

A photograph of a school courtyard. In the foreground, a large, curved concrete bench sits on a paved area. To the left, a group of students in blue and white uniforms are sitting on the bench, facing away from the camera. In the background, a modern school building with large glass windows and brick pillars is visible. A boy in a blue and white uniform is standing in the courtyard, gesturing with his hands. Other students are sitting on a low wall near the building. The sky is blue with some clouds.

# Middle School Course Handbook

Information for Year 9 & 10 Students





*Growing together as adaptable, confident,  
successful learners and citizens*

### Grey Street Campus Welcome

Traralgon College Grey Street Campus is a vibrant and stimulating learning environment for students in Years 9 to 12. Our teaching and education support staff are committed professionals dedicated to delivering meaningful learning opportunities and positive wellbeing outcomes for all students.

Many Year 10 students will get the opportunity to apply to undertake an early start VCE or VET subject. Following a rigorous selection process, successful students will be able to experience the full academic expectations of VCE or VET in preparation for the full VCE studies.

Belinda Ludlow  
Associate Principal



# Middle School Studies (Year 9 and 10)

Traralgon College is committed to helping every student find a pathway that works for them, offering guidance, choice, and opportunities that build on strengths and passions. Once students enrol at the Grey Street Campus, they begin to take more control over their pathway, think more deeply about their interests, and consider what they would like to do after leaving school. The College's role is to support them in finding this pathway and making it work.

To provide plenty of choice, Middle School students participate in core classes and enrichments subjects. In Years 9 and 10, students complete Core English, Mathematics, Science and Humanities. The remainder of their classes allow them to choose their Health & PE stream, along with additional enrichment subjects from Art and Technology.

## Structure

- Each Middle School student is enrolled in six subjects per semester, with four 60-minute periods for each subject.
- The curriculum of each subject is specifically designed to support students in developing the skills and knowledge they need to be successful in a selected VCE study. Teams of teachers select learning outcomes from both VCE study designs and the Victorian Curriculum F-10 that are most relevant and important for students to learn.
- Students complete two units (subjects) from each Key Learning Domain in each year of Middle School, resulting in 24 units completed over the two years.
- Key Learning Areas are English, Maths, Humanities, Science, Health & PE and Art/Technology.
- Students participate in one period per week of Advisory.
- Year 10 students participate in Work Experience.
- Year 10 students may also enrol in a VCE or internally run VET subject as part of their course.

Year 9			
Core Subjects	Health & PE Subjects	Enrichment Subjects	
English	Active Men	LOTE	Food Basics
Mathematics	Active Women	Art	Food Studies
Science	Bike Education	Media: Photography	Applied Computing: Robotics
Humanities	Nutrition	Music Performance	Metalwork
	Team Sports	Theatre	Woodwork
	Year 9 Outdoor Education		
	Youth Health		

Year 10				
Core Subjects	Health & PE Subjects	Enrichment Subjects		Optional VCE Subjects
English	Advanced Health	LOTE	Applied Computing	Art Making & Exhibiting
Mathematics	Advanced Sport Men	Art Making & Exhibiting	Automotive	General Maths
Science	Advanced Sport Women	Media	Game Design	History
Humanities	Fitness Fundamentals	Music Performance	Metalwork	Media
	Lifelong Movement	Theatre Studies	Woodwork	Outdoor & Environmental Studies
	Year 10 Outdoor Education	Cultural Food Studies		
		Food Studies		

# Health & Physical Education

It is recommended that students select from one of the three ‘packages’ outlined below if they have a strong indication of what they want to do in later years. This approach simplifies the process and ensures that students have a coherent group of subjects to work through over two years, forming a pathway to future studies while also being more likely to meet their needs and interests. To select a package, students should read each of the “*if this sounds like you*” statements. If one of them applies, they should check the descriptions of the subjects listed, and if these sound suitable, select those subjects.

<b><i>If this sounds like you...</i></b>			<b><i>Choose this set of subjects</i></b>
<b>I’m interested in Physical Education</b> <ul style="list-style-type: none"> <li>• I might be interested in a career related to sport or physical activity.</li> <li>• I am interested in studying Physical Education in VCE and I want to do things that help me succeed in this study.</li> <li>• I want to move a lot and not be in the classroom very much.</li> </ul>			<b>Year 9</b> <ul style="list-style-type: none"> <li>• Team Sports</li> <li>• Active Men</li> <li>• Active Women</li> </ul> <b>Year 10</b> <ul style="list-style-type: none"> <li>• Advanced Sport Men OR Advanced Sport Women</li> <li>• Fitness Fundamentals</li> </ul>
<b>I am really interested in the outdoors.</b> <ul style="list-style-type: none"> <li>• I might be interested in a career outdoors.</li> <li>• I am interested in studying Outdoor and Environmental Studies VCE</li> <li>• I want to go on trips outside of school.</li> </ul>			<b>Year 9</b> <ul style="list-style-type: none"> <li>• Bike Education</li> <li>• Yr 9 Outdoor Education</li> </ul> <b>Year 10</b> <ul style="list-style-type: none"> <li>• Yr 10 Outdoor Education</li> </ul>
<b>My interests and strengths are in areas other than Health &amp; PE</b> <ul style="list-style-type: none"> <li>• While I understand I need to do some physical activity, I would prefer to keep this to a minimum.</li> <li>• I would like to avoid organised sport. I’m pretty sure I won’t study Health &amp; Human Development, Physical Education or Outdoor &amp; Environmental Studies in VCE.</li> </ul>	<b>OR</b>	<b>I’m interested in health</b> <ul style="list-style-type: none"> <li>• I might be interested in a career related to health.</li> <li>• I am interested in studying Health &amp; Human Development in VCE and I want to do things that help me succeed in this study.</li> </ul>	<b>Year 9</b> <ul style="list-style-type: none"> <li>• Youth Health</li> <li>• Nutrition</li> </ul> <b>Year 10</b> <ul style="list-style-type: none"> <li>• Advanced Health</li> <li>• Lifelong Movement</li> </ul>

# Health & Physical Education – Year 9

## Active Men OR Active Women

In Active Men or Active Women, students have the opportunity to participate more fully in a range of sports, developing and analysing movement skills to improve performance. To achieve this, students learn about skill acquisition through analysing their movements and those of others, as well as through coaching. During the course, students participate in a number of different sports, focusing on improving both their own performance and that of their team. In both Active Men and Active Women, students participate in three practical sessions of moderate to high intensity, and one theory lesson per week and are expected to consistently participate in all practical activities.

## Bike Education

This subject supports students in developing bike riding and road safety skills. Students enhance riding ability, practice safe road behaviours, learn about relevant equipment, and gain bike maintenance skills. They participate in theoretical and practical classes, including one bike ride per week, as well as visits to and from community organisations, including VicRoads and bicycle retailers. Most bike rides take place around the town of Traralgon, focusing on fitness, skills, and safety, but also include at least one mountain bike ride. To experience success in this class, students must be able to ride a bike and participate in regular physical activity, but they do not need advanced riding skills. Bikes are supplied by the school, though students may use their own bike with prior teacher approval. Students participate in two practical sessions, and two theory lessons each week as well as multiple day trips.

## Nutrition

This subject supports students in developing the skills and knowledge that help them to be successful in VCE Health & Human Development. It also helps students to develop life skills and knowledge to assist them in living a healthy and active lifestyle. During this course, students will evaluate their current food and physical activity habits and investigate ways to improve them. They will investigate the roles and sources of major nutrients, as well as the use of food selection models and other tools to promote healthy eating. Students will also develop strategies for building health literacy and evaluating nutrition information. Students participate in two practical sessions of low to moderate physical intensity and two theory lessons each week.

## Team Sports

This subject supports students in developing leadership and teamwork skills to improve performance in team sports such as basketball, soccer, and netball. During the course, they participate in a number of different bat-and-ball sports, focusing on how to transfer movement skills to challenging movement situations.

In Team Sports, students participate in three practical sessions of moderate to high intensity, and one theory lesson per week and are expected to consistently participate in practical activities.



# Health & Physical Education – Year 9

## Year 9 Outdoor Education

This subject is designed to give students the opportunity to participate in a range of outdoor experiences, focusing on building confidence in a controlled environment. Students will develop their collaboration, problem-solving, teamwork, and resilience skills. They will also develop skills in basic first aid, camping, and bush cooking. Students' learning is assessed by trip participation, trip reflections, and a first aid assignment. Attendance at all trips is required. Trips may change each semester but are likely to include three of the following:

- Indoor Rock-Climbing
- Mountain Biking
- Hiking
- Surfing
- Canoeing
- Caving
- Stand-Up Paddle Boarding
- XC Skiing
- Snowshoeing
- Orienteering
- Snorkelling

Students participate in two practical sessions, two theory lessons, as well as day trips and overnight trips.

## Youth Health

This subject supports students in developing the skills and knowledge that help them to be successful in VCE Health & Human Development. Students learn about the health status of youth in Australia.

This includes identifying common health issues that affect Australian youth, the factors that contribute to these issues, and the factors that can protect against them. Additionally, students learn about the Australian healthcare system, including Medicare, the PBS, and private health insurance.

Students participate in two classroom theory lessons and two practical sessions in most weeks. Practical sessions usually involve low to moderate-intensity lifestyle and recreational physical activities, and students have input into which activities are undertaken.

Students interested in understanding health but who would prefer not to participate in regular sports activities are encouraged to select this class.

# Health & Physical Education – Year 10

## Advanced Health

This subject will support students in developing high-level skills and knowledge that will help them to be successful in VCE Health & Human Development (HHD). It is recommended for students who are very interested in studying health as a career pathway and can be completed instead of HHD as an early start.

Students will learn about ways of measuring health status in a population and will look at current data to make a judgement on youth health status. During the course, students will analyse the health of Australian youth and select a youth health issue. They will evaluate programs to improve health and design solutions to address their selected health issue.

This class will include two classroom sessions and two practical sessions in most weeks. Practical sessions will usually involve low to medium-intensity lifestyle and recreational physical activity.

This unit extends and deepens introductory learning from HHD: Youth Health. Students interested in health as a career pathway are encouraged to complete HHD: Youth Health in Year 9, although any student can select this subject.



# Health & Physical Education – Year 10

## Advanced Sport Men OR Advanced Sport Women

In Advanced Sport, students participate in a SEPEP unit to analyse effort, time, space, and objects to improve strategy and movement sequences. They run peer-led sessions, acting as the teacher to provide coaching to their peers in their chosen sport. Students participate in one theory and three practical sessions of moderate to high intensity, be prepared to run a one-hour session, and develop knowledge of the skills required in their sport.

## Fitness Fundamentals

In Fitness Fundamentals, students learn how the body works to produce movement. They explore the major bones and muscles and how these produce movement. Students participate in fitness testing and apply the results to develop training programs aimed at improving fitness. During this course, students participate in practical activities designed to improve fitness, while theory lessons focus on the knowledge required to improve health through fitness. Students participate in all practical activities, track their improvement, and complete all theory components in full and on time.

## Lifelong Movement

Lifelong Movement is a great option for students who do not intend to continue with a Health or Physical Education subject in VCE. This subject supports students in developing life skills and knowledge to assist them in living a healthy and active lifestyle. During this course, students evaluate their current physical activity habits and investigate ways to improve them.

This class includes two classroom lessons and two practical sessions each week. Practical sessions involve low to moderate-intensity lifestyle and recreational physical activity.

## Year 10 Outdoor Education

This subject will support students in developing high-level skills and knowledge that will help them to be successful in VCE Outdoor and Environmental Studies.

In Year 10 Outdoor Education, students will learn how to plan for and successfully complete more complex and challenging outdoor recreation skills. To achieve this, they will learn how to plan for and reflect on outdoor experiences, plan for safe participation in the outdoors, analyse people's responses to risk, and identify and evaluate practices for promoting positive impacts on outdoor environments. During the course, students will learn necessary skills and knowledge in classroom sessions, participate in day trips to develop practical skills, and undertake and apply all that they have learnt in an extended journey. Students need to attend all trips, which could include:

- Canoeing
- Mountain Bike Riding
- Hiking
- XC Skiing
- Navigation Challenges
- White Water Rafting
- Sea Kayaking

This unit extends and deepens introductory learning from Outdoor Experiences. Students interested in studying Outdoor & Environmental Studies in VCE or as a career pathway are encouraged to complete this course.

# LOTE – Year 9 and Year 10

## Mandarin

This subject supports students to develop skills and understanding if they are interested in VCE Chinese or another Languages subject at the VCE level.

After the successful launch of LOTE Chinese Traralgon College in Year 7 and 8 in 2023, Chinese will now be offered as an elective subject for Year 9 and 10 in 2026. Learning Chinese takes place through a mix of spoken interactions in class, supported by pictures and print materials in Pinyin (Chinese using Roman letters), and through learning to read and write using texts and resources in characters. Students also practice writing Chinese characters, which are logographs composed of a number of components organised into a particular sequence within a square.

In 9/10 Chinese, the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems in Chinese and English. Students are encouraged to use Chinese as much as possible for classroom routines, social interactions, structured learning tasks, and language experimentation and practice. While prior experience with the Chinese language is an advantage for this subject, beginner students are also encouraged to select it as an elective if they are interested in learning the language.





# Visual and Performing Arts – Year 9

## Art

This subject supports students in developing the skills and knowledge that will help them to be successful in Year 10 and VCE Art Making and Exhibiting. It also develops key skills in creative thinking, self-direction, analysing and discussing artworks, handling various tools and mediums, and self-confidence.

Under the guidance of the teacher (who is also an experienced artist), students will gain experience and improve their skills with a range of mediums and techniques. They will produce a variety of paintings, drawings, mixed media, and prints based on still-life observation and their own individual planning. Students will also learn how to undertake the folio development process leading up to a major painting, drawing, mixed media, or printmaking piece based on their own ideas and interests.

Students will produce a number of written assignments that explore and analyse both historical and contemporary artists, as well as analysing how artworks are exhibited in different galleries.

## Media: Photography

Discover the art of capturing the world through a personal lens. This subject provides students with the skills and knowledge to prepare for VCE Art Making and Exhibiting or VCE Media. Students gain an introductory level of photography and printmaking while exploring their creativity.

Students will learn the essentials of photography using DSLR cameras, experimenting with composition, editing images, and producing prints. The course includes plenty of hands-on tasks, allowing students to try different styles and techniques while building confidence behind the camera. Across the course, students complete practical projects, creative investigations, and a developing folio to showcase their journey in photography.

## Music Performance

In this subject, students build the skills and confidence to prepare and perform music across a variety of settings. They deepen their musical understanding and apply it directly on their instrument through participation in different ensembles.

Students compose, listen to, and analyse music from a wide range of eras and genres, broadening their knowledge and generating ideas for their own performances. A highlight of the course is rehearsing and performing in both a full class band and smaller peer bands, with opportunities to perform as a soloist if desired.

Instrumental tuition through the College is strongly encouraged to support technical skill and maximise success. Music Performance develops creativity, teamwork, and resilience.

Year 9 Music Performance is about taking a student's passion and turning it up a notch. It provides opportunities to jam with friends, explore new sounds, and bring individual style to the stage. Whether students are chasing big dreams or simply love making music, this course gives them the skills, confidence, and energy to perform, create, and have a blast along the way.

## Theatre

This subject supports students' work in the production roles of actor, director, and designer, helping them to develop the skills and knowledge needed to be successful in VCE Theatre Studies.

In Theatre, students learn about different styles of theatre, from the classics through to modern works. During the course, students attend live professional theatre and respond to what they see, gaining inspiration for their own creations.

The course focuses on building performance confidence, teamwork, script interpretation, and design skills. Based on personal interest, students may choose to focus on acting, directing, or designing — whether in technical design (lighting and sound), costume, hair and makeup, or set and prop design.

To achieve this, students explore how different theatre styles are brought to life on stage and experiment with their own short performances. In Theatre, students are expected to collaborate on group projects, take part in rehearsals and performances, and present their work to an audience.

# Visual and Performing Arts – Year 10

## Art Making & Exhibiting

This subject serves as preparation for VCE Art Making and Exhibiting.

Students analyse and compare artworks and are introduced to different types of art galleries, as well as presentation and design factors related to the exhibiting of artworks.

Students learn about the elements and principles of art and are assessed on how these are used by artists in their work. Students learn a wide range of mediums and how these can be used within various processes, they also learn about the artistic practices, sources of inspiration, materials, and techniques of artists from different times and cultures. As part of this, they learn the importance of documenting and collating their work, of trialling and experimenting with a range of mediums, and of drawing upon artistic language—especially referencing the art elements and art principles and linking these to aesthetic qualities—when analysing artwork. In this class, students trial and experiment with a wide range of mediums and processes, including observation drawing, painting, and mixed media artworks.

## Media

Lights, camera, create!

In Year 10 Media, students gain advanced production skills and a deeper understanding of how stories are told in film, TV, and digital platforms. This subject prepares students for VCE Media while giving them space to explore their own creative projects. Students learn to analyse media narratives and representations, experiment with special effects, and explore how genre and culture shape what audiences watch and listen to. They also examine ethical questions around copyright, diversity, and cultural sensitivity in media.

During the course, students plan, film, and edit their own projects using storyboards, shot lists, and editing software, just as professionals do. By the end, they have a set of projects that highlight their creativity and teamwork skills.

## Music Performance

In this subject, students continue to grow as performers, building the confidence and skill needed to play in a variety of musical settings. They refine their instrumental technique through full class ensembles, smaller group bands, and solo opportunities. Beyond performing, students compose, listen to, and analyse music from a wide range of eras and genres, using these experiences to expand their knowledge and spark creative ideas. A key feature of the course is bringing it all together in live performance, showcasing both a class ensemble and small group bands. Instrumental tuition through the College is strongly encouraged to support technical growth and give students the best chance of success. Year 10 Music Performance builds on creativity, teamwork, and resilience, while preparing students for future pathways in VCE Music Contemporary Performance and beyond. Most importantly, Year 10 Music is about turning students' passion into performance, jamming with friends, exploring new sounds, and making the stage their own. Whether they are chasing big dreams or simply love playing, this course gives them the skills, confidence, and energy to perform, create, and have a great time along the way.

## Theatre Studies

This subject will support students' work in the production roles of actor, director, and designer to develop the skills and knowledge that will help them to be successful in VCE Theatre Studies. Students learn about historical and contemporary styles of theatre by tackling scripts from a range of forms, including musical theatre, verbatim, and Aboriginal and Torres Strait Islander theatre, while exploring how theatre has evolved over time. During the course, students will attend and analyse live professional theatre, evaluating the choices made by practitioners to inform their own work. The course focuses on developing advanced performance skills, theatre-making processes, creative directing, and production design. Students take on both group and individual projects, experiment with production elements, and present a final solo project where they interpret a script segment and apply their own acting, directing, or design choices to bring it to life.

# Food Technology – Year 9

## Food Basics

In Food Basics, students learn to become more proficient in the kitchen, building the skills and knowledge needed to support success in Year 10 Food Studies. They refine their use of a variety of kitchen equipment, follow food safety and hygiene standards, and continue to advance their culinary skills. As part of this, they develop knowledge of food safety practices, explore a range of cooking methods—particularly those used in cake-making—and gain a deeper understanding of nutrients, planning, design, analysis, and evaluation. Students strengthen their understanding of the design process by preparing food products using various cooking methods each week. In addition to practical tasks, they complete a range of theory activities. A major assessment requires them to plan, design, and decorate a cupcake. They are expected to work within a set budget, produce their product with a consistent, safe, and methodical approach, and complete a final evaluation to reflect on the outcome and suggest improvements.

Active participation in two single practical sessions per week is essential, and students must bring a suitable container and personal water bottle to each class. These routines help build responsibility and readiness for more advanced Food Studies in the future.

## Food Studies

In Food Studies, students learn the necessary skills and knowledge required to use a range of cookery methods to support success in Year 10 Food Studies, developing essential life skills for preparing menu items in the home kitchen.

This course provides a strong foundation in the practical and theoretical aspects of food preparation. Students learn and apply hygienic practices for food safety, build their understanding of food-specific vocabulary, and explore principles of creative food design and professional food presentation.

Throughout the semester, students participate in regular hands-on cooking sessions that allow them to develop confidence and competence in a range of cooking methods. These practical activities are supported by classroom-based tasks and discussions, encouraging students to reflect on their food choices, nutritional understanding, and the environmental and ethical considerations of food production.

For successful completion of this program, students are required to complete one assessment task per unit, which may include written components, practical demonstrations, and product evaluations.

Active participation in two single practical sessions per week is essential, and students must bring a suitable container and personal water bottle to each class. These routines help build responsibility and readiness for more advanced Food Studies in the future.





# Food Technology – Year 10

## Cultural Food Studies

In Cultural Food Studies, students explore a range of cultures and global cuisines, building foundational knowledge and practical skills to support success in VCE Food Studies. They investigate how meals are prepared and adapted across different cultures, gaining insight into the use of traditional ingredients, regional cooking techniques, and cultural food practices. Students also strengthen essential skills in food safety, budgeting, and comparative food analysis. As part of the course, students apply their understanding of the design process by creating a culturally inspired food product from a country of their choice. This culminates in the development of an International Food Concept, where they plan, prepare, and present a main meal. Throughout the semester, students are expected to produce high-quality food items and demonstrate their knowledge of various cooking methods and culinary skills through consistent, safe, and creative food preparation.

Active participation in two single practical sessions per week is essential. Students must bring a suitable container and a personal water bottle to each class. These routines help build responsibility and readiness for more advanced Food Studies in the future.

## Food Studies

In Food Studies, students further develop the foundational skills and knowledge required to support success in VCE Food Studies. Throughout the course, they advance their cooking techniques by learning about the functional properties of food and the roles ingredients play in various preparation methods. Students gain experience in selecting appropriate ingredients, applying a range of cooking methods, and practicing safe and hygienic food handling. They also develop their ability to plan, design, analyse, and evaluate food products. During the semester, students engage in hands-on practical challenges, preparing meals from raw ingredients. As part of their assessment, students design and produce a food product within a one-hour time frame, demonstrating a consistent, methodical approach.

Active participation in two single practical sessions per week is essential, and students must bring a suitable container and personal water bottle to each class. These routines help build responsibility and readiness for more advanced Food Studies in the future.



# Technology – Year 9

## Applied Computing: Robotics

In Robotics, students learn to design, build, and program autonomous robots and drones that provide solutions to problems. To achieve this, they develop an understanding of the design process and problem-solving methodology, as well as Scratch and Python programming. During the course, students are given problem scenarios for which they must build and program robots and drones to provide solutions. Students also have the opportunity to compete in interschool robotics competitions, challenging their problem solving and programming skills. Students studying this subject are encouraged to first complete Applied Computing, although this is not a prerequisite of enrolment.

## Metalwork

In Metalwork, students learn how to fabricate and construct both functional and aesthetic objects. To achieve this, they develop skills in using tools, machinery, and other equipment safely and accurately in the metal workshop. Students are introduced to the safe operation of heavy machinery including the guillotine, spot welder, arc welder and hydraulic pan brake. Students apply a simplified design process to create viable solutions to design problems presented to them. Working with a design brief, they complete a formal design process that involves researching, identifying a solution, refining ideas, drawing, prototyping, and developing a production plan. Students then evaluate their own work including design ideas, processes, and solutions against comprehensive criteria for success.

Students studying this subject are expected to first complete Metalwork in year 9 or in the first semester of Year 10 before choosing Metalwork (Advanced) in Semester Two. Introductory learning from Metalwork is necessary to achieve success in Metalwork (Advanced).

## Woodwork

In Woodwork, students learn how to use hand tools to produce set projects designed to incorporate different learning processes. Topics include using and maintaining hand tools, safe use of portable power tools, basic woodworking skills, basic timber joints, and more. Each student builds a set project(s), such as desk organisers and small wooden toys. During the course, students become familiar with the design and production process, which includes investigation, design and development of ideas, planning, production/making, and evaluation of their projects. Students are expected to work safely, always follow instructions, participate in practical and theory activities, and complete and submit work on time. Coursework consists of approximately 70% practical work and 30 % theory work.



# Technology – Year 10

## Applied Computing

In Applied Computing, students learn how to create products using digital programs and activities that help provide solutions to problems. To achieve this, they learn about a range of design software, coding techniques, graphics, and 3D modelling software, as well as other software suited to their interests. During this course, students plan, design, develop and implement solutions for given problems and a project of their choosing. Students use high end computers, 3D printers, laser cutters and engravers, plastic welding, Arduino, and Microbits. They can produce 3D models, games, websites, apps, robots, drones, and myriad other items from their imaginations.

## Automotive Technology

In Automotive Technology, students study and explain the operation of a variety of mechanical systems used in a motor car, understand their roles and operation, and evaluate future systems that perform the same roles, including their environmental impact. During this class, students study the operation of the four-stroke motor, the fuel and ignition systems, clutches, brakes, the use of hand tools, and perform an electrical wiring task. They dismantle, diagnose, and recondition a small four stroke motor, involving all aspects of the reconditioning process. Students are expected to complete all theoretical work and participate in all practical tasks, demonstrating an understanding of how each of the systems being studied operates. Classes are split approximately 50:50 between practical and theory work.

## Game Design

In Game Design, students learn how to design, develop, test, and evaluate interactive computer games. To achieve this, they use industry standard game design software, python programming, and 2D and 3D image design software. During this course, students produce games following teacher provided designs and specifications to develop key skills. They then produce a game of their own creation and assist classmates in user testing and evaluation. Students are encouraged to first complete Applied Computing, although this is not a prerequisite for enrolment.

## Metalwork

In Metalwork, students initiate their own design process, from designing and planning to fabricating and constructing their own functional and aesthetic objects. Students fine tune their use of hand tools and machinery. In Metalwork, students explore more deeply the design and production process using design briefs. They evaluate their own work including their design ideas, processes, and solutions against comprehensive criteria for success. Students are expected to have completed Year 9 Metalwork, as introductory learning from Year 9 will be necessary for success in this subject.

## Woodwork

In Woodwork, students fine tune their use of hand tools to produce set projects designed to incorporate different learning processes. Topics include using and maintaining hand tools, safe use of portable power tools, advanced woodworking skills, advanced timber joints, and more. Each student will build set projects such as small furniture items. During the course, students explore more deeply the design and production process using design briefs. Students are expected to work safely, follow instructions, participate in both practical and theory activities, and complete and submit work on time.

Course work will contain approximately 70% practical work and 30 % theory work. Students studying this subject are encouraged to first complete Woodwork, although this is not a prerequisite of enrolment.



# Early Start VCE Studies

In Year 10, students are encouraged to start taking control of their education and pathway into the next chapter of their

lives - whether this leads to further education or work. For those who are unsure, there is still another year of study and exploration, so there is no need to stress. However, if students already have an idea about what they want to do and the pathway that is right for them, they are encouraged not to wait. They can apply to begin one of the Senior (Year 11-12) programs as part of the Early Start program.

The benefits of doing an Early Start program include completing a senior high school certificate earlier, having longer to complete a senior certificate, and gaining skills, knowledge, or experience in a specific area or industry earlier.

All students are encouraged to apply to enrol in an Early Start course so that their time at Traralgon College is as tailored to their needs as possible. There is, however, a selection process for applicants to ensure the chosen Early Start pathway is appropriate.

## VCE Early Start

VCE Early start involves enrolling in one VCE study during Year 10. It is recommended for students intending to study VCE in Years 11 and 12 in order to attain an ATAR score and a pathway to university. Students complete Units 1 (Semester 1) and 2 (Semester 2) during Year 10, and then complete Units 3 - 4 of the same study during Year 11. Any Year 10 student enrolled in a VCE subject can replace an equivalent Year 10 subject to increase the range of subjects available to them. For example, students who enrol in VCE Health & Human Development are not required to also enrol in a Year 10 Health and PE subject, although they may still choose to do so if they wish.

The benefits of enrolling in a VCE subject in Year 10 include:

- Becoming accustomed to VCE expectations and processes - exams, SAC's, S/N deadlines, workload, homework etc.
- Completing a Unit 3-4 sequence in Year 11. With only one scored study to focus on, students can put in more time and effort and achieve a higher score than they might in Year 12.
- Beginning Year 12 with one Unit 3-4 sequence and study score already recorded.
- Gaining flexibility in Year 12. Having one less scored study allows either more time for remaining studies, or the opportunity to complete an additional scored study to contribute to the ATAR.
- Potentially improving the ATAR score. ATARs are based on English group + 3 study scores, plus 10% of a fifth and sixth study score. Achieving a study score in Year 11 provides this 6th study score.

## Criteria

1. The student is **highly motivated** to put in a high level of effort.
2. The student is aiming to achieve a high ATAR score and study at university OR intending to pursue a career in the field of the VET Course.
3. The student has performed well in the relevant subject in Year 9.

## Application Process

1. Read the following page for the list of available subjects.
2. Complete the 2026 Application for VCE Early Start.
3. Have your Year 9 teachers review and approve your application.
4. Submit your completed application to the Middle School office.

# Early Start VCE Studies

## Art Making & Exhibiting

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited. Students learn about the materials, techniques, and processes used in a range of art forms. They develop an understanding of how exhibitions are planned and designed, and how spaces are organised for exhibitions. Students also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces.

Across this subject, students explore the different ways artists use materials, techniques, and processes, and investigate how artists use art elements and art principles to develop aesthetic qualities and style in artworks. They engage with exhibition spaces from art and galleries, beginning to understand the roles and design processes involved in organising exhibitions.

Assessments for VCE Art Making and Exhibiting include documenting creative development in visual arts journals, researching and planning a proposed exhibition of other artists' work, completing and exhibiting their own artwork and an external exam.

## General Mathematics

General Mathematics aims to provide students with the mathematical knowledge and skills that will prepare them for general employment, business or further study.

Students will focus on the following areas of study:

- Data analysis, probability and statistics.
- Algebra, number, and structure.
- Functions, relations, and graphs.
- Discrete mathematics.

Over the course, students will undertake a range of activities to enhance their understanding of the topics covered. They will investigate, analyse, and communicate their findings to demonstrate their understanding of the concepts studied in this course.

## History

In History, students learn to understand themselves, others, and their world, developing social, political, economic, and cultural understanding. To achieve this, in Year 11, they study Bridging the Gap:

Modern History 1900-1939

The British Empire 1400-1775

The VCE History course is designed to allow students to build on the learning completed under the Victorian Curriculum years 9-10. During the Year 11 course, students complete Unit 1, building on the knowledge gained in Year 10 by exploring the inter-war years in greater detail and with a more global perspective. In Unit 2 students begin to prepare for Year 12 studies.

In History, students complete assessment tasks including a research piece, a source analysis, an analysis of historical interpretations, an essay, and exams.

## Media

In VCE Media, students look at the relationship between the ideas and narratives we create and the ways audiences engage with media. Students will achieve this by analysing the nature and construction of media products, as well as produce their own media products for selected audiences. In Year 11 students focus on:

- Media Forms, Representations and Australian Stories
- Narrative Across Media Forms

Students collaborate with others to create a variety of media products, complete production work outside of class, and share their work with audiences. The subject also involves production work and the development of planning folios.

# Early Start VCE Studies

## Outdoor & Environmental Studies

In Outdoor and Environmental Studies (OES), students develop an understanding of the ways in which humans interact with, relate to, and impact the natural world. In Year 11 they learn about:

- The connections that people have with outdoor environments, and why
- Outdoor environments in Victoria, including impacts that humans can have on these areas

Students develop experiential knowledge of outdoor environments through a mix of classroom study and practical outdoor experiences. This includes a range of single-day and multi-day journey-based activities, such as hiking, canoeing, skiing, and base-camping. Successful completion of the course requires assessments that are directly related to an outdoor experience attended by students, so participation in these trips is expected.

