may be interested in
- Consider career choices and know if a VET subject will assist in employment opportunities
- NOT choose a subject because they have heard it's easy, because their friends have chosen it or because they like the teacher who *might* be teaching it

Careers teachers, VCE Coach, Yr. 11 and 12 Coordinator, VET/VCAL Coordinator, homeroom teachers or other staff will talk with students to assist them in selecting the relevant subjects to meet their needs as well as fulfil the requirements of the VCE.

Students are also advised to keep their options open in other areas, so they have a wider choice of further training and employment.

Change of subjects

At the end of Year 11, students can make changes to their selected programs. However, they need to seek advice and approval from the VCE Administrator, relevant subject teachers and parents before changes are made.

Any changes to subjects selected for the new year must be finalised by Friday of Week 2 in Term 1 of the following year and only by prior consultation with the VCE Administrator and submission of an *Application for Subject Change – Senior Secondary*.

Changes may also be considered between semesters one and two and must be finalised by Friday of Week 9 of Term 2 following the same process.

Tertiary Selection

By the end of Term 3 in Year 12, students need to register with VTAC online and nominate up to eight preferences for studying in tertiary institutions in Victoria. Students can also apply for tertiary courses in other states of Australia. The Victorian Tertiary Admissions Centre (VTAC) acts on behalf of participating universities, TAFE institutes and other providers, facilitating and coordinating the joint course selection system. Applications and documentation are received from applicants, processed, and forwarded on to the chosen institutions. Once course authorities have made offers for course places, VTAC sends a letter of offer to the applicant.

VTAC processes applications for the following undergraduate courses:

- Bachelor Degrees that generally require three to four years full time study
- Advanced Diplomas that generally require at least two years full time study
- Diplomas that generally require two years of full time study
- Certificate IV, Diploma and some limited Bachelor courses at TAFE institutions

Special Entry Access Schemes – SEAS

The Student Equity and Access Scheme (SEAS) is a method of gaining special consideration for entry to university and TAFE courses. SEAS is relevant for students who have been disadvantaged during their school life or in Year 12. This disadvantage may be for several reasons, including – financial background, medical conditions and difficult circumstances. Students can apply for SEAS once they have lodged course applications in their online VTAC Account. The information on the single application is sent to all the courses the student applies for.

Each student is responsible for their own SEAS submission. For more information, visit <http://www.vtac.edu.au/who/seas.html>

Tertiary Entrance and the ATAR

Students must satisfactorily complete their VCE, which will include Units 3 and 4 of English.

For scoring purposes, an Australian Tertiary Entrance Rank (ATAR) is compiled using all school-based assessment tasks and examination results.

- The ATAR is based on a combination of the student's study scores in English, English Language or Literature, as well as scores for the best three other subjects (called the primary four) and 10% of scores for any fifth or sixth subjects
- VET (Vocational Education and Training) Units 3-4 that have a Scored Assessment can be counted in the primary four, or as the fifth or sixth study
- VET studies that are unscored (do not have assessment tasks and exams) can only count as the fifth or sixth study
- The study scores will be adjusted or scaled by a comparison process to ensure that it is not easier or more difficult to get similar results in different studies

Course Prerequisites

Many tertiary institutions have set out their prerequisites (i.e., studies which must be satisfactorily completed) and have named studies which must be included for all their courses. Some institutions also specify portfolios or interviews as part of their selection process, as well as expected study scores for certain subjects.

Career Advice

Students are provided with ongoing support in career direction and planning throughout the senior secondary years. This includes:

- Dedicated Careers classes at Years 9-12
- Participation in the Work Experience program at Year 10
- Participation in a work readiness program at Year 10
- Excursions to careers and study expos, and university open days
- Assistance in tertiary course selection, VTAC preferences and applications for Year 12 students
- Access to Careers Corner, noticeboard and resources including tertiary study course guides, career pamphlets, gap year options, VTAC publications and more

Students and parents are welcome to contact the careers teacher, VCE Coach, Yr. 11 and 12 Coordinator or VET/VCAL Coordinator at any time to arrange an appointment.

VCAL (Victorian Certificate of Applied Learning)

VCAL
11-12

The Victorian Certificate of Applied Learning (VCAL) is a senior secondary certificate that provides the student with practical work-related experience, as well as literacy and numeracy skills that are important for life and work.

Like the VCE, the VCAL is a senior secondary qualification and a pathway to many careers and future education.

VCAL gives the students the ability when completed to go to a TAFE institute or university, do an apprenticeship or traineeship, or start a job when you finish school.

The course is flexible and enables you to undertake a study program that suits your interests and learning needs.

VCAL at MCC

A typical VCAL study program combines structured classes at our College, a VET certificate day off-campus and Structured Workplace Learning during the year.

VCAL classes run onsite by our VCAL staff team provide a supportive and collegial environment to enable students to meet required outcomes. Curriculum is delivered in a combination of structured classroom teaching and learning, and exciting projects which provide hands-on experience in diverse areas. Each year, projects are selected to motivate and challenge students; these ventures also enhance the MCC and wider community.

Current and past projects include:

- Design and construction of sets for the annual musical
- A landscaping project in which students designed and constructed a dry riverbed, walking bridge, seating areas and the planting of Australian natives in the senior secondary area
- Catering for College functions
- Construction of a community garden offsite
- Planning and implementation of fundraisers
- Establishing and operating small businesses
- Running an onsite café with a fully operational coffee machine selling hot beverages to staff and senior students

The VCAL timetable

VCAL classes are timetabled in the same manner as VCE classes in the five-block timetable. Students attend classes on campus every day and follow a timetable for their four core subjects. They also take Melton Christian College subjects of Bible, Sport and Careers and attend chapel services in their year level.

Attendance

The standard for adequate attendance is defined as attending 90% or more of calendared school days. In other words, inadequate attendance is attending less than 90% without a certificated medical reason, or a pre-determined reason approved by the VET/VCAL Coordinator. A student who does not attend the College on school days without an acceptable or certified medical reason is likely to result in a formal review of their academic performance by the VET/VCAL Coordinator.

Structured Workplace Learning (SWL)

In order to meet the requirement of 100 hours of work placement, students will complete four weeks of SWL per year. This entails two two-week placements, one in Term 2 and the other in Term 3.

Students undertaking School Based Apprenticeships and traineeships may also negotiate regular work placements on a case-by-case basis.

VCAL Award Levels

The VCAL Certificate has three award levels. Students will either start at Foundation or Intermediate and each level take on average a year to complete.

VCAL (Foundation)

At this level the focus is on basic and preparatory knowledge and employability skills. There is also a strong emphasis on literacy and numeracy skills.

VCAL (Intermediate)

At Intermediate level the focus is on knowledge and employability skills development that leads to independent learning, confidence and a higher level of transferable skills.

VCAL (Senior)

At Senior level the focus is on knowledge and employability skills that lead to a high level of interpersonal skills, independent action and achievement of tasks that require decision making and leadership.

The three qualification levels provide flexible entry and exit points for a range of student abilities and interests and offer a clear progression of skills, knowledge and attitudinal development.

What do I study in VCAL?

A full VCAL certificate is made up of ten units of class time and homework/project/study time. The units comprise a combination of four curriculum areas called **strands**:

1. Literacy (English) and Numeracy (Maths)
2. Industry Specific Skills (units from a Vocational Education and Training course)
3. Work Related Skills
4. Personal Development Skills

Strand 1 - Literacy & Numeracy

Students must complete at least one unit of Literacy, and one unit of Numeracy. These are timetabled classes via a combination of structured lessons and hands-on practical application. For example, Numeracy components may be assessed in design of a garden landscape, or in constructing sets and backdrops for the school musical; Literacy components can be assessed in written proposals or verbal pitches of projects to stakeholders.

Literacy Skills - Reading and Writing:

The curriculum for Literacy skills reading and writing units is designed to develop student knowledge, skills and attributes relevant to reading and writing, and their practical application in the contexts of everyday life, family, employment, further learning and community.

Literacy skills corresponding with these social contexts include reading and writing for:

- self-expression
- practical purposes
- knowledge
- public debate.

Literacy Skills - Oral Communication:

In this unit students focus on the purposes of communication: developing an understanding of how language will vary with audience and purpose. They consider non-verbal communication and its importance and further develop their listening skills. At the end of the unit, they will be able to use and respond to spoken language including some unfamiliar materials within a variety of contexts.

Numeracy Skills:

The curriculum for Numeracy skills unit 1 is designed to develop student knowledge, skills and attributes relevant to identifying, applying and communicating mathematical information in the contexts of everyday life, family, employment, further learning and community.

Numeracy skills corresponding with these social contexts include mathematical knowledge and techniques, financial literacy, planning and organising, measurement, data, representation, design, problem-solving, using software tools and devices, and further study in mathematics or related fields.

Strand 2 – Industry Specific Skills

A students' VCAL program must include industry specific units from VET certificates. The range of VET options is broad, and includes automotive, building and construction, business, childcare, hair and beauty, health, multimedia, and sport and recreation.

A small selection of VCE subjects also contribute to Industry Specific Skills requirements.

Refer to the VET section of this Handbook for more information on VET course selection.

Structured Workplace Learning (SWL) as part of their VCAL course, students will participate in SWL in a field aligned with their VET course they are studying. This occurs in 2-week blocks in Term 2 and Term 3.

Strand 3 – Work Related Skills Unit 1 & Unit 2

The curriculum for the Work Related Skills units is designed to develop employability skills, knowledge and attributes valued within community and work environments as a preparation for employment. The development of employability skills provides learners with a capacity to consider and choose from the range of pathways. The development of occupational health and safety knowledge prepares learners for the workplace.

Strand 4 – Personal Development Skills Unit 1 & Unit 2

The purpose of the VCAL Personal Development Skills Strand is to develop student knowledge, skills and attributes that lead to self-development and community engagement through:

- family, social, community and environmental responsibilities
- resilience, self-esteem and efficacy
- health and wellbeing
- valuing participation in a democratic society

Unit 1 focuses on the development of appropriate knowledge, skills and attributes in relation to:

- resilience, self-esteem and efficacy
- health and wellbeing
- family and social connectedness
- environmental awareness
- critical and creative thinking
- planning and organisational skills
- problem-solving and interpersonal skills

Unit 2 focuses on the development of appropriate knowledge, skills and attributes in relation to:

- community engagement
- social and environmental awareness
- participation in a democratic society
- social connectedness
- critical and creative thinking
- planning and organisational skills
- problem-solving and interpersonal skills

This can be achieved through participation in activities related to the self, including health and wellbeing and educational, social or family experiences of a practical nature.

VCAL Assessment

All VCAL units are competency-based. To be credited with a VCAL unit, a student must demonstrate competency in the Learning Outcomes required for that unit. A range of assessment methods are used. Any assessment given will take into account and provide for

recognition of prior learning. All competency-based assessment methods must be flexible, valid, reliable and fair.

Assessment methods may include but are not restricted to: students' self-assessment, teacher observations/checklists, reflective journals, oral presentations, written text, physical demonstration of understanding, discussion, debates, role plays, folio of tasks, photo journals, performance of practical tasks, awards for recognised programs.

What Must I do to Receive a VCAL Certificate?

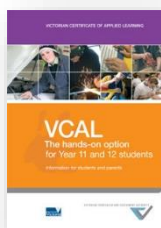
A student is awarded a certificate when they gain credits for 10 units that fulfil the minimum requirements for their learning program. A credit is gained for successful completion of a unit of study. A unit of study can be:

- one VCAL unit
- one VCE unit
- 90 hours for VET modules or units of competence and/or Further Education (FE) modules

Each unit of study must be justified against the purpose statement for one of the four VCAL curriculum strands. A student's VCAL learning program must include:

- a minimum of two VCAL units
- at least one literacy unit
- at least one numeracy unit
- at least one unit from the Industry Specific Skills strand (at the Intermediate and Senior levels this must include a unit of study from a VET qualification)
- at least one unit from the Work Related Skills strand
- at least one unit from the Personal Development Skills strand
- at least six credits at the level or above, of which one must be Literacy, and one VCAL Personal Development Skills unit

The VCAL Coordinator and teaching team will develop the student's VCAL program to suit their specific learning needs and interests.



Find out more!

Download the ***VCAL - The Hands-On Option for Year 11 & 12 Students Information booklet for students and parents booklet*** at

www.vcaa.vic.edu.au/Pages/vcal/Publications/Publications/vcalinfobooklet.aspx

Melton Christian College offers Vocational Education & Training (VET) in both our VCE and VCAL programs. In 2022, three subjects will continue to be offered on campus within our senior timetable and taught by MCC staff.

In addition, a number of other subjects are accessible via external providers providing students meet requirements to catch up on work missed from other classes.

Features of VET

VET enables students to complete a nationally recognised vocational qualification (e.g., a Certificate II or III) delivered by a Registered Training Organisation (RTO) at the same time as their VCE or VCAL certificate.

- VET allows students to go directly into employment or receive credit towards further study
- Important Industry Specific Skills and workplace skills are learnt through the VET program. Structured Workplace Learning (SWL), or undertaking work with an employer, is a key component of most VET courses, enabling the student to demonstrate their acquired skills and knowledge in an industry setting
- VET courses are generally taken over two years. Students can begin most VET courses at Year 10 as one of their electives, or in Year 11 as part of their VCE OR VCAL program. They would then complete their VET study in Year 11 or 12.

Contribution to the VCE

VET can be fully incorporated into the VCE program:

- VET programs usually have a Unit 1 - 4 structure like VCE. Of the 16 units that make up the minimum VCE, up to 13 can be VET
- VET programs contribute directly to the ATAR score, either with a study score derived from scored assessment, or as 10% as a 5th or 6th subject. In some instances there is nil contribution when units are at 1 & 2 level only

Contribution to the VCAL

- VET contributes to the satisfactory completion of the VCAL program – in particular, the Industry Specific Skills strand
- 90 hours of VET studies amounts to one VCAL credit. This usually represents one semester of classes

Attendance

The standard for adequate attendance is defined as attending 90% or more of calendared school days. In other words, inadequate attendance is attending less than 90% without a certificated medical reason, or a pre-determined reason approved by the VET/VCAL Coordinator. A student who does not attend the College on school days without an acceptable or certified medical reason is likely to result in a formal review of their academic performance by the VET/VCAL Coordinator.

In-house VET Courses at MCC

In 2022, Melton Christian College will offer four in-house VET courses onsite by our qualified staff. The courses are open to VCE and VCAL students, with entry points at Year 10, 11 or 12:

These include:

- Certificate III in Sport and Recreation
- Certificate III in Music Industry (Music Performance Specialisation)
- Certificate II and Certificate III in Business. (Note: Business VET courses are currently undergoing a change by the Department of Education for 2022. Melton Christian College will still be offering these courses, but their name and content may change.)

Details of these VET courses can be found from page 63

External VET Certificates

A variety of subjects are offered via external providers, including automotive technology, building and construction, and hairdressing. Most VET courses generally run for one day per week, and some run over two half days. This means that students taking an external course not offered at MCC will leave regular timetabled classes to attend their VET class. Students taking a VET course need to take responsibility for catching up, in their own time, all work missed in other classes, whether VCE, VCAL or MCC-specific subjects.

Please speak to the VET/VCAL Coordinator, Kerrie Keeling, for more information regarding courses and enrolment. Places fill quickly and initial applications for 2022 close early August 2021.

School-Based Apprenticeships and Traineeships

School-Based Apprenticeships (SBAs) are supported and promoted by both the State and Commonwealth Governments. Students are able to undertake the secondary school certificate (VCE or VCAL) at school while being in paid part-time employment and completing a VET qualification. SBAs operate within the National Training Framework (NTF).

SBAs are open to students 15 years of age and over who are permanent residents of Australia and enrolled in a VCE or VCAL course at school. Requirements include:

- The student undertakes paid employment under some form of industrial agreement that recognises SBAs, such as a Federal Industrial Award or Australian Workplace Agreement
- A Training Contract must be registered with the Office of Training and Tertiary Education (OTTE), be signed with an RTO within three months of commencement and acknowledged and endorsed by the school
- A program leading to a nationally recognised qualification must be provided. Training and assessment are the responsibility of the RTO

The completion of VCE/VCAL studies and an SBA Certificate II qualification will usually take two years but the period may be extended to a maximum of three years. The apprentice must be employed and paid for a minimum of 15 hours per week.

Year 10 Subjects

Applied Learning

ELECTIVE (FULL YEAR)

“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.”

- Jeremiah 29:11

The Applied Learning course prepares students to be involved in a more ‘hands-on’ senior school pathway. Each term students will be involved in different projects using different design mediums, ranging from wood to food to art/textiles. These projects will be problem-based and students will need to use skills that they acquire from other Year 10 disciplines to help solve them. This course will also help students to develop practical life skills in areas such as budgeting, personal development, goal setting, occupational health and safety and other work-related skills.

Studying Applied Learning prepares students for...

- Taking the VCAL pathway in Year 11 and 12
- Independent living

Bible

CORE

“The fear of the LORD is the beginning of knowledge, but fools despise wisdom and instruction.”

- Proverbs 1:7

Year 10 Bible curriculum centers on the wisdom of the book of Proverbs. A book of principles, Proverbs provides the foundation from which the rules of life are drawn. Students examine the true meaning of wisdom, and reflect on how they can live according to God's wisdom at home, in their choice of friends and in their personal character.

Studying Bible prepares students for:

- Continuation of Bible in Year 11 and 12
- VCE Texts and Traditions
- Further Christian study

“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.”

- Jeremiah 29:11

Careers prepares students to navigate life beyond our school walls. Students learn how to access relevant information and investigate options in order to make informed decisions about their own future pathway in tertiary education and employment. In exploring the world of work, students research the labour market, prepare resumes and complete occupational health and safety modules in preparation for Work Experience, which they will undertake in Term 3. This course also helps students to develop practical life skills in areas such as budgeting, goal setting, financial planning, online safety and moving out of home.

Studying Careers prepares students for:

- Senior subject selection
- Tertiary and post-secondary employment options
- Independent living

“In the beginning was the Word, and the Word was with God, and the Word was God. He was in the beginning with God.”

- John 1:1-2

The Year 10 English curriculum is built around three related strands of Language, Literature and Literacy. Together these strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. These strands feed directly into the VCE English course, and at the end of Year 10, students are well prepared to tackle higher English.

A particular focus of Year 10 English is the development of students’ critical thinking skills. Students are actively involved in reading, analysing, discussing and writing about characters, themes and issues from a variety of text types, including novels, plays, non-fiction texts and newspapers. They also undertake a unit of argument analysis in which they examine the features of media texts and how they work together to make meaning. They further develop their persuasive language skills by creating written and oral texts aimed at a specific target audience to position them to accept their contention.

Studying English prepares students for:

- VCE English and VCAL Literacy, and supports communication skills across the curriculum

**“Everyone enjoys a fitting reply; it is wonderful to say the right thing at the right time!
- Proverbs 15:23**

The Foundation English curriculum is designed for students who may require more vocationally orientated approach to English or may be aiming to directly enter the workforce upon completing their senior secondary studies.

Foundation English is an optimal choice for students considering a VCAL pathway. For students in vocational courses, more emphasis can be given to workplace texts in Foundation English. It may also be suited to students who need additional time and assistance to strengthen and refine their literacy skills to support their study in VCE English and English as an Additional Language (EAL), and in other VCE studies. Foundation English enables students to improve their skills in comprehending and responding to a variety of texts, and to enhance their overall communication skills. The study enables students to strengthen and extend their competence and confidence in using Standard Australian English in meeting the demands of further study, the workplace and their own needs and interests.

The course also enables students to read a range of texts to construct personal, creative, comparative and critical responses. The study also enables students to read accurately to locate, extract, understand, organise and synthesise ideas and information.

Studying Foundation English prepares students for:

- Foundation, Intermediate and Senior VCAL
- VCAL Literacy
- VCE studies

“Honour all people. Love the brotherhood. Fear God. Honour the king.”

- 1 Peter 2:17

Global Citizens explores what it means to be a citizen in a democracy. The course contains two strands:

Civics and Citizenship examine Australia’s political and legal systems. Students explore their rights and responsibilities as citizens, and investigate concepts such as democracy, government, freedom of speech, social justice, human rights, and equality.

Economics and business introduce students to the Australian economy, living standards, the cost of living, business issues and consumer financial decisions.

Studying Global Citizens prepares students for:

- VCE studies such as Legal Studies, Business Management and Accounting
- Complements VCE studies of Unit 1&2 History

“...we hear them speaking in our own tongues the wonderful works of God.”

- Acts 2:11b

This course provides a pathway to VCE studies in Japanese language and culture. It challenges students not only to talk about themselves and their own lives, but to move beyond this to situations that involve real communication in a Japanese-speaking environment. The course is highly-engaging and students will participate in conversation practice, grammar extension and script-based lessons with a particular emphasis on kanji acquisition.

Studying Japanese prepares students for:

- VCE Japanese

History: War and Peace

CORE + ELECTIVE

“Blessed be the name of God, forever and ever. He knows all, does all: He changes the seasons and guides history, He raises up kings and also brings them down...”

- Daniel 2:20-21

War and Peace contains two major strands:

World War II is an in-depth study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia’s involvement. Key events such as the Holocaust and use of the atomic bomb are investigated.

Rights and Freedoms investigates the struggle for human rights. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context. Students investigate the Universal Declaration of Human Rights, the US civil rights movement and its influence in Australia, the struggle of Aboriginal and Torres Strait islanders for human rights and freedom, and the continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world.

Studying *War and Peace* prepares students for:

- VCE History
- VCE Legal Studies

History: Pop Culture

CORE + ELECTIVE

“Don’t become so well-adjusted to your culture that you fit into it without even thinking. Instead, fix your attention on God. You’ll be changed from the inside out.”

- Romans 12:2

Students investigate the global influence of Pop Culture (1945-present) and the way it has shaped Australian society. They examine popular culture in Australia at the end of World War II, including music, film and sport, developments in popular culture in post-war Australia and their impact on society. These include the introduction of television and rock ‘n’ roll, the changing nature of the music, film and television industry in Australia during the post-war period, including the influence of overseas developments (such as Hollywood and Bollywood), Australia’s contribution to popular culture, and changes in beliefs and values that have influenced the Australian way of life.

Studying *Pop Culture* prepares students for:

- VCE History
- VCE Media

NOTE: YOU MUST SELECT AT LEAST ONE HISTORY UNIT

Maths: General

CORE

“And I will make your descendants as the dust of the earth; so that if a man could number the dust of the earth, *then* your descendants also could be numbered.”

- Genesis 13:16

General Maths prepares students for VCE General Maths pathway in Year 11. This pathway is recommended for students interested in pursuing tertiary study in fields such as Primary teaching, nursing, mechanics, carpentry, or sport analysis. Concepts include: Statistics and Probability, Algebra and Financial Maths, Geometry and Measurement including graphing.

Studying Maths prepares students for:

- Unit 1&2 General Maths

Maths: Advanced

CORE

“Don’t cheat when measuring length, weight, or quantity. Use honest scales and weights and measures. I am God, your God.”

- Leviticus 19:35

Advanced Maths prepares students for the VCE Maths Methods or Specialist Maths pathway in Year 11. This pathway is recommended for students interested in pursuing tertiary study in fields such as Engineering, Commerce, Biomedicine, and Science. Concepts include: Statistics and Probability, Quadratic equations, Indices, Surds and Polynomials, Trigonometry and Measurement including the use of the CAS Calculator throughout the year.

Studying Advanced Maths:

- Highly recommended if considering enrolment into one Unit 1&2 Math Methods or Unit 1&2 Specialist Maths

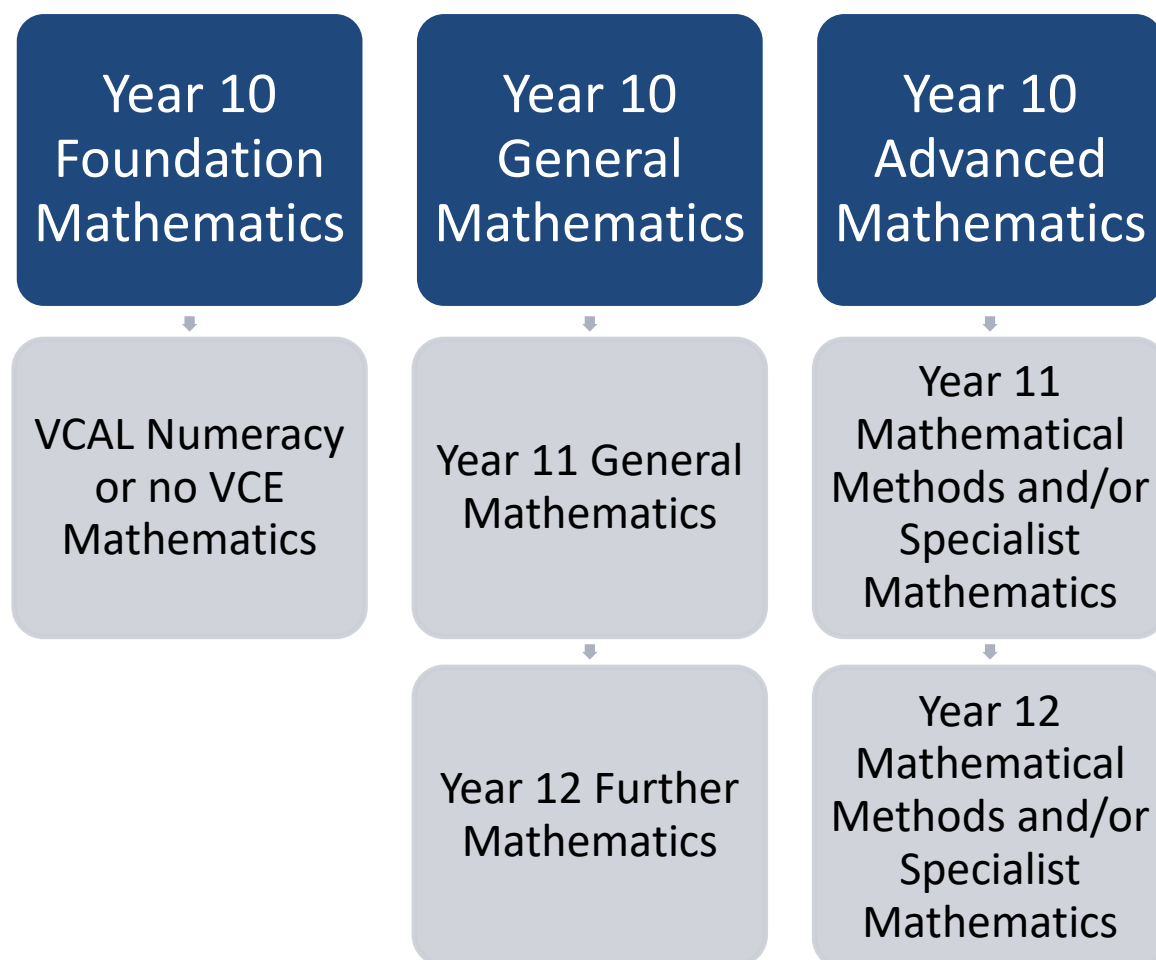
“Suppose one of you wants to build a tower. Won’t you first sit down and estimate the cost to see if you have enough money to complete it?”

- Luke 14:28

Foundation Maths prepares students for the VCAL pathway or any students not looking to complete a VCE Mathematics subject in Year 11. It has a strong emphasis on the use of Maths in practical contexts encountered in everyday life in the community, at work and at study. This pathway is recommended for students interested in pursuing a trade or heading straight into the workforce without further tertiary education. Concepts include Space, Shape and Design; Patterns and Number; Data and Measurement.

Studying Maths prepares students for:

- VCAL Numeracy



PE-Health: Healthy Lifestyles

CORE + ELECTIVE

“And do not be conformed to this world, but be transformed by the renewing of your mind...” - Romans 21:2a

PE-Health contains two strands which are taught concurrently throughout the unit. The *Health* component focuses on mental health and wellness, examining the way we look at ourselves, promoting good mental health and finding appropriate help. Students also examine the qualities essential to healthy communities. They examine the health status of the nation and how our medical system works including the health promotion strategies government and non-government organisations engage in to improve community health.

The *PE* strand of this semester examines movement concepts, skills and strategies in the areas of Volleyball, Lawn Games, Badminton and Disability Games. The theory topic, Fit to Dance, explores dance as an athletic pursuit by investigating how it can enhance the components of fitness. Students examine fitness levels of the general population and develop fun, simple and innovative ways to use dance to enhance personal and community fitness.

PE-Health: Fitness

CORE + ELECTIVE

**“Or didn’t you realize that your body is a sacred place, the place of the Holy Spirit?”
- I Corinthians 6:19**

PE-Health contains two strands which are taught concurrently throughout the unit. In the *Health* strand, students look at the body systems that enable us to move our body with a focus on exercise. In particular, the student will focus on the Cardiorespiratory and Musculoskeletal systems. Student will also analyse sports and physical activity using the fitness components to then create a training program based upon the students’ strengths. The *PE* strand examines movement concepts, skills and strategies in the areas of Gymnastics, Fitness, Cricket and AFL. The theory topic is The Great Outdoors, in which students discover the role that outdoor recreation has played and continues to play in Australian society. They will also explore the qualities needed for leadership and the key factors necessary for safe bushwalking.

Studying PE-Health units prepares students for:

- Unit 1&2 Health & Human Development
- Unit 1&2 PE

NOTE: YOU MUST SELECT AT LEAST ONE PE-HEALTH UNIT

Science: Phys Chem

CORE + ELECTIVE

“First this: God created the Heavens and Earth—all you see, all you don’t see. Earth was a soup of nothingness, a bottomless emptiness, an inky blackness. God’s Spirit brooded like a bird above the watery abyss.”

- Genesis 1:1-2

Phys Chem explores the basics of chemistry and physics. Students will discover how the Periodic Table was created and its significance in determining the chemical properties and structure of substances. They will use this knowledge to write chemical equations and investigate chemical reactions. Students will examine motion, energy and Newton’s laws, and investigate how these laws apply to structures such as skyscrapers and bridges.

Studying Phys Chem prepares students for:

- Unit 1&2 Chemistry
- Unit 1&2 Physics
- If you are planning to select either of these VCE subjects at Year 11, it is recommended that you take Phys Chem

Science: Life Science

CORE + ELECTIVE

“I will praise You, for I am fearfully and wonderfully made; Marvelous are Your works, And that my soul knows very well.”

- Psalm 139:14

Life Science explores the sciences of biology, geology and psychology. Students learn about DNA and genetics and how this relates to geological time as well as natural selection and evolution. They will have a brief look at some of the theories regarding the formation of the universe and examine these in relation to a biblically-informed perspective. Students will learn about sustainability with specific reference to climate, and will be introduced to the science of psychology, including behaviours, ethics and research methods.

Studying Life Science prepares students for:

- Unit 1&2 Biology
- Unit 1&2 Psychology
- If you are planning to select either of these VCE subjects at Year 11, it is recommended that you take Life Science

NOTE: YOU MUST SELECT AT LEAST ONE SCIENCE

In this section you will find all the VCE studies expected to be offered at Melton Christian College for 2022. These descriptions should be read thoroughly before you decide what to include in your program. More information about these studies can be provided by:

- Talking with your subject teachers and current VCE teachers
- Talking with the VCE Coach, Year 11&12 Coordinator, and Faculty Team Leaders
- Downloading the full Study Design document for each subject on the VCAA website at <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>

Melton Christian College offers a broad range of subjects to cater for individual students. VCE units we plan to offer in 2022, subject to student interest and timetabling constraints, are:

<i>ARTS</i>	Units	<i>HUMANITIES & LOTE</i>	Units
Media	1-4	History	1-4
Studio Arts	1-4	Japanese	1-4
Theatre Studies	1-4		
<i>BUSINESS</i>		<i>MATHEMATICS</i>	
Accounting	1-2	General Maths	1-2
Business Management	1-4	Further Maths	3-4
Legal Studies	1-4	Math Methods (CAS)	1-4
Economics	1-4		
<i>ENGLISH</i>		<i>SCIENCE</i>	
English / EAL	1-4	Biology	1-4
		Chemistry	1-4
		Physics	1-4
		Psychology	1-4
<i>HEALTH AND PHYS ED</i>		<i>TECHNOLOGY</i>	
Health & Human Development	1-4	Computing	1-2
Physical Education	1-4	Computing: Software Development	3-4
		Food Studies	1-4

Detailed subject descriptions are displayed in alphabetical order on the pages that follow.

This study is designed to enable students to: acquire knowledge and skills to record and report financial data and information in a manner that is appropriate for the needs of the user; develop an understanding of the role of accounting in the management and operation of a small business; develop skills in the use of information and communications technology in an accounting system; develop the capacity to identify, analyse and interpret financial data and accounting information; use financial and non-financial information to improve the decision-making processes of a small business owner.

We are accountable to God about how we spend our time and money. The parable of talents that Jesus shared in Matthew 25:14-30 is about profitable return. Students will learn about financial integrity (Luke 16:11), which requires careful planning aligned with God's master plan, versus financial freedom, and budgeting and faithful stewardship in accountability to our provider God (Jeremiah 29:11).

UNIT 1: Role of accounting in business

This unit focuses on the establishment of a small business and the role of accounting in the determination of business success or failure. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. These evaluations are used to make recommendations regarding the suitability of a business as an investment.

UNIT 2: Accounting for a trading business

This unit extends the accounting process from establishing a business to developing the accounting process for sole proprietors operating a trading business, focusing on inventory, accounts receivable and payable and non-current assets. Students use manual processes and ICT to prepare historical and budgeted accounting reports. They use relevant financial and other information to budget and compare the effects of alternative strategies on business performance.

UNIT 3

Not offered in 2022

UNIT 4

Not offered in 2022

Prerequisites

There are no prerequisites for entry to Units 1 and 2.

Career Pathways

Further study of Accounting and related subjects may provide a variety of career pathways such as: accountant, certified public accountant, tax preparer, bursar, financial planner, auditor, business owner, business management, bookkeeper, accounts receivable, accounts payable, public accountant, government accountant, corporate accountancy.

Biology seeks to understand and explore the nature of life, past and present. Students will explore the dynamic relationships between organisms, their interactions with the non-living environment, and the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity. Students will have the opportunity to undertake a range of inquiry tasks both collaboratively and independently. Inquiry methodologies can include laboratory experimentation, fieldwork, microscopy and bioinformatics tools.

As Christians we view the creation as God's and that God created everything. Students are required to study the theory of evolution, but this will enable the students to understand the workings of the secular world and compare this to their own beliefs. Discussions will be held to refute some of the 'evidence' showed for evolution.

UNIT 1: How do living things stay alive?

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

UNIT 2: How is life maintained?

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyze pattern of inheritance, interpret pedigree charts, and predict outcomes of genetic crosses.

UNIT 3: How do cells maintain life?

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: How does life change over time?

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

Prerequisites

Students should preferably have completed the Life Science unit in Year 10. It is recommended that they have a basic knowledge of the terms covered in Year 9 and 10 Science related to Biology. There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Career Pathways

Careers in medicine, veterinary science, medical science, ecology, environmental science.

This study enables students to: understand and apply business concepts, principles and terminology; understand the complex and changing environments within which businesses operate; understand the relationships that exist between a business and its stakeholders; recognise the contribution and significance of business within local, national and global markets; analyse and evaluate the effectiveness of management strategies in different contexts; propose strategies to solve business problems and take advantage of business opportunities. Scripture teaches about the art of delegation, and the lives of Moses and Jesus are great examples. Jesus himself was delegated by God the Father with a purpose of restoring His Kingdom on earth, and Jesus empowered the twelve disciples. From this, multitudes now spread the gospel across all nations. Students learn delegated leadership, which is dynamic and applies to both secular and non-secular fields. The Bible commands us to be proactive in gaining wisdom and understanding (Proverbs 2:2), both of which are key to management skills and conflict resolution within the business environment.

UNIT 1: Planning a business

Students learn that businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. Students explore the factors affecting business ideas and the environments within which businesses operate, and the effect of these on planning a business.

UNIT 2: Establishing a business

Students focus on the establishment phase of a business's life. They examine the legal requirements that must be satisfied to establish a business, and investigate the essential features of effective marketing, staffing and financial record keeping. Students analyse management practices by applying this knowledge to contemporary business case studies from the past four years.

UNIT 3: Managing a business

Students explore the key processes and issues concerned with managing a business efficiently and effectively. They consider corporate culture, management styles and management skills and investigate strategies to manage staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses by examining recent case studies.

UNIT 4: Transforming a business

Students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Career Pathways

Pathways to further study in business and related fields, including careers in private and public businesses, enterprises and associated organisations. Students can also take up a career in marketing and related fields, the retail sector, be a stockbroker or a Public Relations Officer, work in human resources, finance, operations management or research and development.

We live in a world surrounded by natural and synthetic chemicals. It is the unique properties of these chemicals possess that allow us to use them the way we do. In Chemistry we explore the structure and properties of these chemicals and seek to explain how these properties allow these materials to be used, and how they could be used in the future.

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

As Christians, we compare and contrast the scientific world view of Chemistry, which seeks to explain the nature of the universe without the possibility of a creator, with the Christian worldview, which seeks to understand these concepts in the light of Creation and Creator.

UNIT 1: Materials

Students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms.

UNIT 2: Water

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules.

UNIT 3: Energy

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment.

UNIT 4: Organic Chemistry

The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many materials we use in everyday life. In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food.

Prerequisites

Year 10 Phys Chem is strongly recommended. Prior knowledge of the Periodic Table and chemical reactions is necessary. Mathematics is also recommended as stoichiometry requires students to complete calculations and transpose formulae. There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Career Pathways

Careers in the science and medical fields such as analytical chemistry, chemical engineering, pharmaceutical science, biomedical science, medicine and physiotherapy.

VCE Computing equips students with the knowledge and skills to be creators of digital solutions and discerning users of digital systems, data and information, as they participate in an increasingly globalised society and economy.

This study provides students with practical opportunities to create digital solutions for real-world problems in a range of settings, developing an essential tool set for current and future learning, work and social endeavours. They are equipped to apply new ways of thinking as well as technical and social protocols when developing intellectual and social capital.

Computer technology is evolving at an incredible rate, and it is exciting to wonder at the impact this will have on life as we now know it. As Christians we are challenged to use this gift of technology in order to enhance, better and ultimately restore God's creation.

Computing is a Unit 1&2 subject only; its continuation at Melton Christian College is Unit 3&4 Software Development.

UNIT 1

Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

UNIT 2

Students work collaboratively with a focus on developing innovative solutions to needs or opportunities that they have identified. They engage in all areas of the problem-solving methodology. Students investigate cybersecurity and propose strategies for reducing security risks to data and information in a networked environment.

Prerequisites

There are no prerequisites for entry to Units 1 and 2. Ownership of a Windows 10 laptop is highly recommended so the required software tools will always be accessible to students.

Career Pathways

A pathway to further studies in areas such as business analysis, computer science, cybersecurity, data analytics and data science, data management, games development, ICT, networks, robotics, software engineering and telecommunications, and other careers relating to digital technologies.

VCE Software Development equips students with the knowledge and skills to be creators of digital solutions and discerning users of digital systems, data and information, as they participate in an increasingly globalised society and economy.

This study provides students with practical opportunities to create digital solutions for real-world problems in a range of settings, developing an essential tool set for current and future learning, work and social endeavours. They are equipped to apply new ways of thinking as well as technical and social protocols when developing intellectual and social capital.

Computer technology is evolving at an incredible rate, and it is exciting to wonder at the impact this will have on life as we now know it. As Christians we are challenged to use this gift of technology in order to enhance, better and ultimately restore God's creation.

Software Development is a Unit 3&4-only subject, and a continuation of Unit 1&2 Computing

UNIT 3

Students respond to teacher-provided solution requirements and designs and develop a set of working modules through the use of a programming language. Students commence a practical project in which they analyse a need or opportunity, select an appropriate development model, prepare a project plan, develop a software requirements specification and design a software solution.

UNIT 4

Students develop their preferred design, prepared in Unit 3, into a software solution and evaluate the solution, chosen development model and project plan. Students examine the security practices of an organisation and the risks to software and data during the development and use of the software solutions. Students evaluate the current security practices and develop a risk management plan.

Prerequisites

There are no prerequisites for entry to Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4. Ownership of a Windows 10 laptop is highly recommended so the required software tools will always be accessible to students.

Career Pathways

A pathway to further studies in areas such as business analysis, computer science, cybersecurity, data analytics and data science, data management, games development, ICT, networks, robotics, software engineering and telecommunications, and other careers relating to digital technologies.

The study of Economics equips you to understand the global market that you are a part of. It teaches you to understand how economies work, how you are a very important part and how you can contribute positively to it. This subject will allow you to gain skills in critical thinking and problem solving, as well as providing you with the knowledge to be successful in all industries.

UNIT 1: The Behaviour of Consumers & Businesses

Students explore the fundamental economic concepts where they examine ways consumers and businesses engage by participating in investigations and case studies to enhance understanding.

UNIT 2: Contemporary Economic Issues

Students learn about long term economic prosperity and environmental sustainability and whether they are compatible with each other and ways this can be achieved.

UNIT 3: Australia's Economic Prosperity

Students learn about the ever-evolving Australian economy. They examine the role Australia plays in the allocation of resources and ways the global market can influence societies living standards.

UNIT 4: Managing the Economy

Students learn how the Australian government uses a range of policies that influence the living standards of its citizens. They examine and assess economic reform and change and Australia's ability to achieve its economic goals.

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Career Pathways

Economics provides a strong pathway to formal study at tertiary level. It is a versatile subject which takes students into many areas of professional life. With an Economics background careers in technology, business, design, architecture, education, government and community development, etc. are only the start. Students wanting to pursue this subject can gain many valuable skills which can help them become productive members of society.

"Cooking is all about people. Food is maybe the only universal thing that really has the power to bring everyone together. No matter what culture, everywhere around the world, people eat together."

- **Guy Fieri, American restaurateur, author**

Food glorious food, everyone loves it! It is great fun to prepare and eat food and understanding the relationship between ingredients, flavours, nutrition, processing plus health and well-being. Students ask if we have a practical session each week in VCE Food Studies. We certainly do. Cooking is the best way to learn about the many important aspects of food. Students also engage in short practical activities, which further assist them to understand the underlying concepts of food.

UNIT 1: Food Origins

Students explore food from historical and cultural perspectives. They investigate the origins and roles of food through time and across the world. They explore how humanity has historically sourced its food and examine the development of Australia's food and cuisine. Students consider the influence of technology and globalisation on food patterns, and complete theoretical and practical tasks.

UNIT 2: Food Makers

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 small-scale domestic settings. Students analyse the benefits and challenges of developing and using practical food skills in daily life. They design new food products and adapt recipes to suit particular needs and circumstances.

UNIT 3: Food in Daily Life

Students explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. They examine how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness. They apply specific techniques to the production of everyday food to produce nutritious and sustainable meals.

UNIT 4: Food Issues, Challenges & Futures

Students examine debates about global and Australian food systems and research a current issue affecting the food industry such as ethics, farming practices or food security. They navigate contemporary food fads, trends and diets, interpret food labels and analyse marketing terms used on food packaging. Through practical production, students reflect the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Career Pathways

Food is something we can't live without. So, it makes sense those students qualified in Food Studies are excellent candidates for gaining employment. The many career choices include working in customs and quarantine services, food inspector, dietician, food chemist, convention planner, hotel, restaurant, and cruise ship chef. There are great opportunities for casual work in cafes, hospitals and entertainment venues.

This subject is about health of humans and our development. Students will learn about every part of the lifespan. They will learn about what determines a person's health status and that health is not just about the physical body. They will explore Australia's health along with looking at global health and analyse the differences between the two. Some of the main learning focuses include: nutrition, the government and our healthcare system, youth issues and risk-taking behavior, lifestyle diseases and other diseases affecting our population and the populations of other countries, prenatal and postnatal development of babies, health promotion agencies, programs and campaigns and food models.

Health and Human Development provides the opportunity for students to appreciate God's human creation and understand His unique design as humans progress through the different life stages. It also equips students to understand the reasons behind some specific health issues that people sometimes blame God for.

UNIT 1: Health and Wellbeing

Students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort.

UNIT 2: Managing Health & Development

Students look at changes and expectations that are part of the progression from youth to adulthood. They examine 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 enquire into the Australian healthcare system, and access and examine health data.

UNIT 3: Australia's Health in Global World

Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. They consider the benefits of optimal health and wellbeing and see that health is a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization, and analyse the variations in the health status of Australians.

UNIT 4: Health in a Global Context

Students use data to investigate health and wellbeing and human development in a global context. They examine health status in different countries, exploring factors that contribute to health inequalities, including the physical, social and economic conditions in which people live. They look at global action to improve health and wellbeing and human development and reflect on their own capacity to act.

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Health and Human Development is an extension of earlier studies in 7 – 10 Health (particularly the Year 10 *Healthy lives* unit). Familiarity with the dimensions of health and development is beneficial but not essential.

Career Pathways

Careers in the health industry such as: paramedic, nurse, dietician, midwife, natural remedy consultant, psychologist, exercise physiologist, and health promotion. Other common career paths linked with HHD include: Health and PE teacher, motivational speaker, social worker and youth worker.

Studying History is a chance for you to unleash your inner adventurer!

There are two excellent reasons for studying History. First, it offers a fascinating insight into our past! Second, we come to understand the issues and happenings in our world today. Explore your inquisitive side and feel outraged and inspired by events and people who changed the world.

UNIT 1 & 2 : Ancient History | Empires | Modern History

In 2022 Units 1 & 2 come in a range of study strands that students can choose from. We will run the most popular study from the list below:

Ancient History: Students are invited to travel back in time to explore early civilizations such as the Ancient Mesopotamians in Unit 1 and the Ancient Egyptians and China in Unit 2. They learn about early inventions such as writing and investigate some of the fascinating characters from ancient societies.	Empires: Students learn about what makes an empire such as the British, French and the Qing, their foundations and features as well as any significant global changes they brought to the wider world in the early modern period.	Modern History: Students examine significant international changes early in the twentieth century. They study figures such as Hitler and events such as the Cold War, to understand what their motivations were behind developing ideologies that left a global impact.
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UNIT 3 & 4: Ancient History | Revolutions | Australian History

In 2022 Units 3 & 4 come in a range of study strands that students can choose from. We will run the most popular study from the list below:

Ancient History: Students can explore two societies from Egypt, Greece and Rome. They will study the role of some fascinating people and significant events which shaped these ancient societies.	Revolutions: Students will be able to challenge their revolutionary side as they study two world revolutions such as the American, French, Russian or Chinese revolutions. They will learn about the significant events and people such as George Washington and Alexander Hamilton (America) and Rasputin and Lenin (Russia) that made a global impact.	Australian History: Students will explore the story of Australia from its ancient roots in its rich Indigenous culture and history to its foundation first as a British colony and the eventual formation of a modern nation in the Asia-Pacific region.
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Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Career Pathways

History provides a strong pathway to formal study at tertiary level. It is very well regarded for careers with a literary foundation, for example, education, law, politics, international relations, journalism, public relations, and any career requiring an understanding of people and contemporary society. In addition, the study of history provides a wonderful life interest and enhances travel, reading books, theatregoing, newspapers, following the news and engaging in conversation.

Studying a foreign language can open a world of possibilities! It is believed that being multi-lingual enhances skills in communication, intercultural understanding, cognitive development and literacy. Studying a language can help to understand different experiences and perspectives and encourages students to think differently and interact with the world.

UNIT 1 and 2: Japanese

Students learn about Japanese culture and Japanese-speaking communities. Students learn through a variety of texts such as poems, stories, novels, film, etc. They will learn how to apply their knowledge of Japanese culture and language to new contexts.

UNIT 3 & 4: Japanese

Students advance their understanding of the Japanese language and culture by investigating how Japanese speakers interpret and express ideas, negotiate and persuade using the language. They learn to understand information, ways to communicate and develop persuasive language techniques.

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Career Pathways

Studying a second language (Japanese) can help lead into many career pathways into industries such as interpreters, translation, business, travel, technology industry, arts & culture, media, sciences, community development, government, etc. Having skills in a second language can make one a desirable addition to many global organizations.

VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. This knowledge is central to understanding the workings of contemporary Australian society.

Legal Studies examines the processes of law-making, dispute resolution and the administration of justice in Australia. Students develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society. The study provides students with an appreciation of how individuals can be involved in decision-making within the legal system, encouraging civic engagement and helping them to become more informed and active citizens.

Students compare and contrast the approaches the Australian adversarial legal system adopts in achieving justice to the biblical approach. Students consider the causes leading to law-breaking in Australian society and the legal consequences; they compare and contrast both Old and New Testament views concerning law-breaking/sin, and examine the approach adopted by God in His plan to reconcile His people to Him.

UNIT 1: Guilt and Liability

Students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.

UNIT 2: Sanctions, Remedies and Rights

Students examine the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. They undertake a detailed investigation of recent cases to form a judgment about the ability of sanctions and remedies to achieve the principles of justice.

UNIT 3: Rights and justice

Students examine Australia's justice system and consider its appropriateness in determining criminal cases and resolving civil disputes. Students explore matters such as the rights available to an accused and to victims, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. They discuss recent reforms from the past four years and apply legal reasoning and information to actual and/or hypothetical scenarios.

UNIT 4: The people and the law

Students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments and protects the Australian people. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Career Pathways

Careers in law, journalism, diplomatic services, public relations, public service

General Mathematics provides for a range of courses of study involving topics for a broad range of students and may be implemented in various ways to reflect student interests in, and applications of, mathematics. It is designed to be widely accessible and comprise a combination of content from a prescribed core and a selection of two from four possible modules across a range of application contexts. General Mathematics provides general preparation for employment or further study, in particular where data analysis, recursion and number patterns are important.

General Mathematics is a Unit 1&2 subject only; its continuation is Unit 3&4 Further Mathematics.

General Mathematics is designed to promote students' awareness of the importance of mathematics in everyday life. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics aids students to form a biblical perspective of the world in terms of mathematics.

UNIT 1

Students learn to apply techniques, routines and processes involving rational and real arithmetic. Areas of study may include: representation and manipulation of linear relations and equations, identifying number patterns and recursion, shape, measurement and trigonometry and their application to formulating and solving two- and three-dimensional problems, and representing and analysing univariate data.

UNIT 2

Students apply techniques, routines and processes involving rational and real arithmetic. Areas of study may include: financial modelling, matrices and graphs and their use to model and solve practical situations, continuous models involving linear and non-linear relations and their graphs, linear inequalities and programming and comparing data distributions and investigating relationships between two numerical variables, including an introduction to correlation.

Prerequisites

There are no prerequisites for entry to Units 1 & 2.
Year 10 Standard Maths is a good preparation for this subject.

Career Pathways

Many tertiary courses recommend at least Unit 1&2 level maths. General Maths provides a solid grounding in maths, and leads to study of Further Mathematics at Unit 3&4.

Further Mathematics is a Unit 3&4-only subject, and a continuation of Unit 1&2 General Mathematics. It provides for a range of courses of study involving topics for a broad range of students and may be implemented in various ways to reflect student interests in, and applications of, mathematics. It is designed to be widely accessible and comprise a combination of content from a prescribed core and a selection of two from four possible modules across a range of application contexts. Further Mathematics provides general preparation for employment or further study, where data analysis, recursion and number patterns are important.

Further Mathematics is designed to promote students' awareness of the importance of mathematics in everyday life. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics aids students to form a biblical perspective of the world in terms of mathematics.

UNIT 3

Students must study areas of Data Analysis and Recursion and Financial Modelling, including use of first-order linear recurrence relations and technology, to model and analyse a range of financial situations, and solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

UNIT 4

Study areas may include: definition of matrices, different types of matrices, matrix operations, transition matrices, different kinds of undirected and directed graphs, eulerian trails, eulerian circuits, bridges, hamiltonian paths and cycles, and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation and scheduling.

Prerequisites

There are no prerequisites for entry to Unit 3; students must undertake Unit 3 prior to undertaking Unit 4. However, assumed knowledge and skills for Further Mathematics Units 3 and 4 are contained in General Mathematics Units 1 and 2, or in Mathematical Methods Unit 1 and 2 – it is highly recommended that students have taken one of these math courses at Unit 1&2 level prior to undertaking Further Maths.

Career Pathways

Further Mathematics is designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and to develop mathematical confidence. Key areas covered are found in many tertiary level courses.

Students apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is incorporated throughout the unit.

Mathematical Methods is designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts. It helps students form a biblical perspective of the world in terms of mathematics.

UNIT 1

Students examine the graphical representation of simple algebraic functions of a single real variable and key features of graphs. Calculus, including the constant and average rates of change and an introduction to instantaneous rate of change of a function in familiar contexts are also examined. The concepts of event, frequency, probability and representation of finite sample spaces and events are explored.

UNIT 2

Students apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation and anti-differentiation with and without the use of technology. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology is to be incorporated throughout the unit as applicable.

UNIT 3

Students extend the introductory study of simple elementary functions to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Content includes Functions and graphs and Algebra, applications of derivatives and differentiation, and identifying and analysing key features of the functions and graphs from Calculus.

UNIT 4

Students study the remaining content from the areas of study: Functions and graphs, Calculus and Algebra, random variables and discrete and continuous probability distributions and the distribution of sample proportions. The selection of content from the areas of study is constructed so that there is a development in the complexity and sophistication of problem types and mathematical processes used.

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. For Units 1 and 2, 10 Advanced Maths is highly recommended. 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.

Career Pathways

Tertiary courses which benefit from or require the study of VCE Mathematical Methods include areas such as engineering, computing, medicine, sciences and commerce.

As a 'digital native' born in this technological generation, students discover they have been studying Media their whole lives! The media influences the way we spend our time, helps shape the way we perceive ourselves and others, and plays a crucial role in the creation of personal, social, cultural and national identity.

The study of Media includes media forms such as film, television, photography and social media, and media processes such as broadcasting, publishing, advertising, news production and popular culture. VCE Media provides students with the opportunity to analyse media products and concepts in an informed and critical way. Areas of focus include: representation and genre, film analysis, the role and impact of new media, understanding media influence, regulation and censorship. Students hone their practical skills as they work individually and part of a collaborative team to produce their own media products.

As Christians, Media equips students to develop a biblically-informed response to popular culture in today's media-saturated world, and offers the opportunity to understand, create and critique various media forms.

UNIT 1: Representation & Aus stories

Students develop an understanding of audiences and explore media codes and conventions and the construction of meaning. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. They work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they communicate meaning.

UNIT 2: Narrative across media forms

Students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society and undertake production activities to design and create narratives.

UNIT 3: Narratives and pre-production

Students explore stories that circulate in society through media narratives. They assess how audiences from different periods of time and contexts are engaged by, consume and read narratives. Students use the pre-production stage of the media production process to design a media product for a specified audience. They will then create this media product in Unit 4.

UNIT 4: Production & issues in the media

Students focus on the production and post-production stages of the media production process, bringing the design plan created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection. Students explore current developments in the media industry, and the capacity of the media to be used by governments, institutions and audiences.

Prerequisites & preparation

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Media is an extension of earlier studies in Media, English and Art. Familiarity with photo/video-editing software such as the Adobe suite of products is beneficial. This subject assists in preparing an extensive folio for tertiary arts-related studies.

Career Pathways

Careers such as film, radio or television, journalism, industrial and commercial photography, advertising, social media, animation, computer art, sound design, marketing, or arts education.

Students will examine the science behind sports performance, ranging from beginners to elite professionals. Most students will already have a general understanding of what makes a good performance; this subject guides students through a deeper understanding of what makes performance 'good' and what has gone wrong when we underperform or make mistakes. VCE PE explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on participation in physical activity.

Physical Education provides the opportunity for students to appreciate God's human creation and understand His unique design for us as we explore the functions of the body through exercise. It also equips students to employ strategies to keep the body healthy as God instructed us to look after our temple. By constantly striving to improve, students are fulfilling their potential in God.

UNIT 1: The Human Body in Motion

Students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the main structures in each system and how they respond to physical activity, sport and exercise.

UNIT 2: Physical Activity, Sport & Society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

UNIT 3: Movement Skills and Energy

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise, and explore fatigue.

UNIT 4: Training to Improve Performance

Students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply training principles and methods to improve performance within physical activity at an individual, club and elite level. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. They participate in training sessions designed to improve or maintain fitness and evaluate the effectiveness of training methods.

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. A keen interest in and knowledge of a range of sports is helpful. VCE PE uses a lot of science-based concepts to help understand and improve performance; practical sessions will have a heavy link and relevance to these scientific concepts.

Career Pathways

Careers in such fields as health sciences, exercise science and education e.g. physiotherapist, PE teacher, myotherapist, biomechanist, coaching, exercise physiologist, massage, personal trainer, fitness centre manager, sports therapist, sports administrator.

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the galaxies in the Universe. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve. In undertaking this study, students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories and laws to explain and quantify both natural and constructed phenomena.

In VCE Physics students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to communicate their views from an informed position. Physicists explore concepts and theories. Often this requires the detection, description and explanation of things that cannot be seen. It helps us form a biblical perspective of the world in which we live.

UNIT 1: Ideas about the Physical World

Students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

UNIT 2: What Do Experiments Reveal?

Students investigate a variety of phenomena by making their own observations and generating questions, leading to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations. The core component of this unit is the topic of Forces both in moving objects and in keeping objects stationary.

UNIT 3: Motion and Electricity

Students examine the production of electricity and its delivery to homes. The applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. Students use Newton's laws to investigate motion in one and two dimensions and are introduced to Einstein's theories to explain the motion of very fast objects.

UNIT 4: Models of Light and Matter

Students explore the use of wave and particle theories to model the properties of light and matter and explore its limitations in describing light behaviour. Students consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective.

Prerequisites

No prerequisites for entry to Units 1, 2 and 3. A solid grounding in Year 10 Science unit of Phys Chem and good maths skills is beneficial. Students must undertake Unit 3 prior to taking Unit 4.

Career Pathways

Acoustics, astrophysics and cosmology, computational physics, energy research, engineering, lasers and photonics, medical physics, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas like forensic science, geology, materials science and neuroscience.

Psychology is the study of human nature, understanding our thoughts, feeling and behaviour. VCE Psychology provides students with an opportunity for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. In undertaking this subject, students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society. Students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary psychology-related issues and communicate their views from an informed position. Studying Psychology gives students an opportunity to recognise an incredible Designer of the body and the mind. Students develop an appreciation therefore of themselves and those around them, in a way that fosters understanding, compassion and empathy.

UNIT 1: Shaping Behaviour & Thought

Students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system and a person's psychological functioning. Students examine the contribution that classical and contemporary studies have to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

UNIT 2: Influencing Behaviour & Thought

Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They 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 an individual and groups.

UNIT 3: How Does Experience Affect Behaviour and Mental Processes

Students explore the role of different branches of the nervous system and evaluate how biological, psychological and social factors can influence a person's nervous system functioning and consider the ways in which stress can affect the mind and body. Students study the neural basis of memory and learning and examine factors that influence the learning of new behaviours and the storage and retention of information in memory.

UNIT 4: Wellbeing

Students investigate states of consciousness and the different ways in which consciousness can be studied from physiological and psychological perspectives and how states of consciousness can be altered. Students examine what it means to be mentally healthy. Students apply a biopsychosocial approach to analyse mental health and mental disorder, and evaluate the roles of predisposing, precipitating, perpetuating and protective factors in contributing to and managing a person's mental state, with a focus on specific phobia. Students undertake an experiment that involves the collection of primary qualitative and/or quantitative data, analyse and evaluate the data, identify limitations of data and methods, link experimental results to science ideas, reach a conclusion in response to the question and suggest further investigations which may be undertaken.

Prerequisites

Studying Year 10 Life Science is beneficial as it contains an introduction to psychology. There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Career Pathways

Careers in early childhood, primary & secondary education, nursing, social work, public relations, counselling and psychotherapy, police force, marketing, advertising, human resources, public health/health promotion, community service (youth work, disability, drug/alcohol).

Have you ever wondered how artists are inspired, and for what purpose? Or how art is displayed and cared for as it travels around the world from one exhibition to the next? Students study artists and use this knowledge to inform their own studio practice. They use an array of materials, techniques and processes to develop resolved artworks and gain an awareness of the role of artists in society.

We are all unique and so are our ideas and ways of expressing ourselves; through the arts we can freely reveal our deepest thoughts, ideas or emotions visually. God created this spectacular world in which we live in, and we can now reflect on our personal identity and journey of who He made us to be. We are each individuals, so let's create art that celebrates this!

UNIT 1: Studio Inspiration & Techniques

Students study the stages of studio practice where they explore, develop, refine, resolve and present artworks. They explore sources of inspiration, research artistic influences, explore individual ideas and discover materials and techniques within a resolved artwork. Students research and analyse the ways in which artists have developed their studio practice. They reflect on different exhibition environments and examine how artworks are presented.

UNIT 2: Studio Exploration & Concepts

Students focus on establishing a studio practice to produce artworks. This includes the individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques. Students develop ideas, subject matter, aesthetic qualities and record the progress of the work in a visual diary. Students study a variety of artists and ways to present works effectively.

UNIT 3: Studio Practices & Processes

Students implement an individual studio process leading to the production of a range of potential directions. They use an exploration proposal to plan and apply a studio process to explore and develop their individual ideas. This process records trialing, experimenting, analysing and evaluating. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques.

UNIT 4: Studio Practice & Art Industry

Students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. Students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. Students investigate the art industry; including the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions in at least two different galleries or exhibitions.

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Subjects such as: Art/Photography and multimedia would be beneficial before undertaking this study.

Career Pathways

Studio Arts equips students with the knowledge and skills to pursue an art studio practice and follow tertiary and industry pathways in fine art, research and education. It prepares students for a variety of careers such as: graphic designer, photographer, gallery curator, exhibition planner, interior designer, artist, filmmaker, architect, illustrator, set designer, web designer.

Theatre has been made and performed from the earliest times and is an integral part of all cultures. Theatre exists as entertainment, education, an agent for change, a representation of values and a window on society. Theatre makers have worked as playwrights, actors, directors, researchers, designers, technicians, managers and administrators to produce theatre for a range of audiences and diverse purposes.

VCE Theatre Studies develops, refines and enhances students' analytical, evaluative and critical thinking, and their expression, and problem-solving and design skills. Through study and practice in theatrical analysis, playscript interpretation and engagement in theatrical production processes, students develop their aesthetic sensitivity, interpretive skills, and communication, design, technological and management knowledge.

As Christians we acknowledge that our creative gifts and talents are provisions from our Creator and that we should always use them to honour Him.

UNIT 1: Pre-Modern Theatre Styles

This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with playscripts from the pre-modern era of theatre, focusing on works created up to 1920 in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play in performance.

UNIT 2: Modern Theatre Styles

Students study theatrical styles and stagecraft through working with playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts from the modern era, focusing on works from the 1920s to the present. They study theatrical analysis and production evaluation and analyse a play in performance.

UNIT 3: Producing Theatre

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialize in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. Students attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the script in the performance.

UNIT 4: Presenting an Interpretation

In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer. Students attend a performance selected from the prescribed VCE Theatre Studies Unit 4 Playlist and analyse and evaluate the interpretation of the script in the performance.

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Previous study of Drama and/or performance in the school musical in junior secondary years would be beneficial.

Career Pathways

The study of theatre is relevant to students who wish to pursue further study in theatrical production, theatre history, communication, writing and acting at tertiary level or through vocational educational training settings or to pursue industry or community related pathways.

VET in the VCE

VCE VET programs are VET qualifications approved by the VCAA following consultation with schools, industry and training providers. VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a VET qualification.

VET BUSINESS:

The VET Business Training Package is currently under review by the VCAA. If you would like to study this VET program in 2022, add this to your subject selections and contact Mrs Keeling the VET coordinator. We will follow up with you when more information is available.

It is likely that the two options available will include a:

Certificate II level of study

- Designed for students planning to enter the workforce, those wanting to develop skills in preparation of work
- Learning areas include: communication, time management, sustainable work practices, problem solving skills, software applications, use of digital technologies in the workplace, working with others

Certificate III level of study.

- Designed for students looking to move into a business administration position
- Learning areas include: communication, business technology, customer service, the business industry, workplace documents

Prerequisites

The Units 3 and 4 sequences of VCE VET Business builds upon the knowledge and experience gained in the Units 1 and 2 sequence and is highly recommended that a student have complete Units 1 and 2 before attempting Units 3 and 4.

It is highly recommended that students have access to their own laptop to complete this course.

VET MUSIC:

CUA30915 CERTIFICATE III IN MUSIC INDUSTRY (PERFORMANCE) ○

VCE VET Music provides students with knowledge, skills, qualifications and experiences that will enhance their employment prospects in the music and related industries. It provides students with:

- A Year 12 study score towards their ATAR, as well as...
- A nationally recognised Certificate III in Music Industry (Performance)

Year 1 - Equivalent to VCE Units 1 & 2

The units in Year 1 focus on foundations for effective performance, planning and performing a tribute show that demonstrates an understanding of genre and style, composition/song writing, industry awareness and the legal responsibilities of music industry workers.

Year 2 - Equivalent to VCE Units 3&4

The units in Year 2 focus on preparing and targeting live performances towards specific markets and performance contexts, strategies for developing musical and technical skill, development and evaluation of stagecraft skills and development and evaluation of improvisation skills. Students prepare solo or ensemble programs for performance at school events, public venues and their final performance exam. School Assessed Coursework forms 50% of the study score while the performance exam makes up the remaining 50%.

Prerequisites

The Units 3 and 4 sequences of VCE VET Music builds upon the performance knowledge and experience gained in the Units 1 and 2 sequence and is highly recommended that a student have complete Units 1 and 2 before attempting Units 3 and 4.

Students are required to attend after school rehearsals to complete the practical component of this subject and are required to have their own laptop in order to be able to complete this course. It is also strongly recommended that *students taking this course participate in instrumental lessons for their chosen instrument outside of school, particularly in the second year of the subject.*

Career Pathways

Employment opportunities include musicians working in performance, music education, production, composition, arts and event management, sound design, music therapy, retail, promotions and many other industry roles require a solid grounding in the creative and collaborative processes that take a musical idea from formation to professional presentation.

VET Sport and Recreation:

SIS30115 CERTIFICATE III IN SPORT AND RECREATION ○

VCE VET Sport and Recreation program aims to provides to specific skills and knowledge to work in the areas of sport and recreation. Leadership, organisational and specialist activity skills will be developed through theory and practical sessions. It provides students with:

- A Year 12 study score towards their ATAR, as well as...
- A nationally recognised Certificate III in Sport and Recreation
- Employment opportunities reflect roles such as recreation officer, activity operation officer, sport and recreation attendant, community activities officer or leisure services officer

Year 1 - Equivalent to VCE Units 1 & 2

In Units 1 and 2, students can choose from a range of electives to create a program of their choice, including sport specific activities, conducting events, outdoor recreation or fitness programs.

Year 2 - Equivalent to VCE Units 3&4

Units 3 and 4 offers scored assessment and includes core units such as plan and conduct programs, risk assessment, and conduct coaching with foundation level participants.

Prerequisites

The Units 3 and 4 sequences of VCE VET Music builds upon the performance knowledge and experience gained in the Units 1 and 2 sequence and is highly recommended that a student have complete Units 1 and 2 before attempting Units 3 and 4.

Career Pathways

The Units 3 and 4 sequences of VCE VET Sport and Recreation builds upon the knowledge and experience gained in the Units 1 and 2 sequence and is highly recommended that a student have complete Units 1 and 2 before attempting Units 3 and 4.

Completing a VCE Subject by Distance Education

In addition to the VCE subjects offered face-to-face at MCC, students may be eligible to undertake a VCE subject via correspondence through Virtual Schools Victoria (VSV).

This may be considered where the subject is not offered internally at MCC, or timetable clashes prevent the subject being taken. No more than one such distance subject at a time may be taken.

What is involved?

Students enroll in a subject and are assigned their VSV teacher. They complete readings and submit weekly tasks through an online portal and receive ongoing feedback and support from the teacher. Students are encouraged to schedule regular phone conversations with the teacher and can call or email at any time with questions.

At school, the student will be timetabled to 'attend' their VSV class just as they are any other subject. During their VSV block, they will work on their weekly tasks in the supervised private study room. SACs and graded assessment tasks are also completed at MCC under supervised conditions; these are collected by our VCE Administrator and mailed to VSV for marking.

Is distance study right for me?

Studying by distance is not for everyone. Study is self-directed, and the student is responsible for managing their weekly coursework and task deadlines.

Distance study suits students who have a strong work ethic and excellent self-management and organisational skills.

What costs are involved?

An enrolment cost of approximately \$820 per year is charged. Depending on the reason for the choice of subject, this cost may be paid in full or in part by the College, or payable by the student.

If a student withdraws from a VSV subject, they will be liable for the extra costs incurred by MCC.

For more information and individual subject outlines, visit <http://www.distance.vic.edu.au/>

My notes...

MELTON CHRISTIAN COLLEGE



152-156 Brooklyn Rd, Brookfield

03 9732 3000

www.mcc.vic.edu.au



@MeltonChristianCollege