

The cover features a large orange rectangle in the upper left containing the title text. To its right is a smaller green rectangle. A long, thin green vertical bar runs down the right side of the page. At the bottom left, there is a small white rectangle with a black border containing the year.

MELBA COLLEGE
VCE
Course Selection Handbook

2026

Congratulations on your decision to continue your senior secondary education at Melba College!

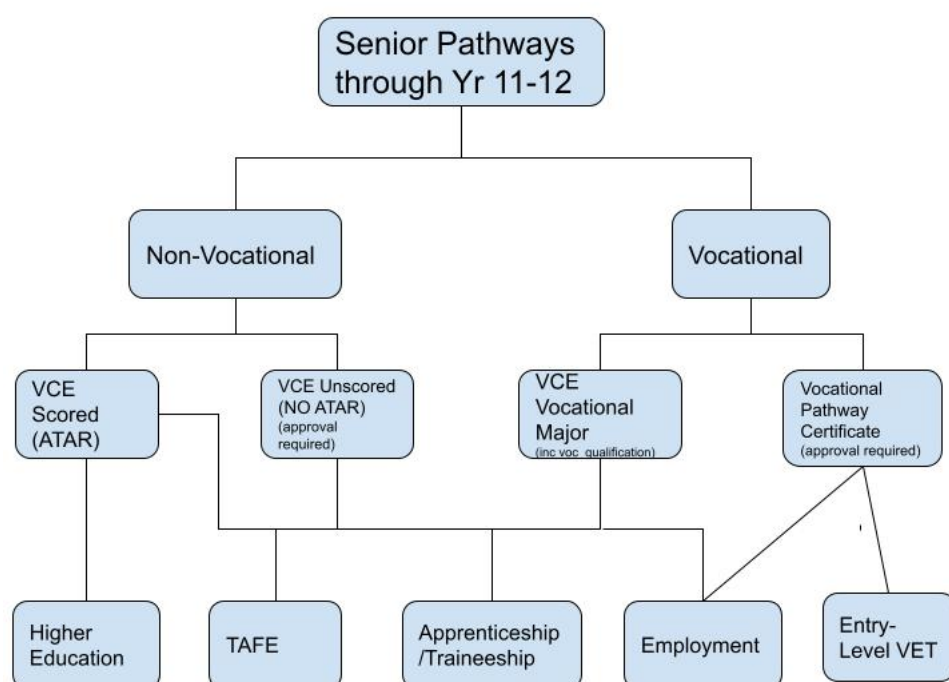
Over the coming weeks you will be making important decisions regarding your courses for 2025. Please take the time to read the information in this handbook and discuss this important decision with your family. You should seek advice from your Careers teacher, Year Level and VCE Leader and Careers professionals.

There are many factors that will influence your course selection decisions. Possibly the most important factor to think about is what you would like to do once you have completed secondary school.

Before deciding on a course, we suggest considering information about the following:

- Pre-requisites for tertiary courses at university, college or TAFE
- Tertiary entrance requirements and the selection processes
- ATAR scores and how they are calculated – including how subjects are scaled.

Regardless of the pathway you choose – and the subjects you select – one key piece of advice is offered – choose subjects you enjoy, are good at, and you find interesting. In the event that you approach this process with no clear goal in mind – choose subjects that will allow you to keep your options open.



The following subjects are scored VCE subjects. Subjects will run on-site at Melba College subject to availability and student numbers. Where there are insufficient numbers to run a subject, we encourage students to discuss other options, such as completing additional subjects via distance education, with the senior school team.

A comprehensive list of subjects available to students within the full scope of VCE can be found via this link: <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx>.

Below are the subjects being offered on-site at Melba College in 2026:

ENGLISH	
Subject	Units
English	1-4
<u>OR</u>	
English as an Additional Language (EAL)	1-2
<u>AND/OR</u>	
Literature	1-2

MATHEMATICS	
Subject	Units
General Mathematics	1 – 4
Mathematical Methods	1 – 4
Specialist Mathematics	1 – 4

HEALTH AND PHYSICAL EDUCATION	
Subject	Units
Health & Human Development	1 – 4
Physical Education	1 – 4

THE ARTS	
Subject	Units
Media	1 – 4

Drama	1 – 4
Visual Communication & Design	1 – 4
Certificate II/III VET Music Industry (Music Performance) • Scored VCE subject	Year 2 intake for 2026
Certificate II/III VET Music Industry (Sound Production) • Scored VCE subject	Year 1 intake for 2026
CUA31120 - Cert III Visual Art • Unscored VCE subject	Year 1 and 2 intake for 2026

HUMANITIES, BUSINESS AND ECONOMICS	
Subject	Units
Business Management	1 - 4
Legal Studies	1 - 4
History (Modern History 1/2 & Revolutions 3/4)	1 – 4
Geography	1 – 2

TECHNOLOGY	
Subject	Units
Food Studies	1 - 4
MSF202522 - Cert II Furniture Making Pathways • Scored VCE subject	Year 1 intake for 2026

SCIENCE	
Subject	Units
Biology	1 - 4
Chemistry	1 - 4
Physics	1 - 4
Psychology	1 - 4

LANGUAGES	
Subject	Units

Japanese	1 - 4
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VCE VOCATIONAL MAJOR SUBJECTS - 2026

The following subjects are VCE Vocational Major subjects. Subjects will run on-site at Melba College subject to availability and student numbers.

A comprehensive list of subjects available to students within the full scope of VCE can be found via this link: <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx>.

Below are the subjects being offered on-site at Melba College in 2026:

VOCATIONAL MAJOR	
Subject	Units
VM Literacy	1-4
VM Numeracy	1-4
VM Work Related Skills	1-4
VM Personal Development	1-4
VM Life Skills	

VET SUBJECTS

VET UNITS ONSITE at Melba College (Other choices available offsite)
Certificate II/III VET Music Industry (Music Performance) (2-year course – Year 2 intake for 2026)
Certificate II/III VET Music Industry (Sound Production) (2-year course – Year 1 intake for 2026)
Certificate II VET Art (2-year course – Commences 2026 with Year 1/2 intake)
Certificate II in Furniture Making Pathways (2-year course –Year 1 intake for 2026)

COURSE DESCRIPTIONS

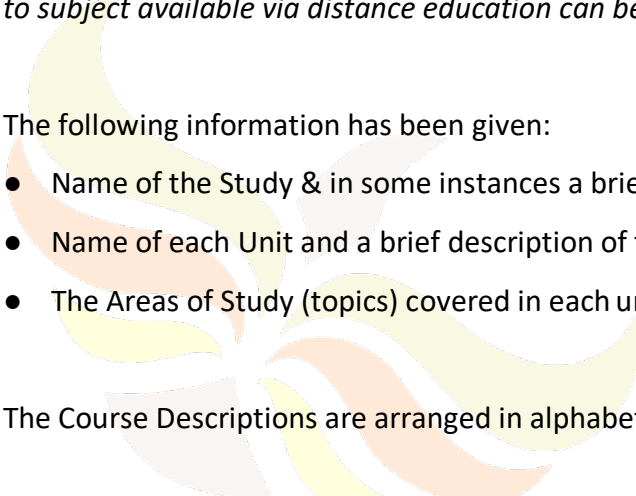
The following Course Descriptions reflect the information relating to each Unit/Study published by Victorian Curriculum Assessment Authority. Further information can be gained by accessing the VCAA website – <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx>.

Please note that only subjects offered on-site will be described below. Information pertaining to subject available via distance education can be found via the link above.

The following information has been given:

- Name of the Study & in some instances a brief introduction to the subject
- Name of each Unit and a brief description of the content
- The Areas of Study (topics) covered in each unit

The Course Descriptions are arranged in alphabetical order.



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BIOLOGY 1/2

Unit 1: How do living things stay alive?

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population. Students investigate the survival of an organism or species in Area of Study 3.

Areas of Study

1. How do organisms function?
2. How do living systems sustain life?
3. Practical investigation

Unit 2: How is continuity of life maintained?

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined. Students research an issue related to genetics and/or reproductive in Area of Study 3.

Areas of Study

1. How does reproduction maintain the continuity of life?
2. How is inheritance explained?
3. Investigation of an issue

BIOLOGY 3/4

Unit 3: How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules.

Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Cells communicate with each other using a variety of signalling molecules. Students consider the types of signals, the transduction of information within the cell and cellular responses. At this molecular level

Students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

A student practical investigation related to cellular processes and/or biological change and continuity over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3.

Areas of Study

1. How do cellular processes work?
2. How do cells communicate?

Unit 4: How does life change and respond to challenges over time?

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool.

The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species.

Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

A student practical investigation related to cellular processes and/or biological change and continuity over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

Areas of Study

1. How are species related?
2. How do humans impact on biological processes?
3. Practical Investigation

BUSINESS MANAGEMENT 1/2

Unit 1: Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore, how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Area of Study

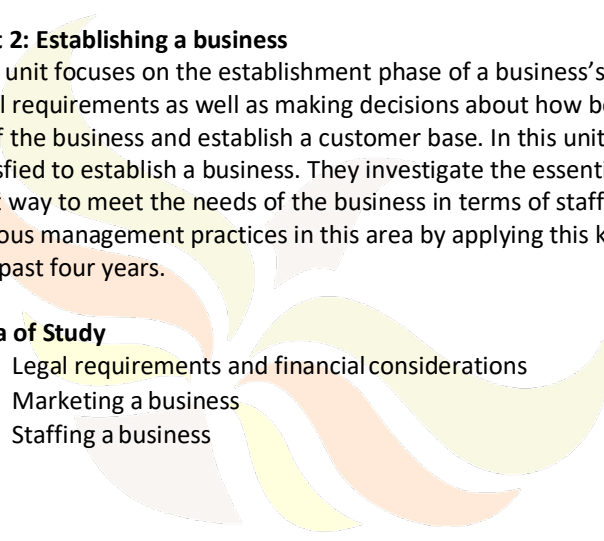
1. The business idea
2. External Environment
3. Internal Environment

Unit 2: Establishing a business

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Area of Study

1. Legal requirements and financial considerations
2. Marketing a business
3. Staffing a business



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BUSINESS MANAGEMENT 3/4

Unit 3: Managing a business

In this unit students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives, and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.

Area of Study

1. Business Foundations
2. Human Resource Management
3. Operations Management

Unit 4: Transforming a business

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit 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. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of effective management and leadership in change management. Using one or more contemporary business case studies from the past four years, students evaluate business practice against theory.

Area of Study

1. Reviewing performance – The need for change
2. Implementing change

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CHEMISTRY 1/2

Unit 1: How can the diversity of materials be explained?

The development and use of materials for specific purposes is an important human endeavour. Students investigate a range of materials from metals and salts to polymers and nanomaterials. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications. They apply their knowledge to determine the relative masses of elements and the composition of substances. Throughout the unit, students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

Areas of Study

1. How can knowledge of the elements explain the properties of matter?
2. How can the versatility of non-metals be explained?
3. Research Investigation

Unit 2 What makes water such a unique chemical?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students explore the relationship between these bonding forces and the physical and chemical properties of water. They investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

Areas of Study

1. How do substances interact with water?
2. How are substances in water measured and analysed?
3. Research Investigation

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CHEMISTRY 3/4

Unit 3: How can chemical processes be designed to optimise efficiency?

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. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday's laws to calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes. They use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena. A student practical investigation related to energy and/or food is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

Areas of Study

1. What are the options for energy production?
2. How can the yield of a chemical product be optimised?

Unit 4: How are organic compounds categorised, analysed and used?

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 of the materials we use in everyday life. In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods. A student practical investigation related to energy and/or food is undertaken in either Unit 3 or in Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

Areas of Study

1. How can the diversity of carbon compounds be explained and categorised?
2. What is the chemistry of food?
3. Practical investigation

DRAMA 1/2

Unit 1 Introducing performance styles

In this unit students study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived. This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers. Students apply play-making techniques to shape and give meaning to their performance. They manipulate expressive and performance skills in the creation and presentation of characters, and develop awareness and understanding of how characters are portrayed in a range of performance styles. They document the processes they use as they explore a range of stimulus material, and experiment with production areas, dramatic elements, conventions and performance styles. In this unit the terms character, performance, story and style may be understood as one or more characters, performances, stories or styles.

Areas of Study

1. Creating a devised performance
2. Presenting a devised performance
3. Analysing a devised performance
4. Analysing a professional drama performance

Unit 2 Australian identity

In this unit students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. In creating the performance, students use stimulus material that allows them to explore an aspect or aspects of Australian identity. They examine selected performance styles and explore the associated conventions. Students further develop their knowledge of the conventions of transformation of character, time and place, the application of symbol, and how these conventions may be manipulated to create meaning in performance and the use of dramatic elements and production areas. Students analyse their own performance work as well as undertaking an analysis of a performance of an Australian work, where possible, by professional actors. An Australian work might:

- be written, adapted or devised by Australian writers or theatre-makers
- reflect aspects of Australian identity, for example the voice of Australia's first peoples, the Celtic perspective, the twentieth or twenty-first century migrant experience, the refugee experience, urban and rural perspectives. Across this unit, students study performance styles from a range of historical and/or social and/or cultural contexts. In this unit the terms character, performance, story and style may be understood as one or more characters, performances, stories or styles.

Areas of Study

1. Using Australia as inspiration
2. Presenting a devised performance
3. Analysing a devised performance
4. Analysing Australian drama performance

Unit 3 Devised ensemble performance

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Throughout development of the work they experiment with transformation of character, time and place, and application of symbol. Students devise and shape their work to communicate meaning or to have a specific impact on their audience. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance. Students analyse and evaluate a professional drama performance selected from the prescribed

Areas of Study

1. Devising and presenting ensemble performance
2. Analysing a devised ensemble performance
3. Analysing and evaluating a professional drama performance

Unit 4 Devised solo performance

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place. They apply conventions, dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work. Students further develop and refine these skills as they create a performance in response to a prescribed structure. They consider the use of production areas to enhance their performance and the application of symbol and transformations. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance. Students are encouraged to attend performances that incorporate a range of performance styles to support their work in this unit.

Areas of Study

1. Demonstrating techniques of solo performance
2. Devising a solo performance
3. Analysing and evaluating a devised solo performance

ENGLISH 1/2

Unit 1

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text.

Students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

Areas of Study

1. Reading and exploring texts
2. Crafting Texts

Unit 2

In this unit, students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Students develop their reading and viewing skills, including deepening their 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 develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1.

Students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context. Students apply their knowledge of argument to create a point of view text for oral presentation.

Areas of Study

1. Reading & Exploring Texts
2. Exploring Argument

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ENGLISH 3/4

Unit 3

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts. Texts selected for study in Area of Study 1 must be chosen from the Text List published annually by the VCAA. The texts selected for study in Unit 3 Area of Study 2 must have appeared in the media since 1 September of the previous year. The term 'selected text' refers to a text chosen from the list of prescribed texts in the Text List published by the VCAA.

Students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas.

Students read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. They demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.

Area of Study

1. Reading & Responding to Texts
2. Creating Texts

Unit 4

In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media. Texts selected for Area of Study 1 must be chosen from the Text List published annually by the VCAA. The issues selected for Area of Study 2 must have appeared in the media since 1 September of the previous year but need not be the same as the issue selected for study in Unit 3. The term 'selected texts' refers to a combination of texts chosen from the list of prescribed texts for comparative study in the Text List published by the VCAA.

Students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 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. Students read, view and/or listen to a variety of texts from the media, including print and digital, and audio and audio visual, and develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue.

Area of Study

1. Reading & Responding to Texts
2. Analysing Argument

ENGLISH AS AN ADDITIONAL LANGUAGE 1/2

Unit 1

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

Areas of Study

1. Reading and creating texts
2. Analysing and presenting argument

Unit 2

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Areas of Study

1. Reading and comparing texts
2. Analysing and presenting argument



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ENGLISH AS AN ADDITIONAL LANGUAGE 3/4

Unit 3

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

Areas of Study

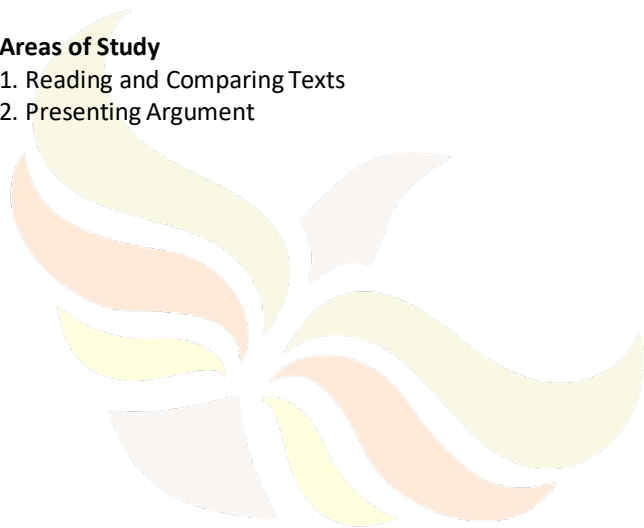
1. Reading and Creating Texts
2. Analysing Argument
3. Listening to texts

Unit 4

In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

Areas of Study

1. Reading and Comparing Texts
2. Presenting Argument



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FOOD STUDIES 1/2

Unit 1 Food origins

In this area of study students explore the origins and cultural roles of food, from early civilisations through to today's industrialised and global world. Through an overview of the earliest food production regions and systems, students gain an understanding of the natural resources, climatic influences and social circumstances that have led to global variety in food commodities, cuisines and cultures with a focus on one selected region other than Australia. The practical component explores the use of ingredients available today that were used in earlier cultures.

Areas of Study

1. Food around the world
2. Food in Australia

Unit 2 Food Makers

In this unit students investigate food systems in contemporary Australia. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Areas of Study

1. Food industries
2. Food in the home



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FOOD STUDIES 3/4

Unit 3 Food in daily life

This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. Area of Study 2 focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

Areas of study

1. The science of food
2. Food choice, health and wellbeing

Unit 4 Food issues, challenges and futures

In this unit students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Area of Study 2 focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices.

Areas of study

1. Environment and ethics
2. Navigating food information



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HEALTH AND HUMAN DEVELOPMENT 1/2

Unit 1: Understanding Health and Wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and explore other interpretations. Students will also explore the fundamental conditions required for health as stated by the WHO, which provide a social justice lens for exploring health inequities. In this unit students identify perspectives relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islander Peoples. 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. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Areas of Study

1. Concepts of Health
2. Youth Health and Wellbeing
3. Health and Nutrition

Unit 2: Managing Health and Development

This unit investigates transitions in health and wellbeing, and human development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students explore health literacy through an investigation of the Australian healthcare system perspective of youth and analyse health information. They investigate the challenges and opportunities presented by digital media and consider issues surrounding the use of health data and access to quality health care.

Areas of Study

1. Developmental Transitions
2. Youth Health Literacy

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HEALTH AND HUMAN DEVELOPMENT 3/4

Unit 3: Australia's Health in a Globalised World

This unit looks at health and wellbeing, disease and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right, analysing and evaluating variations in the health status of Australians.

Students focus on health promotion and improvements in population health over time. Through researching health improvements and evaluating successful programs, Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Areas of Study

1. Understanding health and wellbeing
2. Promoting in Australia

Unit 4: Health and Human Development in a Global Context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in health status over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people.

Students consider global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO).

Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Areas of Study

1. Global health and human development
2. Health and the Sustainable Development Goals

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HISTORY (MODERN HISTORY) 1/2

Unit 1 Change and conflict

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars. World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

Areas of Study

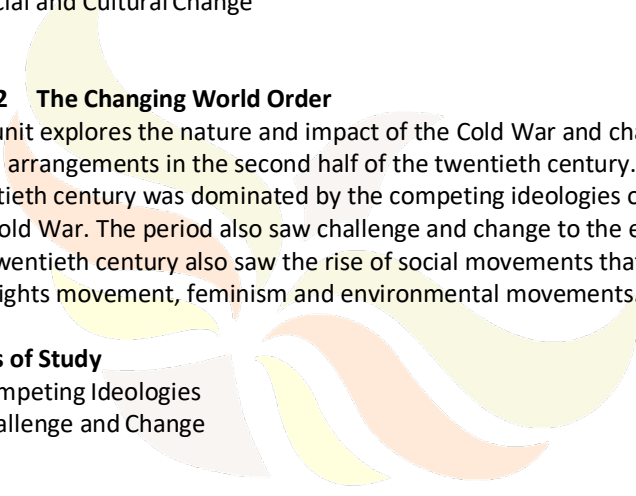
1. Ideology and Conflict
2. Social and Cultural Change

Unit 2 The Changing World Order

This unit explores the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War. The period also saw challenge and change to the established order in many countries. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

Areas of Study

1. Competing Ideologies
2. Challenge and Change



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HISTORY (REVOLUTIONS) 3/4

Unit 3 Cases for Revolution

In this area of study students focus on the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks were caused by the interplay of significant events, ideologies, individuals and popular movements, and how these were directly or indirectly influenced by the political, social, economic, cultural and environmental conditions of the time.

Students analyse significant events and evaluate how particular conditions profoundly influenced and contributed to the outbreak of revolution. They consider triggers such as, in America, colonial responses to the Boston Tea Party or, in France, the calling of the Estates-General.

Revolutionary ideologies emerged in opposition to the existing and dominant order, such as Marxism-Leninism in Russia and Sun Yixian's (Sun Yat-sen's) Three Principles of the People in China. These ideologies were utilised by individuals and popular movements to justify revolutionary action and change. In the American Revolution and French Revolution, students analyse the degree to which the influence of Enlightenment ideas were instrumental in promoting change in the American colonies and in French society. In Russia, they consider to what extent Marxist ideas challenged Tsarist Autocracy.

Revolutions can be caused by the motivations and the intended and unintended actions of individuals who have shaped and influenced the course of revolution. Individuals including Louis XVI and Emmanuel Joseph Sieyès in France, and Tsar Nicholas II and Vladimir Lenin in Russia had a significant impact on the course of revolution. Popular movements such as the Sons and Daughters of Liberty in America and the Red Army in China showed that collective action could be transformed into revolutionary forces that could contribute to or hinder revolution as they sought to destroy the old order and/or established order.

Students evaluate historical sources about the causes of revolution and explain why differing emphases are placed on the role of events, ideas, individuals and popular movements.

The key knowledge for this area of study in Units 3 and 4 comes from the following timeframes:

- The American Revolution (1754–4 July 1776)
- The French Revolution (1774–4 August 1789)
- The Russian Revolution (1896– 26 October 1917)
- The Chinese Revolution (1912–1 October 1949).

Areas of Study

1. Cases for revolution

Unit 4 Consequences of Revolution

In this area of study students focus on the consequences of the revolution and evaluate the extent to which the consequences of the revolution maintained continuity and/or brought about change to society. The success of the revolution was not guaranteed or inevitable. Students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. They evaluate the success and outcomes of the new regime's responses to these challenges, and the extent to which the revolution resulted in dramatic and wide-reaching political, social, cultural and economic change, progress or decline.

As new political regimes attempted to consolidate power, post-revolutionary regimes were often challenged by those who opposed change. They may have unleashed civil war and counter-revolutions, making the survival and consolidation of the revolution the principle concern of the revolutionary state. Challenges such as the creation of a new political system in America and the Civil War in Russia had profound consequences for the revolutionaries trying to establish a new order. Revolutionary ideologies were sometimes modified and compromised as the leaders became more authoritarian and responded to opposition with violence. In some cases there were policies of terror and repression, and the initiation of policies of social control as a strategy to maintain power. This was seen in The Terror in France and in China with the Great Proletarian Cultural Revolution.

Individuals such as George Washington in America had the task of leading the Continental Army to victory. Vladimir Lenin and Leon Trotsky in Russia attempted to create significant changes to the system of government and the fabric of society. These

revolutionary leaders could not predict some of the consequences of their social, political, economic and cultural actions. This often resulted in opposition, unforeseen reactions and unintended consequences.

In analysing the past, students examine the historical perspectives of those who lived in the post-revolutionary society and their experiences of everyday conditions of life that were affected by the revolution, such as the peasants and workers in Russia and the Red Guards in China.

Students evaluate historical sources about the success and outcomes of the revolution, the new regime's consolidation of power, the degree to which they achieved and/or compromised their revolutionary ideology, and the extent of continuity and change in the society.

Areas of Study

1. Consequences of revolution



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JAPANESE 1/2

Unit 1:

In this unit students develop an understanding of the language and culture/s of Japanese-speaking communities through the study of three or more topics from the prescribed themes. Students access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of Japanese culture and language to new contexts. Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

Areas of Study

1. Interpersonal Communication
2. Interpretive communication
3. Presentational communication

Unit 2:

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary, grammar knowledge and language skills.

Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

Areas of Study

1. Interpersonal Communication
2. Interpretive communication
3. Presentational communication

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Unit 3:

VCE Japanese Second Language focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Japanese on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in Japanese in a range of contexts and develop cultural understanding in interpreting and creating language. Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

Areas of Study

1. Interpersonal Communication
2. Interpretive communication
3. Presentational communication

Unit 4:

Students identify and reflect on cultural products or practices that provide insights into Japanese-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

Areas of Study

4. Interpersonal Communication
5. Interpretive communication
6. Presentational communication

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LEGAL STUDIES 1/2

Unit 1: Criminal Law in action

In this unit, you will examine the need for laws in society. You will investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, you will learn about different types of crimes and explore rights and responsibilities under criminal law. You will also consider the role of parliament and subordinate authorities in law-making, as well as the impact of the Victorian Charter of Rights and Responsibilities on law enforcement and adjudication in Victoria. You will investigate the processes and procedures followed by courts in hearing and resolving criminal cases. You will explore the main features and operations of criminal courts and consider the effectiveness of the criminal justice system in achieving justice.

Areas of Study

7. Law in Society
8. Criminal Law
9. The Criminal Courtroom

Unit 2: Issues in Civil Law

In this unit, you will examine the rights that are protected by civil law, as well as obligations that laws impose. You will investigate types of civil laws, related cases and issues, and develop an appreciation of the role of civil law in society and how it affects people as individuals. You will also focus on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies. You will examine these methods of dispute resolution and evaluate their effectiveness. You will focus on cases that have had a broader impact on the legal system and on the rights of individuals. You will develop an appreciation of the role played by such cases and undertake an analysis of relevant legal issues.

Areas of Study

1. Civil law
2. The civil law in action
3. The law in focus
4. A question of rights

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Unit 3: Law-making

Students develop an understanding of the institutions that determine our laws, and their law-making powers and processes. They evaluate the effectiveness of law-making bodies and examine the need for the law to keep up to date with changes in society. Students investigate the key features and operation of parliament and influences on law-making. Students develop an understanding of the importance of the Constitution, and undertake a comparative analysis with another country. They learn the importance of the role played by the High Court in interpreting and enforcing the Constitution. Students investigate the nature and importance of courts as law-makers and evaluate their effectiveness. They also investigate the relationships that exist between parliaments and courts.

Areas of study

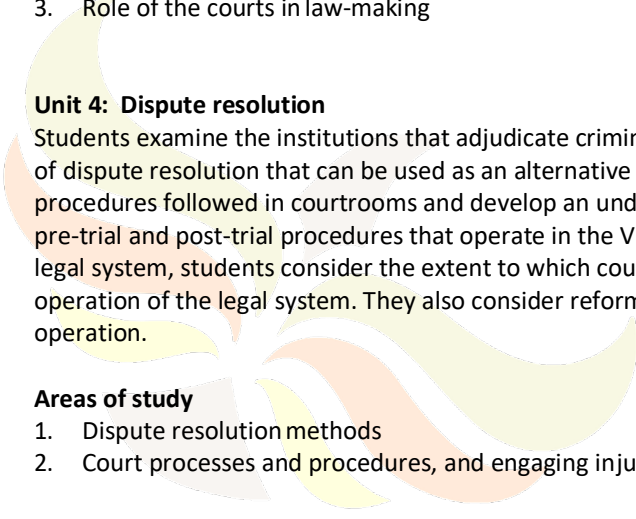
1. Parliament and the citizen
2. The Constitution and the protection of rights
3. Role of the courts in law-making

Unit 4: Dispute resolution

Students examine the institutions that adjudicate criminal cases and civil disputes. They also investigate methods of dispute resolution that can be used as an alternative to civil litigation. Students investigate the processes and procedures followed in courtrooms and develop an understanding of the adversary and jury systems, as well as pre-trial and post-trial procedures that operate in the Victorian legal system. Using the elements of an effective legal system, students consider the extent to which court processes and procedures contribute to the effective operation of the legal system. They also consider reforms or changes that could further improve its effective operation.

Areas of study

1. Dispute resolution methods
2. Court processes and procedures, and engaging injustice

A stylized logo featuring a circular design with overlapping segments in shades of yellow, orange, and grey, resembling a sun or a flower.

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LITERATURE 1/2

Unit 1 – Approaches To Literature

In this unit, students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

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 reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text.

Students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Examples of these groupings include literary movements and/or genres such as modernism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance and science fiction.

Areas of study

1. Reading Practices
2. Exploration of literary movements and genres

Unit 2 – Context and Connections

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

Students 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, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation.

Students focus on the text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text.

Areas of study

1. Voices of Country
2. The Text in Its Context

GENERAL MATHEMATICS 1/2

Unit 1 and 2 General Mathematics

General Mathematics focuses on the application of mathematics in real life. It is suitable for students who have studied General Mathematics or Mathematical Methods in Year 10. It leads to studying Unit 3 and 4 Further Mathematics in Year 12. The areas of study are listed below along with the topics we will cover in each one.

Areas of Study

Algebra and Structure

- Linear relations and equations
- Linear modelling

Discrete mathematics

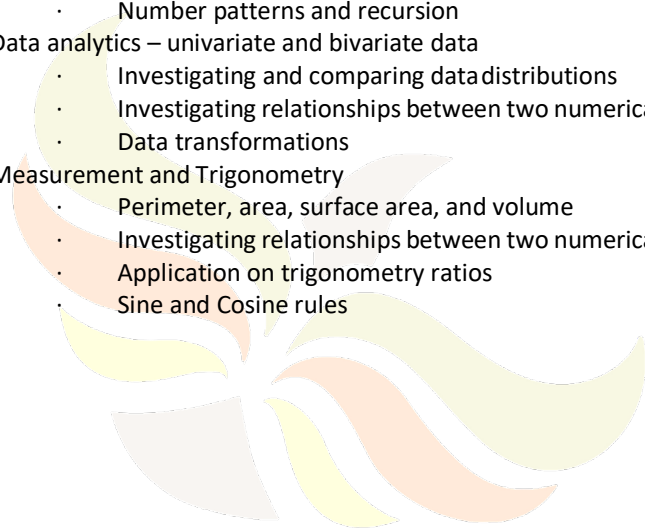
- Matrices
- Graphs and networks
- Number patterns and recursion

Data analytics – univariate and bivariate data

- Investigating and comparing data distributions
- Investigating relationships between two numerical variables
- Data transformations

Measurement and Trigonometry

- Perimeter, area, surface area, and volume
- Investigating relationships between two numerical variables
- Application on trigonometry ratios
- Sine and Cosine rules



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GENERAL MATHEMATICS 3/4

Unit 3 General Mathematics

In Unit 3 you will be required to investigate data distributions using single and bivariate sets. You will look for a relationship between two numeric variables and investigate fitting a model to your linear associations. You will also study a specific type of modelling called time series. During the Recursion and financial modelling, you will investigate how assets depreciate, how compound interest investments and loans work. Finally, you will investigate how compound interest changes over different time periods.

Areas of Study

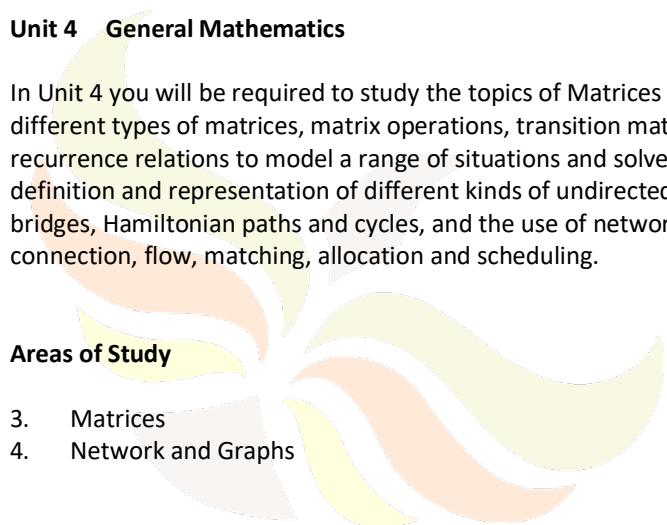
1. Data analysis
2. Recursion and financial modelling

Unit 4 General Mathematics

In Unit 4 you will be required to study the topics of Matrices and Networks. Matrices covers definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems. Networks and Graphs covers definition and representation of 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.

Areas of Study

3. Matrices
4. Network and Graphs



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MATHEMATICAL METHODS 1/2

Mathematical Methods is a rigorous application of mathematics which requires a strong foundation in algebra. It is suitable for students who are aiming for tertiary courses in Engineering, Science, Economics or Medicine. Students should have passed Year 10 Mathematical Methods at a reasonable level.

Unit 1 Mathematical Methods Unit 1

In Unit 1 you will be required to study the graphical representation of functions of a single real variable and the study of key features of graphs of functions such as axis intercepts, domain (including maximal domain) and range of a function, asymptotic behaviour and symmetry. Students should be familiar with relevant mental and by hand approaches in simple cases. In Unit 1 the focus is on the algebra of polynomial functions to degree 4.

Areas of Study

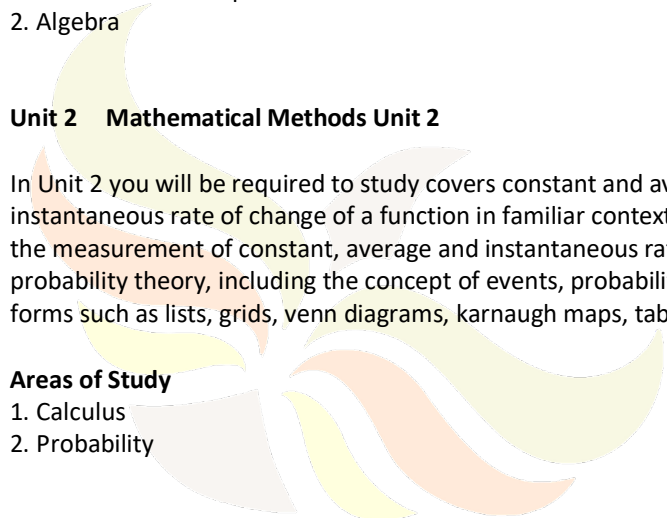
1. Functions and Graphs
2. Algebra

Unit 2 Mathematical Methods Unit 2

In Unit 2 you will be required to study covers constant and average rates of change and an informal treatment of instantaneous rate of change of a function in familiar contexts, including graphical and numerical approaches to the measurement of constant, average and instantaneous rates of change. This unit also includes introductory probability theory, including the concept of events, probability and representation of event spaces using various forms such as lists, grids, venn diagrams, karnaugh maps, tables and tree diagrams.

Areas of Study

1. Calculus
2. Probability



The logo features a stylized, multi-colored sunburst or flower-like design with segments in shades of yellow, orange, and light green. Below this graphic, the word "melba" is written in a large, lowercase, light grey serif font, and the word "COLLEGE" is written below it in a smaller, uppercase, light grey sans-serif font.

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MATHEMATICAL METHODS 3/4

Unit 3 Mathematical Methods Unit 3

In Unit 3 you will be required to study the behaviour of functions, including key features such as axis intercepts, stationary points, points of inflection, domain and range, asymptotic behaviour and symmetry. You will also study the algebra of functions including the composition of functions, inverse functions, the solution of equations and simultaneous equations using appropriate processes.

Areas of Study

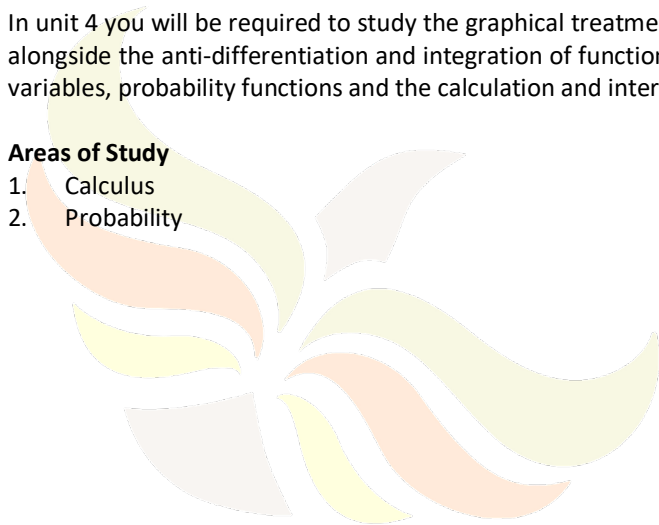
1. Functions and Graphs
2. Algebra

Unit 4 Mathematical Methods Unit 4

In unit 4 you will be required to study the graphical treatment of limits, continuity and differentiability of functions alongside the anti-differentiation and integration of functions. You will also study discrete and continuous random variables, probability functions and the calculation and interpretation of central measures and measures of spread.

Areas of Study

1. Calculus
2. Probability



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MEDIA 1/2

Unit 1 Media forms, representations and Australian stories

The relationship between audiences and the media is dynamic and changing. Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product. In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

Areas of Study

1. Media representations
2. Media forms in production
3. Australian stories

Unit 2 Narrative across media forms

Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, and using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content. Narratives in new media forms have generated new modes of audience engagement, consumption and reception. In this unit 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, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Areas of Study

1. Narrative, style and genre
2. Narratives in production
3. Media and change

MEDIA 3/4

Unit 3 Media narratives, contexts and pre-production

In Unit 3, students investigate how stories are told through the study of narrative in film, television, and photography. They learn how codes, conventions, and context—such as culture, history, or politics—influence how media narratives are created and understood by audiences.

Students closely analyse a media product (film/tv show) and explore how meaning is constructed through storytelling techniques. They also begin preparing for their own media production by researching and experimenting with a chosen media form (e.g. film, photography, animation). Using industry-style pre-production methods, students develop planning documents to support the creation of their final media product in Unit 4.

This unit builds critical thinking, media analysis and creative planning skills, while encouraging students to reflect on how media shapes our understanding of the world.

Areas of Study

1. Narrative and their contexts
2. Media production development
3. Media production design

Unit 4 Media production and issues in the media

In Unit 4, students complete the production and post-production stages of the media product they designed in Unit 3. They take on the role of a media creator—filming, editing and assembling their work while using industry equipment, codes and conventions to shape meaning for a specific audience.

Throughout the process, students reflect on their creative decisions, seek feedback and refine their work to ensure it communicates their intended message. They document their progress, showing how their ideas evolve through experimentation, collaboration, and technical adjustments. While students may work with others (such as actors or crew), they remain the key creative decision-makers and must direct and manage all contributions.

Alongside production, students explore agency and control in the media: who really holds the power—media organisations or audiences? They investigate how media institutions, governments and individuals use media to influence, inform or persuade. Students examine ethical and legal issues, privacy, surveillance capitalism and the challenge of regulating globalised media platforms.

This unit combines the hands-on completion of a major media product with real-world critical thinking about the role of media in society—perfect for students with creative ambition and a strong interest in the digital world.

Areas of Study

1. Media production
2. Agency and control in and of the media

PHYSICAL EDUCATION 1/2

Unit 1: The Human Body in Motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to movement. Through participation in practical activities students explore the relationships between the body systems and movement, and how these systems interact and respond at various intensities. Students investigate possible conditions and injuries associated with the musculoskeletal system and recommend and implement strategies to minimise and manage such injuries and conditions. They consider the ethical implications of using permitted and prohibited practices to improve the performance of the body systems, evaluating perceived physiological benefits and describing potential harms

Areas of Study

1. How does the musculoskeletal system work to produce movement?
2. What role does the cardiovascular system play in movement?

Unit 2: Physical Activity, Sport and Society

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

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits and the consequences of physical inactivity and sedentary behaviour. Using various methods to assess physical activity and sedentary behaviour, students analyse data to investigate perceived barriers and enablers and explore opportunities to enhance participation in physical activity. Students explore and apply the social-ecological model to critique a range of individual- and settings-based strategies that are effective in promoting participation in regular physical activity. They create and participate in a personal plan with movement strategies that optimise adherence to physical activity and sedentary behaviour guidelines.

By investigating a range of contemporary issues associated with physical activity, sport and exercise, students explore factors that affect access, inclusion, participation and performance. Students then select one issue at the local, national or global level and analyse key concepts within the issue, including investigating, participating in and prescribing movement experiences that highlight the issue. Students develop an understanding of the historical and current perspectives on the issue and consider the future implications on participation and performance.

Areas of Study

1. How does physical activity, sport and exercise contribute to healthy lifestyles?
2. What are the contemporary issues associated with physical activity and sport?

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PHYSICAL EDUCATION 3/4

Unit 3: Movement Skills and Energy for Physical Activity, Sport and Exercise

This unit introduces students to principles used to analyse human movement from a biophysical perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They investigate the characteristics and interplay of the 3 energy systems for performance during physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Areas of Study

1. How are movement skills improved?
2. How does the body produce energy?

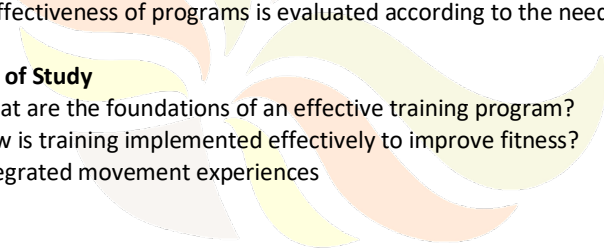
Unit 4: Training to Improve Performance

In this unit, students' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective. Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels (individual, club and elite).

Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems and fitness components. Students then consider all physiological data, training principles and methods to design a training program. The effectiveness of programs is evaluated according to the needs of the individual and chronic adaptations to training.

Areas of Study

1. What are the foundations of an effective training program?
2. How is training implemented effectively to improve fitness?
3. Integrated movement experiences



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PHYSICS 1/2

Unit 1: What ideas explain the Physical World?

Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

Students undertake quantitative investigations involving at least one independent continuous variable

Areas of Study

1. How can thermal effects be explained?
2. How do electric circuits work?
3. What is matter and how is it formed?

Unit 2 : What do experiments reveal about the physical world?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.

In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question.

Students design and undertake investigations involving at least one independent, continuous variable.

Areas of Study

1. How can Motion be described and explained?
2. Option selected from one of the following choices:
 - What are stars?
 - Is there life beyond Earth's Solar System?
 - How do forces act on the Human body?
 - How can AC electricity charge a DC device?
 - How do heavy things fly?
 - How do fusion and fission compare as viable nuclear energy power sources?
 - How is radiation used to maintain human health?
 - How do particle accelerators work?
 - How can human vision be enhanced?
 - How do instruments make music?
 - How can performance in ball sports be improved?
 - How does the human body use electricity?
3. Practical Investigation

PHYSICS 3/4

Unit 3 Physics : How do fields explain motion and electricity?

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format

Areas of Study

1. How do things move without contact?
2. How are fields used to move electrical energy?
3. How fast can things go?

Unit 4 : How can two contradictory models explain both light and matter?

A complex interplay exists between theory and experiment in generating models to explain natural phenomena including light. Wave theory has classically been used to explain phenomena related to light; however, continued exploration of light and matter has revealed the particle-like properties of light. On very small scales, light and matter – which initially seem to be quite different – have been observed as having similar properties.

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Unit 3 and Unit 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format

Areas of Study

1. How can waves explain the behavior of light?
2. How are light and matter similar?
3. Practical Investigation

Unit 1 How are behaviour and mental processes shaped?

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

A student-directed research investigation related to brain function and/or development is undertaken in this unit. The research investigation draws on content from Area of Study 1 and/or Area of Study 2.

Areas of Study

1. How does the brain function?
2. What influences psychological development?
3. Student-directed research project

Unit 2 - How do external factors influence behaviour and mental processes?

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Areas of Study

1. What influences a person's perception of the world?
2. How are people influenced to behave in particular ways?
3. Student-directed practical investigation

PSYCHOLOGY 3/4

Unit 3 – How does experience affect behavior and mental processes?

In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

Areas of Study

1. How does the nervous system enable psychological functioning?
2. How do people learn and remember?

Unit 4 – How is wellbeing developed and maintained?

In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

Areas of Study

1. How do levels of consciousness affect mental processes and behaviour?
2. What influences mental wellbeing?
3. Practical investigation

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SPECIALIST MATHEMATICS 1/2

Unit 1 – Specialist Mathematics

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof. This study has a focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

At the end of Unit 1 students are expected to have covered the material in the areas of study: 'Algebra, number and structure' and 'Discrete mathematics'. Concepts from these areas of study will be further developed and used in Unit 2 and also in Units 3 and 4.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and matrices, diagrams, graphs, logic gates and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They are expected to be able to construct proofs and develop and interpret algorithms to solve problems. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Areas of Study

1. Algebra, Number and Structure
2. Discrete Mathematics

Unit 2 – Specialist Mathematics

The areas of study for Specialist Mathematics Units 1 and 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'. At the end of Unit 2 students are expected to have covered the material in the areas of studies: 'Data analysis, probability and statistics', 'Space and measurement', 'Algebra, number and structure' and 'Functions, relations and graphs'.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables, vectors and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, equations and graphs, with and without the use of technology. They are expected to be able to construct proofs and develop and interpret algorithms to solve problems. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Areas of Study

1. Data analysis, probability and statistics
2. Space and measurement
3. Algebra, Number and Structure
4. Functions, relations and graphs

VISUAL COMMUNICATION & DESIGN 1/2

Unit 1 Introduction to Visual Communication & Design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. Through experimentation and through exploration of the relationship between design elements and design principles, students develop an understanding of how design elements and principles affect the visual message and the way information and ideas are read and perceived.

Areas of Study

1. Drawing as a means of communication
2. Design elements and design principles
3. Visual communication design in context

Unit 2 Applications of visual communication design

This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

Areas of Study

1. Technical drawing in context
2. Type and imagery
3. Applying the design process

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VISUAL COMMUNICATION & DESIGN 3/4

Unit 3 Design Thinking and Practice

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts. Students use their research and analysis of visual communication designers to support the development of their own work. They establish a brief and apply design thinking skills through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need. Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and investigation work underpin the developmental and refinement work undertaken in Unit 4.

Areas of Study

1. Analysis and practice in context
2. Design industry practice
3. Developing a brief and generating ideas

Unit 4 Design development and presentation

The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages with their target audience. As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused. Students refine and present two visual communications within the parameters of the brief. They reflect on the design process and the design decisions they took in the realisation of their ideas. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.

Areas of Study

1. Development of design concepts
2. Final presentations
3. Evaluation and explanation

Vocational Major

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life. It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and
- empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

The VCE Vocational Major has four main curriculum areas. These are:

VM Literacy

Literacy Skills curriculum encourages the development of knowledge/skills, in the contexts of family, employment, further learning and community

VM Numeracy

Numeracy Skills curriculum develops skills to use mathematical skills within society related to design, measuring, time, travel and more

VM Work Related Skills

School based projects focusing on enterprise, teamwork, communication, resume writing, job applications, researching industry areas, OH&S etc. The unit may include structured work placements.

VM Personal Development Skills

Development of knowledge/skills that leads to the development of self, social responsibility, building community, civic responsibility and improving self-confidence.

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VCE Subject Fee Schedule

Subject	Cost	Preference
English / EAL		
English	\$0	
EAL	\$0	
Literature	\$0	
Mathematics		
General Mathematics	\$0	
Mathematical Methods	\$0	
Specialist Mathematics	\$0	
Science		
Biology	\$50	
Chemistry	\$50	
Physics	\$50	
Psychology	\$50	
Technology		
Food studies	\$120	
Certificate II in Furniture Making Pathways	\$0	
Arts		
Media	\$60	
Drama	\$40	
Visual Communication and Design	\$60	
Certificate II/III VET Music Industry (Music Performance)	\$0	
Certificate II/III VET Music Industry (Sound Production)	\$0	
Certificate II VET Art	\$0	
Languages		
Japanese	\$40	
Health and Physical Education		
Physical Education	\$0	
Health and Human Development	\$40	
Humanities		
Business Management	\$40	
Legal Studies	\$40	
History (Modern History $\frac{1}{2}$ & Revolutions $\frac{3}{4}$)	\$40	
Geography	\$40	
Vocational Major		
Vocational Major (All subjects)	\$120	

Vocational Education and Training (VET)

VET courses are available to both VCE and VCE-Vocational Major students. These courses provide students with a certificate upon completion and can be completed as scored units (contributing to your ATAR score). Some VET courses will be completed outside of the normal timetable, including VET Music Industry (Music Performance and Sound Production). These courses are all a **TWO-YEAR COMMITMENT**, meaning if you start one in Year 11, you must do it in Year 12 to get the certificate. Intake for these courses will happen every two years, so VET courses below are open to all 2024 Year 10 and 11 students.

2026 VET UNITS ONSITE (Other choices available offsite)
CUA31120 - Cert III Visual Art
The school has partnered with COSAMP(41549) to deliver this course to our students. Duration of the course is 2 years and there is no cost to students.
Certificate II/III VET Music Industry (Music Performance)
https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/musicindustry.aspx
Certificate II/III VET Music Industry (Sound Production)
https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/musicindustry.aspx
MSF20522 - Cert II Furniture Making Pathways
The school has partnered with AIET(121314) to deliver this course to our students. Duration of the course is 2 years and there is no cost to students.
PROGRAM AIMS: The VCE VET Furnishing program aims to: · provide participants with the knowledge, skill and competency that will enhance their training and employment prospects in a range of furnishing industries, such as furniture making, cabinet making, wood machining, furniture polishing, upholstery and picture framing · enable participants to gain a recognised credential and to make an informed choice of vocation or career path. This qualification will enhance the students' entry-level employment prospects for apprenticeships, traineeships or general employment in a furniture manufacturing environment or related workplace. TRAINING PACKAGE QUALIFICATIONS: The VCE VET Furnishing program at Melba College is drawn from a national training package and offers a portable qualification which is recognised throughout Australia. Students must achieve twelve units of competency to gain MSF20522 Certificate II in Furniture Making Pathways including: · five core units of competency · seven elective units of competency. PROGRAM STRUCTURE:

The Melba College VET Furnishing program is comprised of a Certificate II with VCE VET credit available at Units 1 to 4 level, which is typically completed over the two years of senior school. The program typically covers units on timber products and joints, use of hand and power tools, the production of timber frames, operation of basic static woodworking machines including drilling, sawing, and sanding machines, application of a variety of traditional and contemporary surface coatings and reading of plans and following standards and job specifications.

Second year students will continue to design and construct articles of furniture to a design brief. The pieces are more complex and may include leg and rail method, a hinged door and machine cut timber joints constructed in timber using furniture sector hand and electrical power tools.

- This is a project-based, hand-on course delivered in a simulated workplace environment in a fully-equipped workshop.

VCE VET Credit:

Students undertaking MSF20522 Certificate II in Furniture Making Pathways (Release 1) are eligible for up to four VCE VET units on their VCE (including VCE VM and VPC) statement of results.

Please Note:

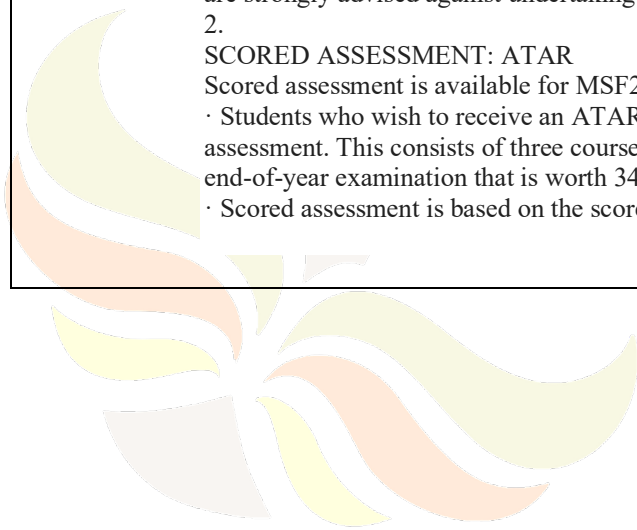
- The Units 3 and 4 sequence of VCE VET Furnishing is not designed as a stand-alone study. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2.

SCORED ASSESSMENT: ATAR

Scored assessment is available for MSF20522 Certificate II in Furniture Making Pathways (Release 1).

- Students who wish to receive an ATAR contribution for VCE VET Furnishing must undertake scored assessment. This consists of three coursework tasks that are worth 66% of the overall study score and an end-of-year examination that is worth 34% of the overall study score.

- Scored assessment is based on the scored Unit 3–4 sequence of the VCE VET Furnishing program.



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