

MELTON  
CHRISTIAN  
COLLEGE

STEADFAST AND STRONG



*Senior Years Guide for 2026*



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# *A Word From Our Principal*

## **Welcome to Years 9, 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 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 David Gleeson  
Principal

## Our Senior School Leadership Team

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, including scored VET subjects, that can be studied onsite and a dynamic hands-on VCE VM 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.

## Senior School Leadership Team



**Mr Barry Ibrahim**  
Head of Secondary



**Mrs Belinda Broad**  
Yr 11 & 12 Teaching & Learning Coordinator



**Mrs Pamela Rutsito**  
Year 11 & 12 Year Level Coordinator



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Year 9 & 10 Teaching & Learning Coordinator



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**Mrs Sara Zarosinski**  
VCE Administrator

# Introduction

This guide contains information about the Year 9 and 10 subjects, the Victorian Certificate of Education (VCE), Victorian Certificate of Education Vocational Major (VCE VM) and Victorian Pathways Certificate (VPC) certificates offered at Melton Christian College. In addition, the guide outlines the Vocational Education and Training (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 carefully consider the subjects that may be needed for entry to tertiary institutions or particular careers.

## Christ-Centred Education

Melton Christian College provides a range of options for senior secondary schooling. Students can attain a VCE or VCE VM or VPC 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, VCE VM, VPC

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

- the Victorian Certificate of Education (VCE);
- the Victorian Certificate of Education Vocation Major (VCE VM); and
- the Victorian Pathway Certificate (VPC) - by request only

## VCE

- **A good option for students who would like to go on to further education at university.**
- Students complete a minimum of 20 units, sit exams and receive a study score which gives them a ranking number (ATAR) for tertiary admission.

## VCE Vocational Major (VCE VM)

- **A good hands-on option for Year 11 and 12 students.**
- Gain practical work-related experience.
- Build skills that are important for life and work.
- Students who do the Vocational Major are likely to be interested in going on to training at TAFE, starting an apprenticeship, or getting a job after completing school.

## Victorian Pathways Certificate (VPC)

- **An option by request only; for year 11 & 12 students only. It is a two-year course**
- 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.
- Students who complete the VPC would typically not be able or ready to complete a certificate at the VCE level.

Students in all pathways can also choose to incorporate a vocational certificate (VET) into their course. A VET course can be taken in Years 11 or 12, which contributes as a subject alongside the student's other subjects.

# The Year 9 Course

Year 9 is the first year for each student where they get choice around some of the subjects they are completing, these are known as their electives. Year 9 students complete 8 compulsory subjects and choose 2 elective subjects. The electives are combined Year 9 and 10 subjects; this allows greater scope of subject choice to meet student interests. When choosing their electives, students need to select six electives in order of their preference. The current timetable operates on a six-session day, with 50-minute sessions.

Students study the following compulsory subjects:

- Christian Life Studies
- Mathematics
- Pathways
- Physical Education
- English
- Science
- Health
- Social Science
- History

Students can make their elective choices from the following subjects:

## Year 9 Elective Choice Only

### Slice In

This Year 9 only elective is a targeted support program, aimed to build and strengthen Literacy and Numeracy skills. It is an opportunity for students to spend focused time developing skills which impact all areas of their learning. This subject integrates practical hands-on skills while also building Literacy and Numeracy, for example through cooking. Students may only select this elective if their semester one report reflects Well Below Standard or Approaching Standard for either English or Maths.

#### Senior Pathway Link/s:

*Year 10 Foundation English, Year 10 Foundation Mathematics*

## Year 9 and 10 Combined Elective Choices

### Design Technology - Wood

Students will continue to develop their woodworking skills with a focus on the design and production of furniture. They will use appropriate technologies skilfully and safely to produce wood products suitable for their intended purpose. Students participate in a range of tasks where they must utilise the technology process, ensuring that the investigation, design, production and evaluation of each task is completed. Students will consider sustainability as part of the research and development of products. They will use a journal to record the steps involved in the production sequence: research, sample pieces, a final product, and a product self-evaluation.

#### Senior Pathway Link/s:

*VCE Product Design and Technology, Vocational Pathway Certificate, VCE – Vocational Major*

### Forensic Science

Students will learn the basics of Forensic Science; exploring its development, uses and influence in our world. Students will develop questions and hypothesis to design and improve methods of investigation in the field of Forensic Science. They explain how they have considered reliability, safety, fairness and ethical actions and identify where digital technologies can be used to enhance the quality of data. Students will construct evidence- based arguments and select appropriate representations to communicate forensic science for specific purposes, including claims made in advertising or to justify peoples' actions.

#### Senior Pathway Link/s:

*VCE Biology, VCE Chemistry, VCE Physics*

### Introduction to Commerce

This subject looks to develop the knowledge, understanding and skills that will equip students to secure their financial futures and to be active contributors to the wellbeing and sustainability of the economy, the environment and society. Students will understand the ways society allocates limited resources to satisfy needs and wants, and how they can participate in the economy as consumers, workers and producers. Through this subject, students learn to make informed decisions and to appreciate the interdependence of decisions made and the effects of these decisions on consumers, businesses, governments and other economies, and on environmental and social systems.

#### Senior Pathway Link/s:

*VCE Business Management, VCE Economics, VCE Accounting, VCE Legal Studies*

## Introduction to Computing

The rapid pace of development in information and communications technology (ICT) is having a major influence on many aspects of society. Not only does ICT provide the capacity to change how tasks and activities are undertaken, but it also creates new opportunities in work, education, entertainment, and society. Students will study a range of topics including network security, programming concepts, and developing software solutions. The practical use of different software applications will enable students to develop skills and experience that is relevant to further study and a wide range of careers.

### Senior Pathway Link/s:

*VCE Applied Computing*

## Introduction to Engineering

Engineering is a desirable career for those who wish to apply the knowledge of Science and Technology to develop design solutions and products that are of benefit to society. It requires strong skills in Mathematics and Science, as well as the ability to communicate and collaborate effectively with others. Introduction to Engineering will provide you with an opportunity to analyse and make judgements on how the characteristics and properties of materials are combined with force, motion and energy to control engineered systems.

There are many possibilities for the specific focus in this subject, and we will investigate an area of student interest. Options include investigating the innovations of First Nations Australians, such as woomeras and boomerangs; examining the structure and function of cranes on building sites; calculating structural forces and loads in bridge design; or investigating the use of wind turbines and solar panels to supply energy needs. The chosen project will include consideration of broader factors such as ethics, security, and sustainability.

### Senior Pathway Link/s:

*VCE VET Engineering, VCE Physics, Tertiary and post-secondary employment options, independent living*

## Introduction to Psychology

Psychology incorporates the scientific study of human behaviour and application of this knowledge to personal and social circumstances in everyday life. Students will explore how people think, feel and behave while considering the complex interactions of biological, psychological, social and spiritual factors. Students continue to develop their understanding of scientific processes while engaging in inquiry tasks to investigate the links between theory, knowledge and practice.

### Senior Pathway Link/s:

*VCE Psychology*

## Japanese

Japanese is the current language option taught from Prep at MCC. In this elective, students build on their existing knowledge and understanding of the Japanese language. This is an opportunity for further development of the macro-skills of Listening, Speaking, Reading/Viewing and Writing to support communicating meaning and understanding Japanese. Students will also continue to compare Japanese language and culture with their own, exploring the diverse influences on ways of communicating and cultural identity. Some of the topics that may be covered include City and Country, Shopping, Japanese Popular Culture and Festivals.

### Senior Pathway Link/s:

*VCE Japanese second language*

## Media

Media explores various aspects of the film making process. Activities are both theoretical and practical and require students to work in group situations as well as independently. Students will use basic filming equipment and industry standard programs, such as Adobe Premiere and After Effects to create desired products. Learning topics include the use of storyboards and scripts, analysing genres and cinematography techniques and meaning. Students will explore how to film effective scenes and add various effects to enhance filmmaking during the editing process. Students will apply knowledge and skills learnt throughout the course to create their own short film.

### Senior Pathway Link/s:

*VCE Media Study Designs*

## Performing Arts

Performing Arts is a broad, creative course that will launch you into the world of drama and music. Students will develop their stagecraft skills, plan and prepare for performances and further develop their instrumental, vocal and acting technique. Students work individually and collaboratively to shape and manipulate the elements of drama and music to communicate ideas, perspectives and meaning through their performances.

### Senior Pathway Link/s:

*VCE VET Music, VCE Theatre Studies, VCE Drama*

Please note further variety of elective subjects are offered at Year 10. In 2026, these include:

- |                                 |                     |
|---------------------------------|---------------------|
| • Art                           | • Geography         |
| • Design & Technology: Textiles | • Outdoor Education |
| • English Literature            | • Music             |
| • Entrepreneurial Studies       | • Make & Move       |



# The Year 10 Course

Year 10 is a major preparatory year for each student's senior pathway and subject preparation. The Year 10 timetable is modelled on the Year 11 and 12 program. This allows for a smoother transition into senior pathways and greater flexibility for accelerated subjects. The current timetable operates on a six-session day, with 50-minute sessions and each subject block containing nine sessions per fortnight except for Christian Life Studies, Pathways and Global Citizens.

Students study the following compulsory subjects:

Full Year Subjects:

- Christian Life Studies
- English
- Global Citizens
- Mathematics
- Pathways

Minimum of ONE semester subjects:

- Health & Physical Education
- History
- Science

Additional support to the Year 10 Curriculum:

- Sport
- Literacy Development

## Year 10 Electives and Year 11 Acceleration

In addition to compulsory subjects, students will select from the following pathways to complete their program:

Straight Year 10 Program	Accelerated Year 10 Program
<p>Students will have THREE Semester subjects to select.</p> <p>These selections can be made from any of the following options:</p> <ul style="list-style-type: none"><li>• The combined Year 9 and 10 elective subjects (<i>students may NOT repeat an elective completed in Year 9</i>) OR</li><li>• The Year 10 only elective subjects. OR</li><li>• An additional semester of Science, History and/or Health&amp; PE (it must not be the same topics as they have already selected)</li></ul>	<p>Students have the option to complete ONE VCE Year 11 subject in Year 10. This subject runs for a full year, see further details below.</p> <p>To complete their Year 10 subject selection, students would choose:</p> <ul style="list-style-type: none"><li>• ONE VCE Unit 1 and 2 subject (<i>in Blocks B or E</i>)</li></ul> <p>AND</p> <ul style="list-style-type: none"><li>• ONE additional semester of Science, History or Health&amp; PE <b>OR</b></li><li>• ONE elective from either the combined Year 9 and 10 elective subjects or the Year 10 only elective subjects.</li></ul>

## Subject Selection

Students will select their preferred English, Mathematics, Science, History and PE/Health subjects. Students who are completing a straight Year 10 course will then select their final three subjects, based on the blocking grid and instructions above. Students who are completing an accelerated Year 10 course will then select their Year 11 subject and final Year 10 subject, based on the blocking grid and instructions above.

## VCE Acceleration Units in Year 10

In Year 10, students have the opportunity to accelerate their senior pathway by incorporating a VCE Unit 1 and 2 subject into their Year 10 program. Students may apply for the following selected VCE subjects offered at MCC in 2026, in Blocks B and E only:

Block B	Block E
<ul style="list-style-type: none"><li>History</li><li>Biology</li><li>Business Management</li><li>Media</li></ul>	<ul style="list-style-type: none"><li>Physical Education</li><li>Health and Human Development</li><li>Legal Studies</li></ul>

Students must apply to complete an accelerated course, they do this by completing an ‘Application for Acceleration’ and demonstrate that they are at standard in their current English course and above or well above standard in the Year 9 subject that prepares them for the selected VCE subject.

## Benefits of Acceleration

- 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 and 4 subjects in order to maximise their ATAR for university entrance. At MCC, we have seen Year 10 students in a Unit 1 and 2 subject keep up with and at times even outperform their Year 11 classmates.

## Choosing your Year 11 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.

## Where to from Here?

Read more about Year 10 Compulsory subjects below.

- ➔ All **Unit 1 and 2** subjects available to Year 10 students are by application only. They are described
- ➔ in the VCE section.

# Year 10 Compulsory Subjects

## Christian Life Studies

**“The fear of the LORD is the beginning of knowledge, but fools despise wisdom and instruction.” - Proverbs 1:7**

Year 10 Christian Life Studies curriculum centres 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.

### Senior Pathway Link/s:

*Continuation of Christian Life Studies in Year 11 and 12, VCE Texts and Traditions, VET Christian Theology, Further Christian study*

## Global Citizens

**“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.

### Senior Pathway Link/s:

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

## Pathways

**“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**

Pathways 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, student can explain entry-level requirements for obtaining work in two selected industries, discuss the importance of developing personal work-related skills, and conduct a self-assessment to gauge personal work performance. Students will 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 investigate the nature of work by analysing industry and employment trends, as well as current and future work options.

### Senior Pathway Link/s:

*Senior subject selection, Tertiary and post-secondary employment options, independent living*

## Sport

**“Beloved, I pray that all may go well with you and that you may be in good health, as it goes well with your soul.” - 1 John 1:2**

Physical activity is an important part of a healthy mind and body; therefore, all Year 10 students have a timetabled opportunity to participate in Sport and exercise. Research highlights that there are many benefits for remaining physically active, some of these include reducing the symptoms of anxiety and depression, improved cardiovascular fitness and stronger bones and muscles. Sport also provides a great opportunity for students to develop both teamwork and leadership skills while fostering inclusivity.

### Senior Pathway Link/s:

*Senior sport participation, independent living*

## Literacy Development

**“Do your best to present yourself to God as one approved, a worker who does not need to be ashamed and who correctly handles the word of truth.” - 1 Timothy 2:15**

Literacy is fundamental to a student’s ability to learn at school and to engage productively in society. Literacy Development is an opportunity for additional targeted time to develop knowledge, skills and dispositions to interpret and use language confidently for learning and communicating, both in and out of school. Students will focus on listening to, reading, viewing, speaking and writing texts. They will also use and modify language for different purposes in a range of contexts, depending on their areas of study. Success in any learning area depends on being able to use the significant, identifiable and distinctive literacy that is important for learning and representative of the content of that learning area. Literacy development is important as part of developing the whole child, so they may have success in whichever pathway God has called them to.

### Senior Pathway Link/s:

*All subjects across all pathways, independent living*

## Foundation English

English option

**“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 VCE VM 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.

### Senior Pathway Link/s:

*Foundation, Intermediate and Senior VCE VM, VCE VM Literacy, VCE studies*

## General English

English option

**“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.

### Senior Pathway Link/s:

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

**NOTE: YOU MUST SELECT AT LEAST ONE ENGLISH OPTION**



## Health & PE: Fitness

Health & PE option

**“Or didn’t you realise that your body is a sacred place, the place of the Holy Spirit?” -**

### **I Corinthians 6:19**

Health & PE: Fitness 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. They will focus on the Cardiovascular, respiratory and Musculoskeletal systems. Students will also analyse sports and physical activity using the fitness components to then create a training program based upon the students’ individual needs and strengths. The PE strand examines movement concepts, skills and strategies in the areas of Gymnastics, Fitness, Cricket and Aussie Rules. Students are encouraged to integrate their Health & PE knowledge and will apply Biomechanical concepts to their practical PE units, working together improve movement outcomes, by way of technique and results.

#### **Senior Pathway Link/s:**

*VCE Physical Education, VET Sport and Recreation, VCE Health and Human Development*

## Health & PE: Healthy Lifestyles

Health & PE option

**“And do not be conformed to this world, but be transformed by the renewing of your mind...” -**

### **Romans 21:2**

Health & PE: Healthy Lifestyles 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 explore qualities essential to healthy community living. They examine the health status of the nation and how our medical system works including health promotion strategies both 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. Students are encouraged to integrate their Health & PE knowledge and will apply concepts of ethical participation in physical activity and sport to their practical PE units, working together improve levels of inclusivity and integrity with which games are played.

#### **Senior Pathway Link/s:**

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

**NOTE: YOU MUST SELECT AT LEAST ONE HEALTH & PE OPTION**

## History: The World at War

History option

**“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

Students will continue to develop their historical inquiry skills by analysing and synthesising information from a variety of sources as they partake in an in-depth study of World War II. Significant events will be examined, including the Holocaust and the use of atomic bombs. Students will evaluate perspectives and interpretations of events, analysing and reflecting on the experience of Australian soldiers. Post war impacts, economic will also be investigated, including the economic, political and social developments in Australia that contributed to future international relationships and the changing roles of women and first nations people in Australia.

### Senior Pathway Link/s:

*VCE History, VCE Legal Studies*

## History: Building Modern Australia

History option

**“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 will investigate the building of modern Australia by examining the effects of significant post-Second World War world events, ideas, and developments on Australian society. Specific movements such as the civil rights movement of First Nations peoples and the women’s movement within Australia will be examined. The causes of changes in perspectives, responses, beliefs and values on migration that have influenced Australian society since 1945 will also be explored. Students will delve into the campaigns for rights and freedoms before 1965, such as discriminatory legislation and policies, the 1938 Day of Mourning and the Stolen Generations.

### Senior Pathway Link/s:

*VCE History, VCE Media*

**NOTE: YOU MUST SELECT AT LEAST ONE HISTORY OPTION**

**“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.

Senior Pathway Link/s:  
*VCE Mathematical Methods, VCE Specialist Mathematics*

**“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 VCE-VM pathway. It is also a suitable option for 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.

Senior Pathway Link/s:  
*VCE-VM Foundation Mathematics Unit 3&4, Independent living*

**“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.

Senior Pathway Link/s:  
*VCE General Mathematics*

Mathematics Pathways  
Year 10 – 12

Year 10		
VCE VM Foundation Mathematics Unit 1 & 2	General Mathematics	Advanced Mathematics
Year 11		
VCE VM Foundation Mathematics Unit 3 & 4	VCE General Mathematics Unit 1 & 2	VCE Mathematical Methods Unit 1 & 2
Year 12		
VCE VM Structured Workplace Placement	VCE General Mathematics Unit 3 & 4	VCE Mathematical Methods Unit 3 & 4

NOTE: YOU MUST SELECT AT LEAST ONE MATHEMATICS OPTION

## Science: Life Science

Science option

**“I will praise You, for I am fearfully and wonderfully made; Marvellous 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.

### Senior Pathway Link/s:

*VCE Biology, VCE Psychology*

## Science: Physics / Chemistry

Science option

**“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.

### Senior Pathway Link/s:

*VCE Chemistry, VCE Physics*

**NOTE: YOU MUST SELECT AT LEAST ONE SCIENCE OPTION**

# Year 10 Only Elective Choices

## Art

Art is a creative subject with both practical and theory components. Students have opportunities to work both independently and collaboratively throughout the course. They will explore a range of mediums and techniques to create art pieces; including painting and drawing to generate original designs, following the design process. Students explore how to develop concepts, based on client guidelines. They develop their art skills and complete final artworks as they observe, experiment, and effectively apply the elements and principles of Art. Students undertake a digital photography unit, therefore an SD card and USB are required.

### Senior Pathway Link/s:

*VCE Art, VCE Art Making and Exhibiting, VCE Visual Communication Design*

## Design Technology: Textiles

Students will create design solutions for materials based on a critical evaluation of needs and/or opportunities. They will establish criteria for success, including sustainability considerations, and use this to evaluate their ideas, solutions and processes. Students communicate and document projects, including justifying their decisions. They work independently and collaboratively to apply sequenced production and management plans when producing designed solutions, adjusting plans when necessary. They use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.

### Senior Pathway Link/s:

*VCE Product Design and Technology, Vocational Pathway Certificate, VCE – Vocational Major*

## English Literature

There are many ways to understand why people are the way they are. One could study Psychology to understand our unconscious, one could study Biology to understand our DNA, but if one really wanted to understand what it's like to step into somebody else's shoes... one should study English literature. Studying literature places students in a unique position to understand cultural conversations around them. It is through story and prose that we can connect with others around us, in community. English literature supports students to understand the artistic and aesthetic merits of society's most precious pastime - story telling. This subject supports students to further enrich their enjoyment of challenging literary text; they will become more confident in approaching unfamiliar texts and genres; they will improve their ability to write creatively and critically; they will continue to learn how to develop their own, individual and remarkable voice.

### Senior Pathway Link/s:

*VCE English, VCE Literature*



## Entrepreneurial Studies

Students will investigate and develop enterprising behaviours and capabilities that can be transferable into life, work and business opportunities. They will develop an understanding of economic decision-making from personal, business and national perspectives. As well as an appreciation for the risks, rights and responsibilities associated with being an ethical consumer and entrepreneur in the modern world. Students examine the role of innovation and its influence on business success. They explore the way business environments are changing in contemporary Australia, and the implications this has for current and future employment.

### Senior Pathway Link/s:

*VCE VET Small Business, VCE Industry and enterprise, Vocational Pathway Certificate, VCE – Vocational Major*

## Geography

Students will explain how geographical processes change the characteristics of places. They analyse interconnections between people, places and environments and explain how these interconnections influence people and change places and environments. They predict changes in the characteristics of places and environments over time and identify the possible implications of change for the future. Students evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, economic, political and social criteria, drawing a reasoned conclusion.

### Senior Pathway Link/s:

*VCE Geography, VCE Outdoor and Environmental Studies*

## Music

Music is an industry-based course facilitated at Melton Christian College through a Registered Training Organisation, the College of Sound and Music Production (COSAMP - RTO 41549). In this course, students can start from the very beginning, or continue to develop their skills in analysing, interpreting performing, and creating music across a range of genres. There are opportunities for students to work individually and collaboratively, to encourage one another, and to be inspired and challenged to do their very best. Students are encouraged to seek specialist music tuition to extend their technique on one instrument or on voice. Lessons are highly beneficial but are not compulsory. If students choose to complete two semesters of this subject, and successfully completes all assessment requirements, they can obtain a CUA20620 Certificate II in Music. If students complete one semester, they will receive a statement of attainment for the units they have completed. If you love singing or playing music, or would love to sing or play music, this course is for you!

### Senior Pathway Link/s:

*VCE VET Music, VCE Music*

## Outdoor Education

Outdoor Education provides opportunities to learn about interacting with others, connecting to the environment, navigating terrain, teamwork and leadership. The outdoors provides a valid and important environment for developing movement competence, promoting a sense of wellbeing, enhancing personal and social skills, and developing an understanding of the concept of risk versus challenge. Students have opportunity to revel in God's creation while experiencing adventure-based activities that contribute to health and wellbeing and promote lifelong physical activity. Students will participate in surfing, snorkelling, orienteering and hiking excursions that develop their skills and appreciation for all things outdoors.

### Senior Pathway Link/s:

*VCE Outdoor and Environmental Studies, VCE VET Sport and Recreation, VCE Geography*

## Make & Move (year-long elective)

Make & Move provides opportunities for students to work with their hands, their bodies, their minds, their peers and their community. This subject is designed with the understanding that God has gifted each student with diverse abilities that aren't always fully utilised in traditional classroom settings. Students will engage in hands-on projects, practical challenges, and collaborative work, allowing them to develop and apply their creativity, problem-solving and teamwork skills, while preparing them to undertake a VCE Vocational Major Pathway. Whether through designing, building, making, or moving, students will experience learning that is active, purposeful and connected to real-world contexts, growing in confidence and stewarding their God-given abilities.

### Senior Pathway Link/s:

*VCE – Vocational Major*

# VCE (Victorian Certificate of Education)

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 20 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 compulsory Melton Christian College subjects of Christian life studies, Pathways 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 enrol (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 and 4. In 2026, Melton Christian College will offer English Units 1-4 and English Literature units 1-2.

## Minimum 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 & 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 school days 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 an achievement mark of zero on that assessment unless the student provides a medical certificate or has a special provision approval prior to the absence and submits a Request to Reschedule Assessment Task form to the VCE Administrator. 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 Art Making & Exhibiting
- Exams: Units 1, 2 and 3 - 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 or 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 two weeks 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.



## 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 Arrangement
- 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.

## **Rules for School-based Assessment (SAC and SATs):**

- Students must comply with VCE examination rules during assessments 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 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.

## **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 11 & 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
- 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 one lesson per fortnight of Christian Life 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 four Unit 3 and 4 sequences, but may receive credit for a maximum of six, 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 24), students select other subjects which make up the required units of study for the VCE.

In selecting subjects/units students should:

- Choose subjects they consider their strengths
- 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 Counsellor, Pathway teachers, Year 11 and 12 Teaching and Learning Coordinator, Year 11 and 12 Year Level Coordinator, VCE VM Coordinator, VET Coordinator, Christian Life Group 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 Unit 1 or 2, students can make changes to their selected programs. However, they need to seek advice and approval from the Year 11 and 12 Teaching and Learning Coordinator or Year 11 and 12 Year Level Coordinator, and 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 1 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 form.

Changes between semesters one and two must be finalised by Friday of second last week 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's 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. This score will be equivalent to 10% of the lowest score in the primary four.
- The study scores will be adjusted or scaled by a comparative process that considers the different levels of competition in a subject, measured by how well the students in that subject performed in other subjects.

## **Course Prerequisite**

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 Pathway 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
- Incursions from a variety of university and tertiary institutions
- Assistance in tertiary course selection, VTAC preferences and applications for Year 12
- One-on-one guidance with our careers counsellor.
- 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 Counsellor, Pathways Teachers, Year 11 and 12 Teaching and Learning Coordinator, Year 11 and 12 Year Level Coordinator, VCE VM Coordinator or Christian Life Group teachers for support and guidance.



# VCE Studies

In this section you will find all the VCE studies provisionally offered at Melton Christian College for 2026. 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 Year 11 and 12 Teaching and Learning Coordinator, Year 11 and 12 Year Level Coordinator and the Career’s Counsellor.
- 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 2026, subject to student interest and timetabling constraints, are as follows, **detailed subject descriptions are displayed in alphabetical order in the pages after:**

ARTS	Units	MATHEMATICS	Units
Art Making and Exhibiting	1-4	Foundation Mathematics	1-4
Media	1-4	General Mathematics	1-4
Theatre Studies	1-4	Mathematical Methods (CAS)	1-4
VET Music Performance	1-4		
		SCIENCE	
		Biology	1-4
		Chemistry	1-4
		Environmental Science	1-2
		Physics	1-2
		Psychology	1-4
ENGLISH		TECHNOLOGIES	
English / EAL	1-4	Applied Computing	1-2
English Literature	1-2	Applied Computing: Software Development	3-4
Literacy (VM only)	1-4	Product Design and Technology	1-2
		Project Based Learning (VM optional)	N/A
		Work Related Skills (VM Compulsory)	1-4
HEALTH AND PHYSICAL EDUCATION			
Health & Human Development	1-4		
Physical Education	1-4		
Personal Development Skills (VM compulsory)	1-4		
VET Sport & Recreation	1-4		
HUMANITIES & LOTE			
Accounting	1-4		
Business Management	1-4		
Geography	1-2		
History	1-4		
Legal Studies	1-4		
Text & Traditions	1-2		
VET Small Business	1-4		
Veta Morphus	1-2		

## Accounting

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 nonfinancial 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).

<b>UNIT 1: Role of accounting in business</b> 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.	<b>UNIT 2: Accounting for a trading business</b> 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, including spreadsheets, to prepare historical and budgeted accounting reports. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on business performance.
<b>UNIT 3</b> This unit focuses on financial accounting for a trading business, highlighting the role of accounting as an information system. Students record financial data using the double entry system and they prepare reports. Students develop their understanding of the accounting processes to record transactions and prepare, interpret, and analyse accounting reports.	<b>UNIT 4</b> This unit develops the understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system to prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students investigate the role and importance of budgeting in decision-making for a business. They analyse and interpret financial data to evaluate the performance of a business and suggest strategies to improve performance.

### Prerequisites

There are no prerequisites for entry to units 1, 2 or 3. Students must undertake Unit 3 prior to undertaking Unit 4. Elective subject Introduction to Commerce would be beneficial for this study.

### 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 accountant.

# Applied Computing

This study equips students with the knowledge and skills required to navigate and adapt within a dynamic technological landscape, use emerging technologies, envisage new uses for digital tools and consider the benefits to society at a local, national and global level. 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.

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

<b>UNIT 1</b> 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.	<b>UNIT 2</b> 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 cyber security risks and propose strategies for reducing security risks to data and information in a networked environment.
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## 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. Elective subject IComputing would be beneficial for this subject.

## 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.

## Applied Computing: Software Development

This study 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.

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

<b>UNIT 3</b> 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.	<b>UNIT 4</b> 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.
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### 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.

## Art Making and Exhibiting

This study provides students with opportunities to recognise their individual potential as artists, encourages self-expression and creativity, and can build confidence and a sense of individual identity. The study allows students to explore and experiment in creating, developing and engaging with the visual arts and helps build a strong skill set. Learning through, about and in the visual arts develops students' critical thinking skills and their ability to interpret the worlds they live in. Students are encouraged to work both independently and collaboratively, as learning from each other can develop innovative and exciting ideas.

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 all individuals, so let's create art that celebrates this!

<b>UNIT 1: Explore, expand and investigate</b> Students Explore the characteristics and properties of materials and demonstrate how they can be manipulated to develop subject matter and represent ideas in art making. They make and present at least one finished artwork and document their art making in a Visual Arts journal. Students research Australian artists and present information about them in a format appropriate for a proposed exhibition.	<b>UNIT 2: Understand, develop and resolve</b> Student select a range of artworks from an exhibition and other sources to design their own thematic exhibition. They explore and progressively document the use of art elements, art principles and aesthetic qualities to make experimental artworks in response to a selected theme. Students progressively document art making to develop and resolve subject matter and ideas in at least one finished artwork.
<b>UNIT 3: Collect, extend and connect</b> Students collect information from artists and artworks in specific art forms to develop subject matter and ideas in their own art making. They make artworks in specific art forms, prepare and present a critique, and reflect on feedback. Students research and plan an exhibition of the artworks of three artists.	<b>UNIT 4: Consolidate, present and conserve</b> Students refine and resolve at least one finished artwork in a specific art form and document the materials, techniques and processes used in art making. They plan and display at least one finished artwork in a specific art form and present a critique. Students study the presentation, conservation and care of artworks, including the conservation and care of their own artworks.

### Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Elective subjects such as Art and Media would be beneficial for 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 .

## Biology

This study 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' shown for evolution.

<b>UNIT 1: How do living things stay alive?</b> 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.	<b>UNIT 2: How is life maintained?</b> 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, analyse pattern of inheritance, interpret pedigree charts, and predict outcomes of genetic crosses.
<b>UNIT 3: How do cells maintain life?</b> 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.	<b>UNIT 4: How does life change over time?</b> 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

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Year 10 Life Science is recommended; also students have a basic knowledge of the terms covered in Year 9 and 10 Science related to Biology.

### Career Pathways

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

**Year 9 students may apply to accelerate in this subject as part of their Year 10 pathway**



## Business Management

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.

<b>UNIT 1: Planning a business</b> 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.	<b>UNIT 2: Establishing a business</b> 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.
<b>UNIT 3: Managing a business</b> 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.	<b>UNIT 4: Transforming a business</b> 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. Elective subject Introduction to Commerce would be beneficial for this study.

### 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.

**Year 9 students may apply to accelerate in this subject as part of their Year 10 pathway**

## Chemistry

We live in a world surrounded by natural and synthetic chemicals. It is the unique properties of these chemicals that allow us to use them the way we do. This study explores 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.

<b>UNIT 1: Materials</b> Students investigate the chemical structures and properties of a range of materials. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products. Students conduct practical investigations involving the reactivity series of metals, separation of mixtures, use of precipitation reactions, determination of empirical formulas, and synthesis of polymers.	<b>UNIT 2: Chemical Reactions</b> Students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid- base and redox reactions in society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.
<b>UNIT 3: Energy</b> 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.	<b>UNIT 4: Organic Chemistry</b> 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. They conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.

### Prerequisites

Students should preferably have completed Physics/Chemistry Science in Year 10. 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. For entry to Unit 1 and 2, students require a minimum academic achievement of 'Above Standard' for General Maths; or "At Standard" for Advanced Maths; "At Standard" in their Year 10 Science. 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.

## English & English as an additional Language (EAL)

This study focuses on the how English language is used to create meaning in print and digital texts of varying complexity. The study of English empowers students to read, write, speak and listen in different contexts. It prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence. Through engagement with texts drawn from a range of times, cultures, forms and genres, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses. God spoke the world into being with the power of his voice. As co-creators with God, so too our understanding of language can shape our identities, our relationships and our worldview.

<b>UNIT 1: Reading, exploring &amp; crafting texts</b> This unit engages in reading and viewing texts with a focus on personal connections with the story. Students discuss and clarify the ideas and values presented by authors. They engage with and develop an understanding of effective and cohesive writing. Applying, extending and challenging their understanding text through a growing awareness of situated contexts.	<b>UNIT 2: Reading and exploring texts and arguments</b> This unit extends their reading skills, deepening capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will extend their skills from Unit 1 through exploration of a different text type. They will consider the way arguments are developed and delivered in many forms of media; closely examining the language and visuals employed by the author, analysing the intended effect on the audience.curve.
<b>UNIT 3: Reading, responding &amp; creating texts</b> This unit applies reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. Students analyse the ways authors construct meaning. They read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts	<b>UNIT 4: Reading and responding to texts; analysing arguments</b> This unit further sharpens the skills of reading and viewing texts, developed in Units 1, 2 & 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey. Students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue.

### Prerequisites

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

### Career Pathways

Further study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

## English Literature

This study fosters students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. Throughout this study, students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices. Students immerse themselves in challenging fiction and non-fiction texts, discovering and experimenting with a variety of interpretations in order to develop their own responses.

The importance of the Bible from the literary point of view is evident. It has had and continues to have a great influence on literary works, not only as a culturally significant religious text, but also as a literary work of merit in its own right.

<b>UNIT 1: Reading Practices &amp; Genres</b> In this unit students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and they experiment with the assumptions and representations embedded in the texts	<b>UNIT 2: Voices of Country</b> This unit explores the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. Students specifically explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country.
<b>UNIT 3: Adaptations, transformations &amp; interpretations</b> <i>Not offered in 2026</i> This unit focuses on how the form of a text contributes to its meaning. Students reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. Students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.	<b>UNIT 4: Creative responses &amp; analysis</b> <i>Not offered in 2026</i> This unit focuses on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.

### Prerequisites

There are no prerequisites for entry to units 1, 2 or 3. Students must undertake Unit 3 prior to undertaking Unit 4. Elective subject English Literature would be beneficial for this study.

### Career Pathways

Further study of Literature and related subjects may provide a variety of career pathways such as: librarian, historian, professor, editor, author, publisher, educator.

## Environmental Science

This study enables students to explore the interrelationships between Earth's four systems. Students examine how past and current human activities affect the environment and how future challenges can be managed sustainably. In undertaking this study, students gain an understanding of the complexity of environmental decision-making, and how innovative responses to environmental challenges can reduce pressure on Earth's natural resources and ecosystem services. Students work collaboratively as well as independently to develop a range of scientific inquiry skills including practical experimentation, research and analytical skills, problem-solving skills, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. As Psalm 24:1 says, "The earth is the Lord's, and everything in it, the world, and all who live in it." We are called to be good stewards of creation and students will learn about how to caretake God's creation for years to come.

<p><b>UNIT 1: How are the Earth's dynamic systems interconnected to support life?</b></p> <p>This unit focuses on the processes and interactions occurring within and between Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality.</p>	<p><b>UNIT 2: What affects Earth's capacity to sustain life?</b></p> <p>This unit considers pollution as well as food &amp; water security as complex and systemic environmental challenges facing current and future generations. Students examine the characteristics, impacts, assessment and management of a range of pollutants and explore factors that limit and enable the sustainable supply of adequate and affordable food and water.</p>
<p><b>UNIT 3 How can biodiversity and development be sustained?</b></p> <p><i>Not offered in 2026</i></p> <p>This unit focus on environmental management through the application of sustainability principles. They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services important for human health and well-being. They analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animal or plant species.</p>	<p><b>UNIT 4: How can climate change and the impacts of human energy use be managed?</b></p> <p><i>Not offered in 2026</i></p> <p>This unit explores different factors that contribute to the variability of Earth's climate including factors that can affect living things, human society and the environment at local, regional and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources in order to evaluate the suitability and consequences of their use in terms of upholding sustainability principles.</p>

### Prerequisites

There are no prerequisites for entry to units 1 or 2. Elective subject Outdoor Education would be beneficial for this study.

### Career Pathways

Further study of Environmental Science and related subjects may provide a variety of career pathways such as: careers related to atmospheric sciences, ecology, environmental chemistry and geosciences, environmental law, engineering, environmental consultancy, environmental advocacy, government policy development, industrial management, landscape design, regional and urban planning, and teaching and research.



## Geography

This study allows students to explore, analyse and come to understand the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time? How could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected? Geography provides the opportunity for students to appreciate God's creation and how we can care for and enjoy God's good creation as it was intended.

<b>UNIT 1: Hazards and Disasters</b> Students examine hazards and hazard events and analyse the impacts of hazard events. They analyse the nature of hazards and the impacts of hazard events at a range of scales. Students explore the nature and effectiveness of specific measures such as prediction and warning programs, community preparedness and land use planning, as well as actions taken after hazards become harmful and destructive disasters. They analyse and evaluate the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.	<b>UNIT 2: Tourism: issues and challenges</b> Students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments, issues and challenges of ethical tourism. Students analyse the nature of tourism at a range of scales. They analyse the impacts of tourism on people, places and environments, and evaluate the effectiveness of strategies for managing tourism.
<b>UNIT 3: Changing the land</b> <i>Not offered in 2026</i> This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra, bare lands and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover is altered by many processes such as geomorphological events, plant succession and climate change.	<b>UNIT 4: Human population</b> <i>Not offered in 2026</i> This unit focuses on investigating the geography of human populations. Students explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. Students investigate the interconnections between the reasons for population change. They evaluate strategies developed in response to population issues and challenges, in both a growing population trend of one country and an ageing population trend of another country, in different parts of the world.

### Prerequisites

There are no prerequisites for entry to units 1 or 2

### Career Pathways

Geography develops key skills for a wide range of careers particularly in fields related to the environment, spatial sciences and planning. These may include urban planning, environmental consulting or resource management.



## Health and Human Development

This study fosters learning about every stage of the lifespan. Students 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 behaviour, 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.

<b>UNIT 1: Health and Wellbeing</b> 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.	<b>UNIT 2: Managing Health &amp; Development</b> 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 from the perspective of youth, and access and examine health data.
<b>UNIT 3: Australia's Health in a globalised world</b> 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, and analyse the variations in the health status of Australians. Through researching health improvements and evaluating successful programs, they explore various public health approaches and the interdependence of different models.	<b>UNIT 4: Health in a Global Context</b> Students use data to investigate health and wellbeing and human development in a global context. They examine health status and human development 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 or 2. Students must undertake Unit 3 prior to undertaking Unit 4. Year 10 Health & PE: Healthy Lives is recommended.

### 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 Health and Human Development include: Health and PE teacher, motivational speaker, social worker and youth worker.

**Year 9 students may apply to accelerate in this subject as part of their Year 10 pathway**

## History: Empires

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

This study offers a fascinating insight into our past! Students 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.

History provides the opportunity for students to view the events in history through a biblical framework, allowing students to identify the choices and consequences of these civilisations and how this informs us in our future decisions.

### History: Empires is a Unit 1 and 2 subject only; its continuation at Melton Christian College is Unit 3 and 4 History: Ancient History

#### UNIT 1 & 2: Empires

In 2026 Students will study Units 1 and 2 History: Empires.

<b>Unit 1 – The Venetian Empire</b> Students investigate the Venetian Republic, a maritime empire which rose from the mud-flats of the Venetian lagoon. Combining naval traditions and political diplomacy, it dominated trade on the Mediterranean Sea, including commerce between Europe and North Africa, as well as Asia. Rational calculation, and the abstract relations of credit and exchange, fashioned a wholly new kind of society, a society of commodities and a society of consumers. It has been said that the modern economic spirit sprang from the experience of the city.	<b>Unit 2 - The Portuguese Overseas Empire</b> Seeking competitive trade routes, and harnessing new knowledge and technologies, Portuguese voyages of exploration into the Asia-Pacific, the Americas and Africa challenged the hegemony of power of existing empires beyond the Mediterranean world. The exploitation of colonial outposts and occupied territories drastically affected the indigenous peoples and the colonial societies. It also demanded a labour force which instigated the transatlantic slave trade, which in turn was responsible for the inhuman transport of between 10 and 12 million enslaved Africans.
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#### Prerequisites

There are no prerequisites for entry to Units 1 or 2

#### 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.

**Year 9 students may apply to accelerate in this subject as part of their Year 10 pathway**

## History: Ancient History

### 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. History provides the opportunity for students to view the events in history through a biblical framework, allowing students to identify the choices and consequences of these civilisations and how this informs us in our future decisions.

### History: Ancient History is a Unit 3 and 4 - only subject, and a continuation of History: Empires is a Unit 1 and 2.

#### UNIT 3 & 4: Ancient History

In 2026 Students will study Units 3 and 4 Ancient History. There are three strands of Ancient History that students can choose from. We will run the most popular study from the list below:

<b>Egypt</b> Students investigate the features of life during the New Kingdom Egypt. They examine causes and consequences of warfare and its effect on the social, political and economic life of New Kingdom Egypt Students investigate the tensions of the Amarna Period in New Kingdom Egypt. Students analyse the involvement of Amenhotep III, Amenhotep IV/Akhenaten, Nefertiti and Tutankhamun during the Amarna Period, and what this reveals about the different roles, motives and influence of these key individuals.	<b>Greece</b> Students investigate the features of life during the Archaic Period. They investigate social, political and economic features of Athens and Sparta to 454 BCE. Students investigate the Peloponnesian War (460–404 BCE) and how it reveals a different form of crisis. Students analyse the involvement of Pericles, Nicias, Alcibiades and Lysander during the Peloponnesian War and what this reveals about the roles, motives and influence of these key individuals.	<b>Rome</b> Students investigate the features and the early development of Rome. They examine the causes and consequences of the conflict between Rome and Carthage. Students investigate how the interests and actions of individuals led to the demise of the Republic. Students analyse the involvement of key individuals during the fall of the Republic and what this reveals about the different roles, motives and influence of these key individuals
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#### Prerequisites

There are no prerequisites for entry to Unit 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.

## Legal Studies

This study examines the institutions and principles that are essential to the Australian legal system. Students develop an understanding of the rule of law, law-makers, legal institutions, the relationship between the people and the Australian Constitution, the protection of rights in Australia, and the Victorian justice system. Students develop an ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They develop an appreciation of the ability of people to actively seek to influence changes in the law and analyse both the extent to which our legal institutions are effective, and whether the Victorian justice system achieves the principles of justice. Students also discuss the legal system from a biblical framework, exploring the God of Justice and Mercy as seen in the Old and New Testaments.

<b>UNIT 1: The presumption of innocence</b> Students develop an understanding of legal foundations. They describe the main sources and types of law and evaluate the effectiveness of laws. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime.	<b>UNIT 2: Wrongs and rights</b> Students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine liability in a civil dispute. Students explain the key concepts in the resolution of a civil dispute, discuss the principles of justice in relation to experiences of the civil justice system, and discuss the ability of remedies to achieve their purposes. Students also develop an understanding of how human rights are protected in Australia and investigate a contemporary human rights issue in Australia.
<b>UNIT 3: Rights and justice</b> 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.	<b>UNIT 4: The people, the law and reform</b> 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 discuss recent reforms from the past four years and apply legal reasoning and information to actual and/or hypothetical scenarios.

### Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Elective subject Introduction to Commerce would be beneficial for this study.

### Career Pathways

Careers in law such as solicitor, barrister, policy adviser, prosecutor, paralegal, legal assistant, as well as other careers in the courtroom, education, journalism, diplomatic services, public relations, public service and law enforcement.

**Year 9 students may apply to accelerate in this subject as part of their Year 10 pathway**

## Mathematics: Foundation

This study continues the mathematical development of students with respect to problems encountered in practical contexts in everyday life at home, in the community, at work and in study. Foundation 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.

<b>UNIT 1</b> Students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives.	<b>UNIT 2</b> Students extend the breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work and personal or other familiar situations.
<b>UNIT 3</b> Students study estimation, the use and application of different forms of numbers and calculations, algorithmic and computational thinking, and the representation of formal mathematical expressions and processes, to solve practical problems in community, business and industry contexts. They collect present and analyse gathered data from a variety of sources and create suitable graphs and summaries.	<b>UNIT 4</b> Students study the use and application of different forms of numbers and calculations, relationships and formulae, and their application in relation to the analysis of, and critical reflection on, personal, local, national and global financial, consumer and global matters. They use and apply the metric system and related measurement to a variety of domestic, societal, industrial and commercial contexts, including consideration of accuracy, precision and error.

### Prerequisites

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

Units 1 & 2 may be completed in Year 10. VM students may select this Mathematics.

### Career Pathways

Foundation Mathematics provides the numerical skills required for problems encountered in practical contexts in everyday life at home, in the community, at work and in study.

## Mathematics: General

This study focuses on non-calculus and discrete mathematic topics. They are designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important.

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.

<b>UNIT 1</b> Students apply techniques, routines and processes involving rational and real arithmetic to types of univariate data, display and description of the distribution of data, the concept of a sequence and its representation by rule, table and graph, arithmetic or geometric sequences, linear functions and relations, and matrices and matrix operations.	<b>UNIT 2</b> Students apply techniques, routines and processes involving rational and real arithmetic to bivariate data, the use of graphs and networks to model and solve a range of practical problems, finding direct and inverse variation, transformations to linearity and modelling of some non-linear data, and calculations of space and volume.
<b>UNIT 3</b> Students cover data types, representation and distribution of data, location, spread, association, correlation and causation, response and explanatory variables, linear regression, data transformation and goodness of fit, times series, seasonality, smoothing and prediction Students use of first-order linear recurrence relations and the time value of money (TVM) to model and analyse a range of financial situations and using technology to solve related problems.	<b>UNIT 4</b> Students apply techniques, routines and processes involving rational and real arithmetic to define 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 Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Year 10 General Maths is good preparation for this subject. VM students may select this subject as their Mathematics.

### 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.



## Mathematical Methods (CAS)

This study engages in simple elementary functions, transformations and combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, technology, engineering and mathematics (STEM), humanities, economics and medicine. 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.

<b>UNIT 1</b> Students examine the graphical representation of simple algebraic functions of a single real variable and key features of graphs, the algebra of polynomial functions, constant and average rates of change and an introduction to instantaneous rate of change of a function, and the concepts of event, frequency, probability and representation of finite sample spaces and events.	<b>UNIT 2</b> Students apply techniques, routines and processes involving rational and real arithmetic to circular, exponential and logarithmic functions, inverse functions, transformation, the differentiation and anti-differentiation of polynomial functions and calculating the probability of compound events.
<b>UNIT 3</b> 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.	<b>UNIT 4</b> 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

For entry to Unit 1 and 2, students require a minimum academic excellence of "Above Standard" for Year 10 General Maths; or "At Standard" for Year 10 Advanced Maths.

Students must undertake Unit 3 prior to undertaking Unit 4. For Units 1 and 2, Year 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

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.

## Media

In this study 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.

<b>UNIT 1: Representation &amp; Aus stories</b> Students examine the graphical representation of simple algebraic functions of a single real variable and key features of graphs, the algebra of polynomial functions, constant and average rates of change and an introduction to instantaneous rate of change of a function, and the concepts of event, frequency, probability and representation of finite sample spaces and events.	<b>UNIT 2: Narrative across media forms</b> 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.
<b>UNIT 3: Narratives and pre-production</b> 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 preproduction 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.	<b>UNIT 4: Production: agency and control</b> Students focus on the production and postproduction 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 use evidence, arguments and ideas to discuss audience agency, media influence, media regulation and ethical and legal issues in the media.

### Prerequisites and 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. Elective subject 9 & 10 Media would be beneficial for this study.

### 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.

**Year 9 students may apply to accelerate in this subject as part of their Year 10 pathway**

## Physical Education

This study examines 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.

<b>UNIT 1: The Human Body in Motion</b> 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.	<b>UNIT 2: Physical Activity, Sport, exercise and Society</b> 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.
<b>UNIT 3: Movement Skills and Energy</b> Students use a variety of tools and coaching techniques to analyse movement skills and apply biomechanical and skill-acquisition principles to improve and refine movement in physical activity, sport and exercise. Students investigate the characteristics and interplay of the 3 energy systems for performance and explore the causes of fatigue and strategies used to promote recovery. Practical activities demonstrate how to correctly apply principles that can lead to improved performance.	<b>UNIT 4: Training to Improve Performance</b> Students' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective. Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels. Students then consider all physiological data, training principles and methods to design a training program.

### 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 have a strong link and relevance to these scientific concepts. Year 10 Health & PE: Fitness is recommended.

### Career Pathways

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

**Year 9 students may apply to accelerate in this subject as part of their Year 10 pathway**

## Physics

This study 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.

<b>UNIT 1: How is energy useful</b> student should be able to model, investigate and evaluate the wave-like nature of light, thermal energy and the emission and absorption of light by matter. student should be able to explain, apply and evaluate nuclear radiation, radioactive decay and nuclear energy. Apply a basic DC circuit model to simple battery-operated devices and household electrical systems	<b>UNIT 2: How does physics help us to understand the world?</b> Students investigate, analyse, mathematically model and apply force, energy and motion. They investigate and apply physics knowledge to develop and communicate an informed response to a contemporary societal issue. students draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation.
<b>UNIT 3: Motion and Electricity</b> <i>Not offered in 2026</i> Students investigate motion and related energy transformations and analyse Newton’s laws in one and two dimensions. Students compare and contrast gravitational, magnetic, and electric fields. They examine the production of electricity and its delivery to homes and applications of concepts including the transmission of electricity over large distances and the design and operation of particle accelerators.	<b>UNIT 4: Creative thinking in physics</b> <i>Not offered in 2026</i> 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 design and conduct a scientific investigation related to fields, motion or light, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.

### Prerequisites

For entry to Unit 1 and 2, students require a minimum academic achievement of “Above Standard” for Year 10 General Maths; or “At Standard” for Year 10 Advanced Maths.

A solid grounding in Year 10 Science: Physics/Chemistry and strong mathematical skills are 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.

## Product Design and Technology

This study offers students a unique focus on creativity through the development and production of innovative and ethical products. Students become solution-focused and equipped to deal with both the interdisciplinary (interrelationship of multiple disciplines) and transdisciplinary (when disciplines interconnect to form new ideas) natures of design. Students work with a variety of materials and tools to employ innovative and ethical practices as they practise design. God created man and woman in His own likeness, we are image bearers of God. This means that we have the likeness of a Creator! The first thing God did in the Bible was take a formless world and shape it into something new. It is therefore natural and fundamental that God expects humans to create.

<b>UNIT 1: Design Practices</b> This unit analyses and evaluates existing products and current technological innovations in product design. Students will understand the importance of a design brief, learn about factors that influence design, and use the Double Diamond design approach as a framework. Practically, students explore and test materials, tools and processes available to them. They practise safe skill development when creating an innovative product.	<b>UNIT 2: Positive impacts for end users</b> This unit explores cultural influences on design. Students develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products, how sustainable design practices care for Country, and how traditions and culture are acknowledged in contemporary designs. Students also have opportunities to make connections to personal or other cultural heritages.
<b>UNIT 3: Ethical product design &amp; development</b> <i>Not offered in 2026</i> In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s).	<b>UNIT 4: Production and evaluation of ethical designs</b> <i>Not offered in 2026</i> Students continue to work as designers throughout the production process on their project established in unit 3. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes.

### Prerequisites

There are no prerequisites for entry to units 1 or 2. Design and Technology elective subjects (Wood, Textiles or Food) would be beneficial for this study.

### Career Pathways

Product Design and Technology offers students a range of relevant practical and applied experiences that support future career pathways in design fields. These include industrial design, textiles, jewellery, fashion, interior spaces and exhibitions, engineering, building and construction, furniture, and transport. Future pathways also include careers in specialised areas of arts and design at professional, industrial and vocational levels.



## Psychology

This study is designed to enable students to explore the complex interactions between thought, emotions and behaviour. Students develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. Students understand how society applies such skills and psychological concepts to resolve problems and make scientific advancements. The study is designed to promote students' confidence and their disposition to use the information they learn in the study in everyday situations. 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.

<p><b>UNIT 1: How are behaviour and mental processes shaped?</b></p> <p>Students discuss complexity of psychological development over the life span and evaluate ways of understanding and representing psychological development. They analyse the role of the brain in mental processes and behaviour and evaluate how brain plasticity and brain injury can change biopsychosocial functioning. Students identify, analyse and evaluate the evidence available to answer a research question relating to contemporary psychology.</p>	<p><b>UNIT 2: How do internal and external factors influence behaviour and mental processes?</b></p> <p>Students analyse how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour. They explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions. Students adapt/design and conduct a scientific investigation related to internal and external influences on perception and/or behaviour and draw an evidence-based conclusion from generated primary data.</p>
<p><b>UNIT 3: How does experience affect behaviour and mental processes?</b></p> <p>In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory. Students investigate how the human nervous system enables a person to interact with the world around them. Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory.</p>	<p><b>UNIT 4: How is mental wellbeing supported and maintained?</b></p> <p>In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning. Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing.</p>

### Prerequisites

No prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to taking Unit 4. A solid grounding in Year 10 Life Science is beneficial. Elective subject Introduction to Psychology is beneficial for this study.

### Career Pathways

Careers in early childhood, primary and 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).



## Text & Traditions

This study equips students to come to a deeper understanding of the relationship between religious traditions and the written sacred texts that have grown from and shaped those traditions. Many religious traditions have a special relationship with a set of written texts, often referred to as sacred scriptures. Through this study, students are taught to understand that these written texts have particular authority for the tradition and may act as an important reference and foundation for the tradition's social organisation, rituals, values and beliefs, and for the behaviours of the tradition's followers, both historically and in the world today.

As a Christian College, Christ-centredness means following the teachings of Jesus. Students will analyse biblical texts and gain a deeper understanding of who God is. Jesus is the way, the truth and the life (John 14:6).

<b>UNIT 1: Text in traditions</b> This unit introduces students to basic methods of exegesis to bring about a deeper awareness of how sacred texts came about, and the meaning of those texts for the religious tradition. Students examine the place of sacred texts and their literary forms within a religious tradition. Students explore the importance of sacred texts as the source of a tradition and learn how to interpret and describe their meaning for the earlier and continuing tradition	<b>UNIT 2: Texts in Society</b> This unit studies sacred texts as a means of investigating social attitudes on issues such as social structures, justice, authority, the environment, racism, gender and others. Students consider the social context within which the sacred texts were produced, the conditions under which they are currently read, the reasons for reading them, and the types of authority attributed to them by religious traditions and society in general.
<b>UNIT 3: Texts &amp; the early traditions</b> <i>Not offered in 2026</i> This unit will focus on the religion of Christianity.  Students develop an understanding of how the chosen set text is a response to particular social, cultural, religious, political and historical needs and events. They explore the formation of the text itself, the intended audience of that text, and the message or teaching found within the text.	<b>UNIT 4: Texts &amp; their teachings</b> <i>Not offered in 2026</i> This unit will focus on the religion of Christianity.  This unit continues to apply exegetical methods to the passages for special study begun in Unit 3. Some texts are regarded as essential for the continuation of a religious tradition because they function as a means of communicating teachings or understandings about the relationship between the human and the transcendent

## Prerequisites

There are no prerequisites for entry to units 1, or 2.

## Career Pathways

Text and traditions encourage independent and critical thinking in students that will assist them in work and study, and in fields that require critical thinking about, and research, analysis and interpretation of, written texts, such as journalism, politics and ministry.

## Theatre Studies

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.

This study 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.

<b>UNIT 1: History of theatre styles and conventions pre-1945</b> This unit focuses on the application of acting, direction and design in relation to theatre styles and their conventions pre-1945. Students develop knowledge and skills about theatre production processes, including dramaturgy, planning, development, and performance to an audience, and they apply this knowledge and skill to their own work. Students begin to develop skills of performance analysis and apply these to the analysis of a play in performance.	<b>UNIT 2: Contemporary theatre styles and movements</b> This unit focuses on the application of acting, direction and design in relation to contemporary theatre practice in the period after 1945. Students work in production roles to interpret scripts. They study developments and innovations in theatre and apply this knowledge to their own work. Students develop knowledge of, and skills relating to theatre production processes, and they apply these to their own work.
<b>UNIT 3: Producing Theatre</b> In this unit students develop an interpretation of a script through the three stages of the theatre production. They apply the knowledge developed during this process to analyse and evaluate how production roles can be used to interpret script excerpts. Students attend a performance and evaluate the interpretation of the script.	<b>UNIT 4: Presenting an Interpretation</b> In this unit, students study a scene and an associated monologue from a script. Students explore theatrical possibilities and use dramaturgy across the three stages of the production process. Students then develop an interpretation of the monologue that is embedded in the specified scene.

### Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Elective subject Performing Arts as well as involvement in the school musical would be beneficial for this study.

### 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 Small Business:

22629VIC Certificate II in Small Business

In VCE VET Small Business the students are equipped with the key knowledge and skills required in small business workplaces.

Students learn to work effectively within small business contexts across a range of industry sectors, developing the skills, knowledge and attributes to support safe and sustainable small business operations, support the daily financial management of small business operations, apply effective communication, creative thinking and problem-solving techniques to underpin co-operative relationships, and support the implementation and review of innovation and change within a small business context.

It provides students with:

- Three units of credit at Units 1 and 2 level and a Units 3 and 4 sequence.
- A student who achieves a Units 3 and 4 sequences may be eligible for an increment towards their ATAR. Increments for VCE VET programs will be calculated using 10% of the lowest study score of the primary four.
- A nationally recognised Certificate II in Small Business

### **This course will be delivered in partnership with Ripponlea Institute (21230)**

#### **Year 1 - Equivalent to VCE Units 1 and 2**

Sample competencies covered in Units 1 and 2 include:

- Follow procedures for routine financial activities of a small business
- Contribute to small business operations and innovations
- Develop web presence through social media
- Participate in small business quality processes

#### **Year 2 - Equivalent to VCE Units 3 and 4**

Sample competencies covered in Units 3 and 4 include:

- Undertake basic market research and promotion for a small business product or service
- Participate in small business quality processes
- Engage in workplace communication
- Develop and apply knowledge of personal finances

### **Prerequisites**

The Units 3 and 4 sequences of VCE VET Small Business draw upon the practical skills-based knowledge and experience gained in the Units 1 and 2 sequence and is a requirement that a student have complete Units 1 and 2 before attempting Units 3 and 4.

### **Career Pathways**

Employment opportunities include establishing and running their own small business in a variety of industries.

Veta Morphus is a national Christian leadership program for senior secondary students. It is designed for students who wish to explore and develop in the Christian faith in a practical, hands-on way. Beyond the positive effect on your head space and focus, completing Veta Morphus provides students with further opportunity to nourish their faith. Students may further discover their gifts, ask the hard questions, and develop a deep understanding of the Christian faith while putting it all into practice by getting involved in mission and leadership activities.

It provides students with:

- Five units of credit at Units 1 and 2 level and a Unit 3 and 4 sequence.
- Veta Morphus is a non-scored VCE unit 3-4 sequence
- A nationally recognised Certificate III in Christian Ministry and Theology

### **This course will be delivered in partnership with Evolation Learning (45219)**

#### **Year 1 - Equivalent to VCE Units 1 and 2**

Sample competencies covered in Units 1 and 2 include:

- Develop foundational knowledge of the bible
- Develop and apply knowledge of key Christian beliefs
- Research Christian scripture and theology
- Study and present a biblical topic

#### **Year 2 - Equivalent to VCE Units 3 and 4**

Sample competencies covered in Units 3 and 4 include:

- Apply elemental strategies for biblical interpretation
- Support ministry activities
- Explain own beliefs to others
- Use basic communication skills in a ministry context

#### **Prerequisites**

The Units 3 and 4 sequences of Veta Morphus rely upon the practical skills-based knowledge and experience gained in the Units 1 and 2 sequence and is a requirement that a student have completed Units 1 and 2 before attempting Units 3 and 4.

#### **Career Pathways**

Employment opportunities include community service and ministry work across many fields.

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

Upon successful completion of the assessment requirements, it provides students with:

- A Year 12 study score towards their ATAR
- A nationally recognised Certificate III in Music. This will be obtained if the student satisfactorily meets all requirements.

**This course will be delivered in partnership with COSAMP (41549).**

### **Year 1 - Equivalent to VCE Units 1 and 2**

The units in Year 1 focus on developing ensemble and solo performance skills that demonstrate an understanding of technical skill, genre and style, collaboration, and planning. Learners will also compose simple songs and build on their awareness of creative arts careers, and the legal responsibilities of working in the music industry.

### **Year 2 - Equivalent to VCE Units 3 and 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.

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
- A nationally recognised Certificate II in Sport and Recreation at the completion of Year 11
- A nationally recognised Certificate III in Sport, Aquatics and Recreation at the completion of Year 12

### **Year 1 - Equivalent to VCE Units 1 and 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. This includes workplace health and safety, sport conditioning, maintaining activity equipment, first aid, CPR, responding to emergencies, knowledge of sport, fitness and recreation industries, provide services, respond to interpersonal conflict, work priority organisation, improve in officiating skills/knowledge.

### **Year 2 - Equivalent to VCE Units 3 and 4**

Units 3 and 4 offers scored assessment and includes core units such as delivering recreation sessions, facilitating groups, risk assessment, and conducting coaching with foundation level participants.

### **Prerequisites**

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

### **Career Pathways**

Employment opportunities reflect roles such as recreation officer, activity operation officer, sport and recreation attendant, community activities officer or leisure services officer, coach, game official, first aid officer.



## VCE VM (Victorian Certificate of Education Vocation Major)

The Victorian Certificate of Education Vocation Major (VCE VM) 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 VCE VM is a senior secondary qualification and a pathway to many careers and future education. VCE VM 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.

### VCE VM at MCC

A typical VCE VM study program combines structured classes at our College and a VET certificate on-site or a day off-campus. VCE VM classes run onsite by our VCE VM 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
- Designing and creating Mural and landscaping projects
- 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 VCE VM Timetable

VCE VM classes are timetabled in the same manner as VCE classes in the six-block timetable. Students attend classes on campus every day and follow a timetable for their 5 core subjects. They also take Melton Christian College subjects of Christian Life Studies, Sport and Pathways and attend chapel services in their year level. In addition to the year level-based subjects, students in VCE VM will have the option to participate in another VCE subject or Project Based Learning, which gives the students the chance to spend more time on their projects and complete outcomes.

### 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 VCE VM 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 VCE VM Coordinator.

## Structured Workplace Learning (SWL)

To meet the requirement of 180 hours of VET across years 11 and 12, students may need to complete a unit of SWL. This entails students organising 20 days of placement in the field associated with their VET across the school year. If this is required, the VET institutions will arrange this as a part of the student's enrolment at the institution. Additionally, students undertaking School Based Apprenticeships and traineeships may also negotiate regular work placements on a case-by-case basis.

## VCE VM Achievement

The VCE VM Certificate aligns closely with the VCE model of learning while maintaining the flexibility of topics that are relevant to the cohort's pathway choices. To achieve the VCE VM certificate students will need to complete 16 units from either the VCE VM or VCE strands.

The Requirements for the successful completion of the VCE VM include a minimum of:

- Three Literacy or VCE English units (including a Unit 3 and 4 sequence)
- Two Numeracy or VCE Mathematics units
- Two Work Related Skills units
- Two Personal Development Skills
- 180 hours of VET at Certificate II level or above

In addition to their Unit 3–4 sequence from the English group, students must complete a minimum of 3 other Unit 3–4 sequences as part of their program.

Students can also include other VCE subjects and structured workplace learning.

## Assessment

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

The work required for all VCE and VCE VM units is set by the Victorian Curriculum and Assessment Authority (VCAA) but is organised and directed by class teachers. Each VCE and VCE VM 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.

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.

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

## What do I study in VCE VM?

A typical full VCE VM certificate at MCC is made up of 6 major class components.

- Literacy
- Foundation Mathematics
- Work Related Skills
- Personal Development Skills
- Project Based Learning\*\*
- VET at Certificate II level or above

\*\* Project Based Learning can be replaced with a VCE subject for both year 11 and 12 but private study in year 12 only

## Literacy

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

<b>UNIT 1</b> Students demonstrate understanding of how text types are constructed for different purposes, audiences and contexts through a range of written, digital, oral and visual responses. They also Apply their understanding of the conventions of literacy and digital communication by responding to and creating a range of digital content, suitable for a community, workplace or vocational context.	<b>UNIT 2</b> Students explain the purpose, audience and main ideas of diverse arguments presented in different text types by creating a range annotations, written, oral and multimedia responses reflecting that reflect learning. Students also Interpret the values and opinions of others and present in oral form points of view supported by evidence.
<b>UNIT 3</b> Students demonstrate the ability to locate, read and understand the purpose, audience and context presented in a variety of informational, organisational and procedural texts through application of knowledge to real-life documents. They create organisational, informational and procedural texts that reflect a specific workplace or vocational experience.	<b>UNIT 4</b> Students Illustrate understanding of the use of language in advocacy by producing a range of written, visual and multimodal texts for the promotion of self, a product or chosen community group. Students also Negotiate the topic of choice for, and complete, an oral presentation that showcase reflections and evaluations of student learning.

## Prerequisites

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

Year 10 English is a good preparation for this subject.

## Career Pathways

Literacy provides the language skills required for problems encountered in practical contexts in everyday life at home, in the community, at work and in study.

## Mathematics: Foundation

Foundation Mathematics Units 1–4 provide for the continuing mathematical development of students with respect to problems encountered in practical contexts in everyday life at home, in the community, at work and in study.

Foundation 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.

<b>UNIT 1</b> Students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives.	<b>UNIT 2</b> Students extend the breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work and personal or other familiar situations.
<b>UNIT 3</b> Students study estimation, the use and application of different forms of numbers and calculations, algorithmic and computational thinking, and the representation of formal mathematical expressions and processes, to solve practical problems in community, business and industry contexts. They collect present and analyse gathered data from a variety of sources and create suitable graphs and summaries.	<b>UNIT 4</b> Students study the use and application of different forms of numbers and calculations, relationships and formulae, and their application in relation to the analysis of, and critical reflection on, personal, local, national and global financial, consumer and global matters. They use and apply the metric system and related measurement to a variety of domestic, societal, industrial and commercial contexts, including consideration of accuracy, precision and error.

### Prerequisites

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

Year 10 General Maths is a good preparation for this subject.

### Career Pathways

Foundation Mathematics provides the numerical skills required for problems encountered in practical contexts in everyday life at home, in the community, at work and in study.

VCE VM students at MCC will complete VCE Foundation Mathematics as their numeracy component. This unit can be a scored assessment and counts towards their required Mathematics units.

## Work Related Skills

VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway. This unit can be undertaken as an unscored subject in VCE and VCE VM and counts towards their required VCE units but will **not** contribute to an ATAR score.

<p><b>UNIT 1</b></p> <p>Students Identify and discuss likely employment growth areas using credible data and apply findings to develop strategies to improve future career prospects. Students also forecast potential employment possibilities and evaluate several educational pathways that would support the acquisition of skills and knowledge required for a selected industry growth area.</p>	<p><b>UNIT 2</b></p> <p>Students Identify and evaluate individual aptitudes and interests as they relate to broad industry groups, and identify evidence of personal core skills, attributes and capabilities required by an industry of choice. Students also demonstrate knowledge of the recruitment and interview process, and of the essential and technical skills required by broader industry groups.</p>
<p><b>UNIT 3</b></p> <p>Students analyse and evaluate the characteristics of a healthy, collaborative, cooperative and harmonious workplace, and identify and explain strategies to contribute to a healthy workplace environment. Students learn about the National Employment Standards and determine pay and conditions, explain the characteristics of workplace bullying, discrimination and sexual harassment, and outline the processes and legal consequences for breaches and analyse the personal ramifications that may follow. They also apply a variety of appropriate questioning and listening techniques within a workplace or simulated workplace, and understand how to develop networks, professional relationships and work effectively in diverse teams.</p>	<p><b>UNIT 4</b></p> <p>Students study the use and application of different forms of numbers and calculations, relationships and formulae, and their application in relation to the analysis of, and critical reflection on, personal, local, national and global financial, consumer and global matters. They use and apply the metric system and related measurement to a variety of domestic, societal, industrial and commercial contexts, including consideration of accuracy, precision and error.</p>

## 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

WRS provides the job skills required for problems encountered in practical contexts in everyday life at home, in the community, at work and in study.

## Personal Development Skills

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community. This unit can be undertaken as an unscored subject in VCE and VCE VM and counts towards their required VCE units but will not contribute to an ATAR score.

<b>UNIT 1</b> Students Study key concepts relating to personal identity and emotional intelligence and apply learnt strategies when working independently or collaboratively Students also Plan and implement an individual or group activity to improve health and wellbeing, and evaluate the effectiveness of the activity by using learnt tools and techniques for monitoring progress. Additionally, students analyse the impact of technology on health and wellbeing at an individual and community level, and apply knowledge and skills to plan, implement and evaluate an individual or group health promotion activity.	<b>UNIT 2</b> Students describe concepts relating to citizenship and community (local, national and/or global), analyse the factors that influence the formation of and apply strategies to promote community participation in an activity. They also Identify issues and challenges within the community, analyse different perspectives of diverse groups and apply learnt problem-solving strategies when working on a community-based activity. Additionally, they discuss the concept of engagement as an approach to address community issues, analyse features of effective community engagement and work to design, implement and evaluate a community engagement activity.
<b>UNIT 3</b> Students apply learnt social awareness and interpersonal skills when working in a real- life scenario or simulation. They also study the concept of effective leadership, analyse leadership qualities and evaluate leadership styles in a range of contexts, and demonstrate a range of leadership skills when working. They learn the characteristics of an effective team, and through engagement in a team activity, evaluate personal contribution to the effectiveness of the team, reflecting on individual strengths as a leader and problem-solver.	<b>UNIT 4</b> Students investigate and analyse an environmental, cultural, economic or social issue of significance to the community and plan a community project to address the chosen area of concern. Use project planning skills to implement a comprehensive plan to apply timely, affordable and effective responses to a community issue. They Also evaluate the effectiveness of the project planning and implementation, drawing together findings in a presentation to a relevant audience.

### 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

PDS provides the interpersonal skills required for problems encountered in practical contexts in everyday life at home, in the community, at work and in study.



## Project Based Learning

In addition to the VCAA prescribed content of the above subjects Melton Christian College offers Project Based learning. This subject is offered only to those completing the VCE VM pathway and is designed to support the other VCE VM subjects in providing opportunities for students to complete projects and in the process complete outcomes for those subjects. Project Based Learning is also an opportunity to upskill students in project management and provide opportunities to learn new transferable skills that may assist students with job and life applications. This means that students will tackle all aspects of the process from applying for approval from relevant stakeholders to completing order forms and to building / creating their product. This subject is designed to provide more real-life opportunities in projects that are tied to student passions and preferences. This subject is offered to both years of VCE VM will not contribute to an ATAR score and does not count towards their required VCE units.

## VET

A students' VCE VM 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) may be a component of their VET course, students may need to complete 20 days of SWL in a field aligned with their VET course they are studying. This must be organised through their VET provider prior to the end of term 1 (if required).

# VPC (Victorian Pathways Certificate)

## What is the VPC?

The Victorian Pathways Certificate (VPC) is an accredited foundation secondary qualification. The VPC is designed for students in Years 11 and 12 who would benefit from a more individualised program at a more accessible level than a senior secondary certificate.

The VPC is designed to engage students through applied learning and provides flexibility to meet an individual's learning needs. The VPC aims to build the skills, knowledge, values and capabilities that enable students to make informed choices about pathways into further education, training and/or employment. Through participation in the VPC students will gain the necessary foundation skills to allow them to make a successful post-schooling transition.

The VPC is designed to be delivered across both Years 11 and 12. Students who participate in the VPC can include units from VCE studies and VCE Vocational Major (VCE VM) studies and units of competency from nationally recognised Vocational Education and Training (VET).

## Purpose of the VPC

The purpose of the VPC is to:

- equip students with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals.
- empower students to make informed decisions about the next stages of their lives through authentic workplace experiences, providing them with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world

## VPC Achievement

The VPC Certificate has replaced the VCAL Foundation Level Certificate. This means that the pathway is moving away from the three award levels (foundation, intermediate and Senior) and reforming the Foundation pathway into a more straightforward process that better reflects a level of work appropriate for the students who undertake this pathway.

The minimum requirement for the VPC is satisfactory completion of 12 units across two years, which must include:

- at least two units of VPC Literacy (or units from the VCE English group, including VCE Vocational Major Literacy)
- at least two units of VPC Numeracy (or units from the VCE Mathematics group, including VCE Vocational Major Numeracy)
- at least two VPC Personal Development Skills units
- at least two VPC Work Related Skills units.

The remaining four units may include other curriculum such as VCE units, VCE Vocational Major units and units of competency from nationally recognised VET.

# VET (Vocational Education and Training)

Melton Christian College offers Vocational Education & Training (VET) in both our VCE and VCE VM programs. In 2025, three subjects will 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 VET courses in Year 11 as part of their VCE OR VCC VM program. They would then complete their VET study in Year 12.

Contribution on the VCE	Contribution on the VCE VM
<p>VET can be fully incorporated into the VCE program:</p> <ul style="list-style-type: none"><li>• 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</li><li>• 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 and 2 level only</li></ul>	<ul style="list-style-type: none"><li>• VET contributes to the satisfactory completion of the VCE VM program – in particular, the Industry Specific Skills strand</li><li>• 90 hours of VET studies amounts to one VCE VM credit. This usually represents one semester of classes</li></ul>

## 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 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 Coordinator.

## **In-House VET Courses at MCC**

In 2026, Melton Christian College will offer four in-house VET courses onsite by our qualified staff. The courses are open to VCE and VCE VM students, with entry point at Year 11: These include:

- Certificate III in Sport and Recreation
- Certificate III in Music Industry (Music Performance Specialisation)
- Certificate II in Small Business Operations and Innovation
- Certificate III in Christian Ministry & Theology (Veta Morphus)

Details of these VET courses can be found from page 58.

## **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, VCE VM or MCC-specific subjects. Completing an external VET course will also incur an additional fee dependent on which VET is chosen as the resource requirements are different for each course. Please speak to the VET Coordinator, Jacob Lewis, for more information regarding courses and enrolment. Places fill quickly and initial applications for 2026 close early August 2025.

## **School-Based Apprenticeships and Training (SBATs)**

School-Based Apprenticeships and Training (SBATs) are supported and promoted by both the State and Commonwealth Governments. Students are able to undertake the secondary school certificate (VCE or VCE VM) at school while being in paid part-time employment and completing a VET qualification. SBAs operate within the National Training Framework (NTF). SBATs are open to students 15 years of age and over who are permanent residents of Australia and enrolled in a VCE or VCE VM course at school. Requirements include:

- The student undertakes paid employment under some form of industrial agreement that recognises SBATs, 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/VCE VM studies and an SBAT 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

# 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).

Distance Education 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. In order to study a subject through VSV, an External Subject Application Form must be submitted, in addition to the VSV enrolment forms.

## What is involved?

Students enrol 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 VSV teacher. Students are encouraged to schedule regular phone conversations with the teacher and can call or email at any time during their timetabled block 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 supervised rooms. SACs and graded assessment tasks are also completed at MCC under supervised conditions; these are collected by the onsite VSV supervisor and emailed 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 \$850 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 <https://www.vsv.vic.edu.au>

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