



2027

SUBJECT SELECTION **HANDBOOK**

Year 9 and 10



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Selecting your Subjects

Years 9 and 10 –Courageous pathways and purposeful learning

At Years 9 and 10 students are empowered to pursue diverse learning pathways that ignite their unique passions. In this supportive environment, they learn to act with purpose, linking conceptual understanding to justice, innovation, and real-world action. The subjects for Years 9 and 10 have core learning units, core electives and general electives. Students in Year 10 also have the option to apply for accelerated access to a VCE subject. Subject selections should be made in consultation with subject teachers, parents and Curriculum Leaders.

Once subjects are selected and accepted, it is proposed that the student's program will remain in place for the year.

Acceleration

In Year 10, acceleration is not for all students. In some circumstances, the extra workload may have a negative effect on the student's wellbeing and academic progress.

Students who choose to apply for this option should do so with the clear understanding that completing a VCE subject requires strict adherence to the Victorian Curriculum and Assessment Authority and the rules associated with VCE.

The decision to attempt a VCE subject above the current year level should not be seen as a 'trial run', but as an important decision that will have impacts on all other subject choices and the availability of subjects that can/will run within the school. It must also be considered in the light of the availability within the timetable and whether or not your child's TA and Semester Reports indicate that acceleration is the right option.

Except in exceptional circumstances students will only be permitted to undertake one accelerated subject sequence.

In terms of 'process' moving forward, if your child wishes to complete a VCE subject above their year level, ie, they are in Year 10 and would like to study a Unit 1 & 2 subject, they will need to apply to the relevant Head of Faculty and follow the application process. Acceleration Application forms can be obtained via the front office.

Year 9 Course of Study

All Year 9 students must study the following subjects:

- Religious Education
- English
- Mathematics
- Science
- Humanities
- Physical Education and Health
- Wellbeing

Electives

- Year 9 students choose 6 electives.

Elective choices are based on the number of students who select that subject. We cannot guarantee that all elective choices will run.

IMPORTANT:

All Subject selections ***MUST*** be completed online **via Web preferences**
by Friday 21st August 2026.

Students will receive an email from Web preferences for access to the student portal.

Year 10 Course of Study

All Year 10 students must study the following subjects:

- Religious Education
- English
- Mathematics
- Science
- Humanities
- Physical Education and Health
- Wellbeing

Electives

- Year 10 students choose 6 electives. If they apply to complete an accelerated VCE subject this will replace 4 of those 6 choices.

IMPORTANT:

All Subject selections ***MUST*** be completed online **via Web preferences**
by Friday 21st August 2026.

Students will receive an email from Web preferences for access to the student portal.

VCE Accelerated Learning Options

The subjects on this list are the only options available for Year 10 Accelerated Learning*:

Science

- Biology Units 1 & 2
- Psychology Units 1 & 2

Physical Education and Health

- Health and Human Development Units 1 & 2
- Physical Education Units 1 & 2

Humanities

- Business Management Units 1 & 2
- Legal Studies Units 1 & 2
- History Units 1 & 2

The Arts

- Art Making and Exhibiting Units 1 & 2
- Music Performance Units 1 & 2

Technology

- Product Design & Technology (Textiles or Wood, Metal & Plastics) Units 1 & 2
- Systems Engineering Units 1 & 2
- Food Studies Units 1 & 2

Acceleration Application Forms can be collected via the front office.

**Subjects offered are dependent on numbers*

ENGLISH PATHWAY

VCE

Core subjects:

- English Units 3&4
and / or
- Literature Units 3&4

VCE

Core subjects:

- English Units 1&2
and / or
- Literature Units 1&2
and / or
- English Language Units 1&2

Year 10

Core subject:

- English

Electives:

- Creative Writing
- Cinema Studies
- Literature

Year 9

Core subject:

- English

Electives:

- Creative Writing
- Cinema Studies
- Literature

Year 8

Core subjects:

- English
- Chinese

Year 7

Core subjects:

- English
- Chinese

Religious Education

Enrolment at Marian College is an invitation to “come and see” in the spirit of the Gospel invitation of Jesus, within the framework of our Catholic faith, Kildare Ministries values, and our Brigidine Tradition.

The Religious Education experience at Marian College is not just a strong part of our curriculum, but entrenched in our whole school culture and community. It aims to develop religiously literate young people who understand and appreciate religious values, are positive about life, have a sense of their own worth and of their contribution to the world, and are able to apply the Gospel values they have acquired in the context in which they live and work.

At a curriculum level, our Religious Education Program from Year 7-10 follows the Awakenings Guidelines mandated for use in Catholic schools in the Ballarat Diocese. Our strands of study cover Christian Ethics – Personal and Social; Church & Tradition; God, Religion and Society; Prayer, Liturgy and Sacraments; and Scripture, Israel and Jesus.

In the Senior Years, the Year 11 students study a single unit of VCE Religion and Society.

Our Year 12 VCE students participate in an internal Religious Education Program. Students studying VCE Vocational Major are also involved in Personal Development Skills Units aligned with their VCE VM Program.

Religious Education

Year 9

Core Subjects:

Religion

Year 9 students study the following units of work for Religious Education:

- Relationships – our relationship with the world
- Mission – are we modern disciples?
- Unity – In our diversity there is unity
- Dialogue – listening to the voices of others

The Awakenings units are also complemented by Marian College areas of study in Kildare Ministries values, Lent, Easter and the Stations of the Cross.

Year 10

Core Subjects:

Religion

Year 10 students study the following units of work for Religious Education:

- Discipleship – the courage to believe
- Celebration – we serve one another
- Our Common Home
- Hope – the messages of our heart

The Awakenings, units are also complemented by Marian College areas of study in Kildare Ministries values, Lent, Easter and the Stations of the Cross.

ENGLISH PATHWAY

VCE

Core subjects:

- English Units 3&4
and / or
- Literature Units 3&4

VCE

Core subjects:

- English Units 1&2
and / or
- Literature Units 1&2
and / or
- English Language Units 1&2

Year 10

Core subject:

- English

Electives:

- Creative Writing
- Cinema Studies
- Literature

Year 9

Core subject:

- English

Electives:

- Creative Writing
- Cinema Studies
- Literature

Year 8

Core subjects:

- English
- Chinese

Year 7

Core subjects:

- English
- Chinese

English

Year 9

Core Subjects:

English

The three key areas for learning and assessment in English from Years 7 to 10 are 'Writing', 'Reading and Viewing' and 'Speaking and Listening'.

Year 9 English builds upon the knowledge and skills established in Years 7 and 8 English.

In Year 9 English students focus on students developing and expressing their views on current social issues explored in a wide range of different text types including poetry. They develop through writing and discussions their personal impressions of texts and discuss their opinions of texts. They read a wide range of text types by a diverse range of authors and creators (including Aboriginal and Torres Strait Islander Peoples) reflecting a broad spectrum of experiences, values and ideas. They explore through reading and the crafting of their own texts how authors adapt and experiment with texts and text structures created for particular purposes and audiences. They analyse how language represents values, beliefs and attitudes and shapes personal preferences. They also explore through the crafting of their own texts, language features, literary devices and symbolism. They extend their vocabulary of mood and style, while simultaneously building their understanding of how vocabulary and grammar are used for effect.

Meta-cognitive skills are developed through reviewing their own and others' work, and reflecting on decisions made during the writing process.

Classroom and small group discussions are a staple of the English classroom. Students listen respectfully to, and learn, from each other. Speaking skills and the ability to articulate ideas verbally are practiced through a variety of informal oral activities and formal presentations.

Electives:

Creative Writing

This subject encourages students to hone their creative skills in the genre and style they are most comfortable with. Short pieces of fiction are also read and analysed as examples of effective creative writing. There is emphasis placed on the process of writing, i.e. planning, drafting, rewriting and editing, and students explore the connection between the form, purpose and audience. The assessment is structured around sustained creative pieces and writing portfolios.

Cinema Studies

The focus in Cinema Studies is on students developing their critical responses to film. Students learn to identify the different cinematic devices used by different genres. They view films from a range of genres and periods. They analyse the films in terms of camera techniques, costuming, lighting and setting and explore how these filmic elements make meaning. As well as viewing and discussing, students will be expected to write film reviews, personal responses and essays.

Core Subjects:

English

The three key areas for learning and assessment in English from Years 7 to 10 are 'Writing', 'Reading and Viewing' and 'Speaking and Listening'.

Year 10 English focuses on consolidating skills developed during Years 7 - 9 English and preparing students for future pathways such as VCE and VM.

Students engage with a variety of texts representing a broad spectrum of values, ideas and experiences including those of Aboriginal and Torres Strait Islander Peoples. Themes and issues may involve abstract concepts, higher-order reasoning and intertextual references. Students analyse and evaluate representations from diverse social and historical contexts and develop their own interpretation. When discussing and presenting opinions about texts they use an expanded vocabulary and explore language that reveals views and values. They analyse and evaluate the structure of texts and images and study how voice can be used to evoke emotion and create aesthetic qualities.

When creating written and spoken texts they reflect on challenging or complex ideas and issues and adapt and apply language features and literary devices to create a sustained voice with consideration of audience and purpose. They distinguish inclusive and exclusive language and experiment with formality, using appropriate features of voice.

Meta-cognitive skills are developed through reviewing their own and others' work, and reflecting on decisions made during the writing process.

Students are encouraged to listen respectfully to each other's ideas and learn from each other. Classroom and small group discussion is a staple of the English class. Speaking skills and the ability to articulate ideas verbally are practiced through a variety of informal oral activities and formal presentations.

Electives:

Creative Writing

This subject encourages students to hone their creative skills in the genre and style they are most comfortable with. Short pieces of fiction are also read and analysed as examples of effective creative writing. There is emphasis placed on the process of writing, i.e. planning, drafting, rewriting and editing, and students explore the connection between the form, purpose and audience. The assessment is structured around sustained creative pieces and writing portfolios.

Cinema Studies

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Literature

Literature at Year 10 is for students who enjoy reading a wide range of texts. Students read texts such as short stories, excerpts from novels, plays and poetry. Film and filmic techniques are also looked at to learn about the choices directors make to construct a film. The classes are discussion-based and texts are analysed closely. Students respond to the texts both critically and creatively, and are encouraged to express their personal opinions. The assessment is structured around a range of written responses to the texts. This elective is recommended for students considering studying Literature at VCE.

HUMANITIES PATHWAY

VCE

Electives:

- Business Management Units 3&4
- Legal Studies Units 3&4
- History – Revolutions Units 3&4

VCE

Electives:

- Business Management Units 1&2
- Legal Studies Units 1&2
- History – Empires Units 1&2

Year 10

Core subject:

- Humanities

Elective:

- Revolutions and War

VCE Accelerated subjects:

- Business Management Units 1&2
- Legal Studies Units 1&2
- History – Empires Units 1&2

Year 9

Core subject:

- Humanities

Elective:

- Money Talks

Year 8

Core subject:

- Humanities

Year 7

Core subject:

- Humanities

Humanities

Year 9 and 10

Core Subjects:

The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges, including people's interconnections with the environment.

In Year 9 / 10 Humanities, students cover a range of topics as prescribed by the Victorian curriculum.

- Civics and Citizenship
- Economics and Business
- Geography
- History

In Civics and Citizenship and Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia's role in global systems, and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens.

In History and Geography, students explore the processes that have shaped and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.

Humanities

Year 9

Elective:

Money Talks

This elective is designed to build essential financial literacy skills for life beyond school, empowering students to make informed and responsible financial decisions. Students will explore key financial concepts such as earning an income, budgeting, saving, banking, consumer rights, superannuation, credit, debt, and the risks and rewards of investing. They will learn how to set financial goals, interpret payslips, understand taxation, and evaluate financial products and services. Real-world scenarios, case studies, and hands-on activities help students apply their learning to everyday financial situations.

Year 10

Elective:

Revolutions and War

Why did ordinary Russians overthrow a centuries-old monarchy? How did the world come so close to nuclear war?

In Revolutions and War students investigate the events of the Russian Revolution and the Cold War, exploring how these pivotal periods transformed societies and continue to influence global politics, conflict and freedoms today.

Students investigate the causes, key events and consequences of the Russian Revolution, examining how widespread inequality, political unrest and the impact of war led to the collapse of the Tsarist regime and the emergence of the world's first communist state.

They examine the clash between communism and capitalism and analyse key events that defined the twentieth century, including the Marshall Plan, the Berlin Wall, the Korean and Vietnam Wars, the Cuban Missile Crisis, the nuclear arms race and the Space Race. Students also investigate the power of propaganda and the ways governments used media and information to shape public opinion.

Assessments tasks include: topic tests, an historical inquiry, and the design of a propaganda poster.

VCE Accelerated Subjects:

BUSINESS MANAGEMENT - UNITS 1 & 2

VCE Business Management students will examine the ways businesses manage resources to achieve objectives. The course follows the process from the initial idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure the continued success of a business. Students develop an understanding of the complexity of the challenges facing decision-makers in managing businesses and their resources.

A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies in response to contemporary challenges in establishing and operating a business.

Unit 1: Planning a business

Unit 2: Establishing a business

Why would a student choose this subject?

- You enjoy analysing data.
- You are considering a career in business management. You would like to run your own business.
- You enjoy structure.

What types of careers can this subject help prepare you for?

- | | |
|--------------------------------|--------------------------|
| • Accountant or Tax Specialist | • Government or Politics |
| • Business Owner | • Human Relations |
| • Business Management | • Sales |
| • Business Systems Analyst | • Economist |
| • Logistics | • Retail Management |
| • Finance Dealer and Broker | |

VCE Accelerated Subjects:

LEGAL STUDIES - UNITS 1 & 2

The study of VCE Legal Studies enables students to become active and informed citizens by providing valuable insight into their relationship with the law and the legal system. Students develop knowledge and skills to enhance their confidence and ability to access and participate in the legal system. They will learn to appreciate the underlying principles of the rule of law, how legal systems and processes aim to achieve social cohesion, as well as how they themselves can affect positive change to laws and the legal system. VCE Legal Studies equips students with an ability to research and analyse legal information and apply legal reasoning and decision-making skills. It also fosters critical thinking to solve legal problems.

Unit 1: The presumption of innocence

Unit 2: Wrongs and rights

Why would a student choose this subject?

- You are interested in the law and social justice.
- You enjoy debating and making an argument for a cause.
- You are considering a career in law, politics or social welfare.
- You would like to develop your communication skills.
- You enjoy reading, writing and analysing factual information.

What types of careers can this subject help prepare you for?

- | | |
|-------------------|----------------------------------|
| • Lawyer | • Social Commentator |
| • Journalist | • Economist |
| • Investigator | • Social Worker |
| • Criminologist | • Politician |
| • Court Officer | • Teacher or University Lecturer |
| • Government | • Armed Forces or Police |
| • Human Resources | |

VCE Accelerated Subjects:

HISTORY - UNITS 1 & 2

The study of VCE History assists students to understand themselves, others, and the contemporary world, and broadens their perspective by examining events, ideas, individuals, groups and movements. Students of VCE History develop social, political, economic and cultural understandings of the conditions and features which have helped shape the present. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

The study of VCE History fosters the ability to ask searching questions, to engage in independent research and to construct arguments about the past based on evidence from historical sources.

Unit 1: Empires – The Ottoman Empire

Unit 2: Empires – The Venetian Empire

Why would a student choose this subject?

- You are interested in developing a better understanding of the world.
- You enjoy learning about events from the past.
- You enjoy reading and writing.
- You would like to develop your communication skills.
- You enjoy independent and critical thinking.

What types of careers can this subject help prepare you for?

- | | |
|-----------------------------|-------------------------------------|
| • Lawyer | • Film and Television Industry |
| • Social Commentator | • Researcher |
| • Journalist | • Teacher or University Lecturer |
| • Commerce | • Archivist, Historian or Librarian |
| • Investigator | • Archaeologist |
| • Community Development | • Travel Writer |
| • Cultural Heritage Officer | |

HEALTH AND P.E. PATHWAY

VCE

Electives:

- Physical Education Units 3&4
- Health & Human Development Units 3&4

VCE

Electives:

- Physical Education Units 1&2
- Health & Human Development Units 1&2

Year 10

Core subject:

- Physical Education

Electives:

- Exercise Science
- Outdoor Education

VCE Accelerated subjects:

- Physical Education Units 1&2
- Health & Human Development Units 1&2

Year 9

Core subject:

- Physical Education

Electives:

- Games of the World
- Netball Studies
- Healthy Living

Year 8

Core subject:

- Physical Education

Year 7

Core subject:

- Physical Education

Health / Physical Education

Year 9

Core Subjects:

Health and PE

In Year 9, students continue to develop proficiency in a range of high-level movement and manipulative skills, and focus on identifying and implementing ways of improving the quality of their performance during games, physical activities and sports.

Electives:

Games of the World

This subject will enable students to investigate the variety of games and sports that are played in various parts of the world. Elements of geography, history and culture will be learnt along the journey, and there is also plenty of time for hands-on practical sessions of the various activities. Students will have the opportunity to play the role of coach to present a game to the class.

Netball Studies

This subject will enable students to explore specific aspects of the sport including tactics and strategy, defensive and attacking skills and training for netball. Students will also develop umpiring and coaching skills.

Healthy Living

Healthy Living is an engaging and informative subject designed to help students understand the various dimensions of health and wellbeing. In this course, students will explore essential topics such as the stages of the human lifespan, nutrition, the importance of maintaining healthy relationships and the dangers associated with risk taking behaviors such as vaping. By examining these areas, students will gain valuable insights into how to develop and sustain a healthy lifestyle. The course aims to equip young people with the knowledge and skills necessary to make informed decisions about their health, promoting their overall development and wellbeing.

Health / Physical Education

Year 10

Core Subjects:

Health and PE

In Year 10 students continue to develop proficiency in a range of high-level movement and manipulative skills, and focus on identifying and implementing ways of improving the quality of their performance during games, physical activities and sports.

Electives:

Exercise Science

Students will participate in a range of sporting and fitness activities to investigate and apply scientific and physiological concepts. It will also enhance their interest and knowledge in the subject and can be applied to their own personal health, wellbeing and sporting pursuits. Some of the topics include responses to exercise, training principles and methods, performance enhancement, injury prevention and recovery methods.

Outdoor Ed

This program is designed to allow an opportunity for students to explore and participate in a range of practical activities, predominantly in the Outdoors. They will explore environmental issues and connections to indigenous culture. Students will have the opportunity to develop a range of skills including: Teamwork, Leadership and Individual work.

Health / Physical Education

Year 10

VCE Accelerated Subjects:

PHYSICAL EDUCATION - UNITS 1 & 2

VCE Physical Education (PE) explores the interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity. Students participate in a variety of practical activities to examine the core concepts that underpin movement and the relative contribution and interplay of the three energy systems in providing energy. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual and evaluate the chronic adaptations to training from a theoretical perspective.

Unit 1: The human body in motion

Unit 2: Physical activity, sport, exercise and society

Why would a student choose this subject?

- You enjoy physical activity.
- You are interested in the science of the body.
- You are considering a career in sport or health.
- You like to be fit and healthy, and you promote these qualities.

What types of careers can this subject help prepare you for?

- | | |
|--|---|
| • Sports Science | • Teaching |
| • Nutritionist or Dietician | • Professional Sportsperson |
| • Sports Coach/Consultant | • Fitness Instructor |
| • Health Promotion Officer | • Personal Trainer |
| • Sports Policy maker at local or national level | • Allied Health Professions (eg. Physiotherapy, Chiropractic, Occupational Therapy) |

Health / Physical Education

Year 10

VCE Accelerated Subjects:

HEALTH AND HUMAN DEVELOPMENT - UNITS 1 & 2

VCE Health & Human Development takes a broad approach to understanding health and wellbeing and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be modified by health care and interventions.

Students will investigate Australian and global variations in health status between populations and nations. They look at the Australian healthcare system and research what is being done to address inequalities in health and development outcomes. They examine and evaluate the work of global organisations such as the United Nations and the World Health Organisation, as well as non-government organisations and the Australian government's overseas aid program. Students develop an understanding of health as they connect their learning to their lives, communities and the world. They develop a capacity to respond to health information, advertising and other media messages, enabling them to put strategies into action to promote health and wellbeing in both personal and community contexts.

Unit 1: Understanding health and wellbeing

Unit 2: Managing health and development

Why would a student choose this subject?

- You enjoy being healthy.
- You are interested in the study of human health and wellbeing.
- You are interested in social justice.
- You are considering a career in health or human services.
- You enjoy helping people

What types of careers can this subject help prepare you for?

- | | |
|--|---|
| • Allied Health Services | • International Relations |
| • Education | • Case Management & Human Services |
| • Nursing | • Health Promotion |
| • Humanitarian Aid Work | • Mental Health Agencies |
| • Services for Adolescents, Older Adults
and Special Needs Services | • Community Health Research and Policy
Development |

VISUAL ARTS PATHWAY

VCE

Electives:

- Art Making & Exhibiting Units 3&4

VCE

Electives:

- Art Making & Exhibiting Units 1&2

Year 10

Electives:

- Art
- Ceramics
- Photography

VCE Accelerated subject:

- Art Making & Exhibiting Units 1&2

Year 9

Electives:

- Art
- Ceramics
- Photography

Year 8

Core subject:

- Art

Year 7

Core subject:

- Art

Electives:

Art

In year 9, Art students build on the skills and knowledge covered in the junior core program. They identify and explain how artists and audiences interpret artworks through different viewpoints, cultures, times and locations. They make and respond to visual artworks, adapt ideas, visual images and practises from selected artists and use them to inspire and inform their own personal aesthetic. Students will use a visual diary to plan and design artworks that express ideas, concepts, artistic intentions and evaluations. This will include creating both 2D and 3D sculptural artworks.

Ceramics

Ceramics comprises both pottery and modelled ceramic sculpture and introduces the very basics of ceramic chemistry and the physics of the ceramic process. The sculpture component incorporates assemblage, modelling, and carving processes and techniques. Students are introduced to working on the pottery wheel at this year level. Students will develop drawing and three-dimensional design skills that will lead to studio work. Sculpture and ceramics skills are explored with the aim to develop in students an understanding of the elements and principles of Art with a focus on form, surface, texture, shape and space. Ceramic artists research, appreciation and analysis is linked to studio work.

Photography

In year 9, photography students learn and apply the basics of digital photography in the creation of a folio of images. Students learn to incorporate the use of art elements within their imagery, and consider lighting and composition. Students are introduced to editing and refining images in Photoshop. Students will also analyse, interpret and evaluate a range of photographers and photography artworks from different cultures, historical and contemporary contexts.

Electives:

Art

In year 10 art students explore the visual art practises and styles as inspiration to develop a personal style and themes in artworks. Students explore how other artists manipulate materials and techniques in their artworks. Students will use a visual diary to plan and design artworks that express ideas, concepts, artistic intentions and evaluations. This will include creating a folio and both 2D and 3D sculptural artworks.

Ceramics

Ceramics comprises both pottery and modelled ceramic sculpture and introduces the very basics of ceramic chemistry and the physics of the ceramic process. The sculpture component incorporates assemblage, modelling, and carving processes and techniques. Students are introduced to working on the pottery wheel at this year level. Students will develop drawing and three-dimensional design skills that will lead to studio work. Sculpture and ceramics skills are explored with the aim to develop in students an understanding of the elements and principles of Art with a focus on form, surface, texture, shape and space. Ceramic artists research, appreciation and analysis is linked to studio work.

Photography

In year 10 photography students will increase skills in the use of digital compact and SLR cameras. They will explore techniques in creating successful imagery through lighting and composition. Students will become familiar with various tools in Photoshop and trial editing and compositing techniques. Students will also analyse, interpret and evaluate a range of photographers and photography artworks from different cultures, historical and contemporary contexts. Students will create a folio and final prints of their photography works.

VCE Accelerated Subjects:

ART MAKING AND EXHIBITING - UNITS 1 & 2

This study allows students to explore and experiment in creating, developing and engaging with the visual arts and helps build a strong skill set. By engaging with artworks in different galleries, museums, other exhibition spaces and site-specific spaces, either in person or using online content, students have the opportunity to view and research artworks and artists from local, national and international contexts. Looking at the artworks of a range of artists encourages students to become aware of difference and diversity in the views of others working in the arts industry, giving students a stronger understanding of the various forms that art may take. Importantly, students also gain an understanding of how their own and others' artworks are curated, displayed and conserved.

Unit 1: Explore, expand and investigate

Unit 2: Understand, develop and resolve

Why would a student choose this subject?

- You are interested in self-expression
- You are creative
- You have strong visual literacy
- You are interested in enhancing artistic skills
- You would like practical experience in the curation and exhibition of art

What types of careers can this subject help prepare you for?

- | | |
|--------------------------|--------------------|
| • Artist | • Curator |
| • Teacher | • Illustrator |
| • Ceramicist | • Textile Artist |
| • Muralist | • Photographer |
| • Art Director | • Graphic Designer |
| • Art agent or appraiser | • Set Designer |

MUSIC PATHWAY

VCE

Electives:

- Music Performance Units 3&4
- Music Enquiry Units 3&4

VCE

Elective:

- Music Units 1&2

Year 10

Elective:

- Popular Music
- Music Technology

VCE Accelerated subject:

- Music Units 1&2

Year 9

Electives:

- Popular Music
- Music Technology

Year 8

Core subject:

- Music

Year 7

Core subject:

- Music

Music

Year 9 and 10

Electives:

Popular Music

Popular Music explores the history and development of popular music in western culture, focusing particularly on the development of Ragtime, Blues, Swing, Jazz, Rock 'n' Roll and beyond. Students research and discuss the social and political context of an era and identify the subsequent influences on the Popular Music culture of the time. This unit also has a significant practical component, developing instrumental skills with a focus on composition and arrangement.

Music Technology

Music Technology explores the study of music using technology in different formats. Students study music through the use of different music programs, particularly working with Garageband & Audacity, Pro Tools, Sibelius, and Notion. Students will compose and arrange different pieces of music using these programs, with both, pre-existing musical resources and recordings that students create.

Music

Year 10

VCE Accelerated Subjects:

MUSIC - UNITS 1 & 2

VCE Music is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators and music makers.

In VCE Music students are offered a range of pathways which acknowledge and support a variety of student backgrounds and music learning contexts, including formal and informal.

Active participation in music develops musicianship through creating, performing, responding and analysing, and fosters an understanding of other times, places, cultures and contexts. Students develop ideas about the ways in which music can interact with other art forms, technology and design, and other fields of endeavour.

Through performance, students sing and play music, demonstrating their knowledge and practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.

Unit 1: Organisation of Music

Unit 2: Effect in Music

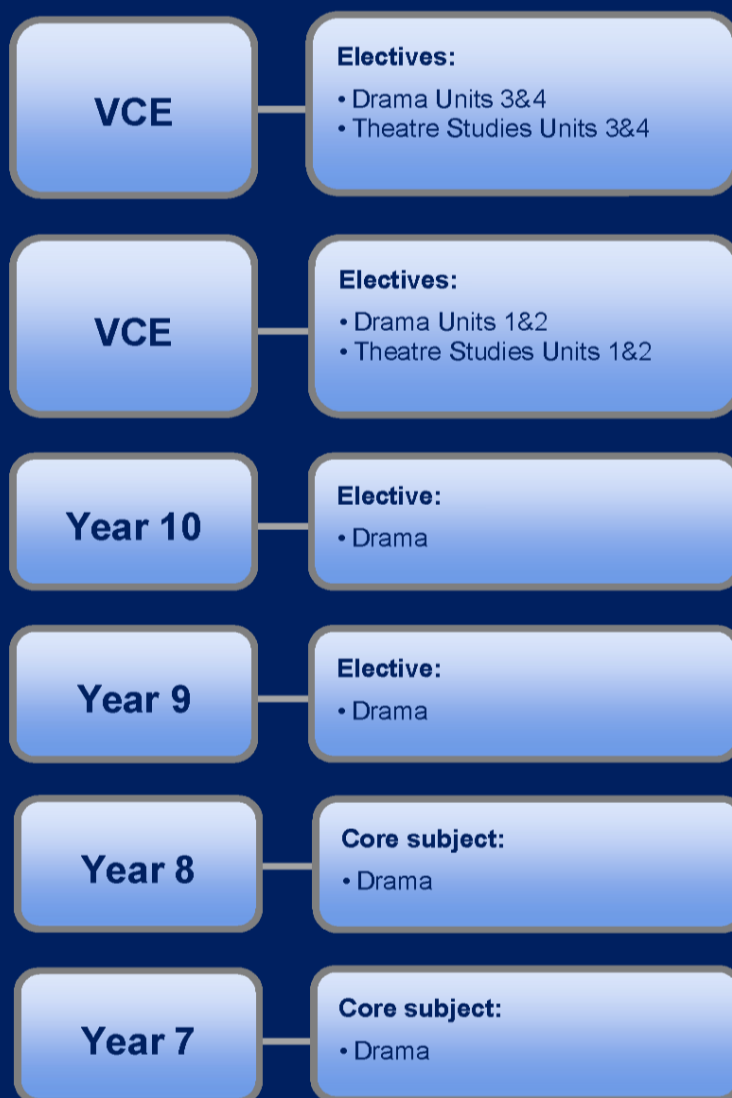
Why would a student choose this subject?

- You enjoy performing, creating and analysing music.
- You enjoy playing an instrument including voice.
- You enjoy collaborating with others.
- You enjoy performing in front of an audience.
- You enjoy learning in a non-conventional classroom environment.
- You enjoy music and it would add breadth to your subject selection.

What types of careers can this subject help prepare you for?

- | | |
|---------------------------------------|---|
| • Entertainer as a musician or singer | • Theatre, Film and Television Industry |
| • Performer | • Stage Manager |
| • Music, vocal or choral director | • Sound Technician |
| • Composer Music Therapy | • Music Producer |
| • Teaching | • Music Studio Business Owner |
| • Arts Administrator | • Speech Pathologist |

PERFORMING ARTS PATHWAY



Drama

Year 9

Electives:

Drama

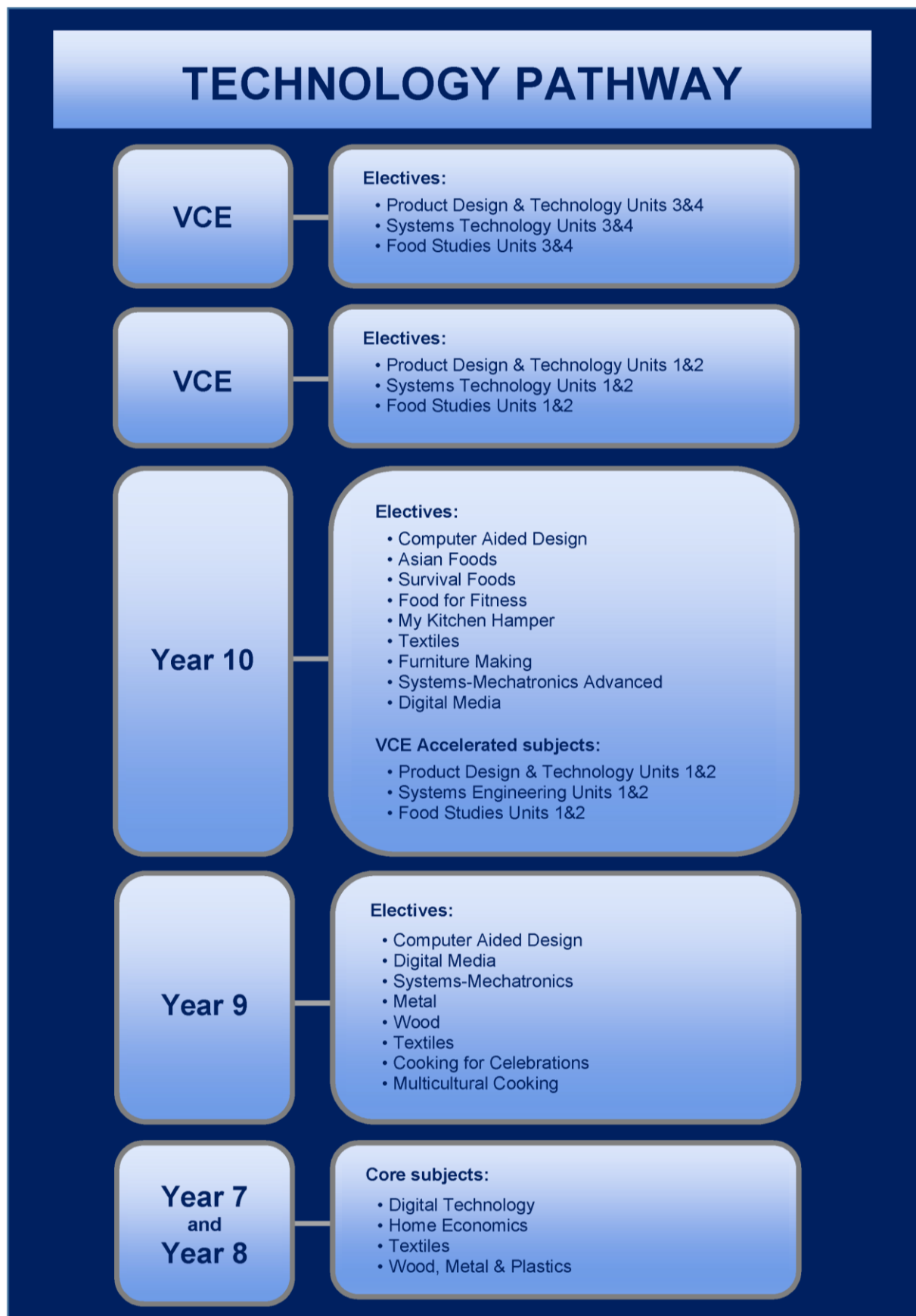
Year 9 Drama aims to explore the process of play production from the pre-rehearsal through to the post-production stage. This course will incorporate dramatic skills such as auditioning, script reading and characterisation, as well as playmaking techniques. Drama is a pathway study for VCE Drama.

Year 10

Electives:

Drama

The study of drama involves the exploration of a range of dramatic elements including the development of improvisation and acting skills, script-writing and individual and group performance skills, with an emphasis on the student as an actor. Students further develop skills in working with dramatic elements and also develop a vocabulary to enable them to respond effectively to dramatic performances.



Design and Digital Technology

Year 9

Electives:

Computer Aided Design

Computer Aided Design (CAD) is a Technology subject, therefore a technical perspective will be taken to the teaching and learning strategies used throughout the unit. CAD involves using the computer and software to produce three dimensional design drawings and plans.

Digital Media

In Digital Technologies, students are actively engaged in the process of analysing problems, designing, developing and evaluating digital solutions, and creating and sharing information using computers. Students learn to safely and ethically create digital solutions. These solutions and information are created through the application of computational, design and systems thinking, and technical skills.

Systems – Mechatronics

Systems Mechatronics combines both Electronic and Mechanical principles. Students consider the principles, structure, logic and organisation of systems, and research how community and industrial standards affect the design and development of systems. Students increasingly understand the components of systems as well as how changes made to inputs and processes affect output. Students work with a range of systems that combine mechanical and electronic principles ie (Mechatronics)

Metal

Students explore the social and environmental implications of using various materials. They start to recognize that the supply of some materials is limited, and examine possibilities for reusing and recycling materials. They use materials tests to determine the appropriateness of materials for particular purposes. Students design and produce a range of products using hand and power tools and a range of welding processes.

Wood

There are three phases involved in the technology process. These are: Investigating/designing, Production and analysing/evaluating. Each stage involves research and the development and application of knowledge, skills, equipment, materials and information to create useful products. Students explore various materials. Students design, produce and evaluate a range of products using hand and power tools.

Textiles

In Year 9 textiles, students design, produce and evaluate a product according to an identified need or opportunity. They maintain a design folio with a criterion for success, including sustainability, considerations and use it to investigate, generate and produce a quality design solution.

Design and Digital Technology

Year 9

Electives:

Cooking for Celebrations

This subject focuses on planning and preparing for a range of celebrations involving both traditional and non-traditional foods – Christmas, friend’s parties, family birthdays, etc. Sweet and savoury foods as well as cake decorating are included.

Multicultural Cooking

In one part of the semester, students study a variety of cultures which have influences on our eating patterns – Asian, Thai, Italian, French, Indian etc. Relevant cooking methods and reasons why certain foods are used are studied. Each week a typical meal from each country is prepared. In the other part of the semester students work in pairs to research a country of their choice. They complete a major assignment on this country and present it to the class. Each pair of students selects an appropriate recipe which is prepared in the class.

Design and Digital Technology

Year 10

Electives:

Computer Aided Design

CAD (Computer Aided Design) is an exciting STEM course that allows students to use their creativity to develop solutions to real world problems, needs and opportunities. Computer Aided Design (CAD) allows students to take an idea and turn it into reality faster than using manual production techniques and to a much higher standard.

The CAD course allows students to start drawing in 2 dimensions and move on into 3 dimensional drawing. The recent explosion onto the market of affordable 3D printers means that students will also be able to create 3D drawings and produce them. The software used in the CAD course is industry standard and provides students with a workplace ready skill and the ability to easily move from one software platform to another in the industry, TAFE and University, giving students an edge in further education and training.

Asian Foods

This subject will focus on looking at a number of Asian cultures with particular emphasis on their foods, cultural events and cooking methods.

Survival Foods

This subject aims to provide students with the necessary skills to enable them to look after themselves in terms of cooking when they leave home.

Food for Fitness

This subject examines up to date nutritional information translated into recipes that are relatively easy to prepare and cover all food types and meals. The focus will be on preparing a wide variety of foods to provide for maximum energy and everyday fitness.

My Kitchen Hamper

This subject will focus on exploring processes, methods and terminologies, as well as a chance to use various equipment and ingredients that they would not have previously had a chance to use and/or be exposed to. Students are asked to research, design and then produce a 'Hamper'. This must contain various food items that have been produced using various processes and methods learnt throughout the unit. For example, the Hamper may contain a quince paste, bread or crackers of some sort, lemon curd, jam, relish, tarts, pies, puddings, infused oils, etc.

Design and Digital Technology

Year 10

Electives:

Textiles

Wearable Art builds on pre-established skills with an emphasis on creative design. Students design and produce a garment based on a theme. Students continue to develop their design skills, their understanding of the design elements and explore known and new materials and how they can be manipulated. There are no prerequisites for Year 10 Textiles.

Furniture Making

Students explore the social and environmental implications of using wooden materials. They start to recognize that the supply of some materials is limited, and examine possibilities for reusing and recycling materials. They use materials tests to determine the appropriateness of materials for particular purposes. Students design and produce a range of products using hand and power tools.

Systems – Mechatronics Advanced

Students build on their knowledge gained in Year 9 Systems. Mechatronic systems combines both mechanical and electronic principles. Students consider the principles, structure, logic and organisation of systems, and research how community and industrial standards affect the design and development of systems.

Digital Media

In Digital Technology, students are actively engaged in the process of analysing problems, designing, developing and evaluating digital solutions, and creating and sharing information using computers. Students learn to safely and ethically create digital solutions. These solutions and information are created through the application of computational, design and systems thinking, and technical skills.

Design and Digital Technology

Year 10

VCE Accelerated Subjects:

PRODUCT DESIGN AND TECHNOLOGY - UNITS 1 & 2

In VCE Product Design and Technologies students are designer-makers who design solutions that are innovative and ethical. As designer-makers, they learn about the design industry, teamwork and the collaborative nature of teams, entrepreneurial activities, innovative technologies and enterprise. The development of designed solutions requires speculative, critical and creative thinking, problem-solving, numeracy, literacy, and technacy. Students participate in problem-based design approaches that trial, test, evaluate, critique and iterate product solutions. Students prototype and test using a variety of materials, tools and processes. Throughout the process of designing and testing, students learn that innovative and ethical solutions come from constructive failure and intentional evaluation.

Knowledge and use of technological resources are integral to product design. Designers safely and sustainably transform materials into products using a range of materials, tools and processes.

Unit 1: Design practices

Unit 2: Positive impacts for end users

Why would a student choose this subject?

- You are interested in sustainable, ethical design practices.
- You enjoy learning about the design process within the design and fashion industries.
- You like to use digital and manufacturing technologies.
- You enjoy designing and creating products.
- You are interested in hands-on learning with a high level of creative thinking.
- You like to manage your work in a folio.
- You enjoy learning in a non-conventional classroom environment.

What types of careers can this subject help prepare you for?

- Product designer
- Theatre, Film and Television
- Industrial Design
- Fashion stylist
- Textile Design
- Fashion design
- Interior Design, Spaces and Exhibitions
- Fashion Merchandising
- Landscape Design
- Teacher- Product Design and Technologies

Design and Digital Technology

Year 10

VCE Accelerated Subjects:

SYSTEMS ENGINEERING - UNITS 1 & 2

VCE Systems Engineering promotes innovative systems thinking and problem-solving skills through the application of the systems engineering process. The study is based on integrated mechanical and electrotechnological engineered systems.

The study provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective. Students gain knowledge and understanding about technological systems and their applications.

VCE Systems Engineering integrates aspects of designing, planning, producing, testing and evaluating in a project management process.

Unit 1: Mechanical systems

Unit 2: Electrotechnological systems

Why would a student choose this subject?

- It prepares students for careers in engineering, manufacturing and design through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships.
- The study provides a rigorous academic foundation and a practical working knowledge of design strategies, production processes and evaluation practices. People with these skills, and the ability to apply systems engineering processes, are in increasing demand as participants in teams that are engaged with complex and multidisciplinary projects.

What types of careers can this subject help prepare you for?

- Manufacturing
- Product assembler
- Mechanical engineer
- Materials engineer
- Industrial designer

Design and Digital Technology

Year 10

VCE Accelerated Subjects:

FOOD STUDIES - UNITS 1 & 2

Australia has a varied and abundant food supply. Globally, many people do not have access to a secure and varied food supply and many Australians consume food and beverage products in quantities that may harm their health. Food and cooking and their roles in our lives, have become prominent topics in digital media and publishing. This study examines the various factors for this increased exposure and the background to this abundance of food, and it explores reasons for our food choices. VCE Food Studies is designed to build the capacities of students to make informed food choices and develop an understanding about food security, food sovereignty and food citizenship. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns.

Unit 1: Food origins

Unit 2: Food makers

Why would a student choose this subject?

- You are interested in cooking and food preparation
- You enjoy learning about the origins of food and natural resources
- You are interested in hands-on experimentation
- You enjoy critical and creative thinking
- You are interested in becoming an informed food consumer focusing on food and nutrition

What types of careers can this subject help prepare you for?

- Food Technologist
- Dietitian
- Nutritionist
- Hospitality
- Environmental Health
- Teacher in Food Technology and Health and Human Development

MATHEMATICS PATHWAY

VCE

Electives:

- Specialist Mathematics Units 3&4
- Maths Methods Units 3&4
- General Mathematics Units 3&4

VCE

Electives:

- Specialist Mathematics Units 1&2
- Maths Methods Units 1&2
- General Mathematics Units 1&2

Year 10

Core subject:

- General Mathematics
- Pre-Methods

Year 9

Core subject:

- Mathematics

Year 8

Core subject:

- Mathematics

Year 7

Core subject:

- Mathematics

Mathematics

Year 9

Core Subjects:

Mathematics

In Year 9, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to the learning and doing of mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Year 9 students have 4 hours per week for Mathematics. They will be engaged in activities from the areas of Number, Algebra, Measurement, Space, Statistics and Probability.

Year 10

Core Subjects:

Mathematics – General

In Level 10, learning in Mathematics builds on each student's prior learning and experiences and provides the basis for a sound background in number, algebra, function, geometry and statistics. Students engage in a range of approaches to the learning and doing of mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Year 10 students have 4 hours per week for Mathematics. They will be engaged in activities from the areas of Number, Algebra, Measurement, Space, Statistics and Probability.

Mathematics – Pre-Methods

Year 10 offers an extension program for students wanting to study VCE Mathematical Methods.

Year 10 Pre-methods provides additional content to extend students in their mathematical studies in number, algebra, function, geometry, probability and statistics as well as Non-linear relations, Surds and Logs.

SCIENCE PATHWAY

VCE

Electives:

- Biology Units 3&4
- Chemistry Units 3&4
- Physics Units 3&4
- Psychology Units 3&4

VCE

Electives:

- Biology Units 1&2
- Chemistry Units 1&2
- Physics Units 1&2
- Psychology Units 1&2

Year 10

Core subject:

- Science

Elective:

- Psychology

VCE Accelerated subjects:

- Biology Units 1&2
- Psychology Units 1&2

Year 9

Core subject:

- Science

Year 8

Core subject:

- Science

Year 7

Core subject:

- Science

Science

This course will help students to become scientifically and technologically literate citizens who will be able to make decisions about their lifestyle, their environment and the kind of society in which they wish to live. Students will see the connections between science and people, and be aware of the impact of science and technology on society, the individual, and the environment. Curiosity and a spirit of inquiry that helps students to be open-minded and value objectivity will be encouraged.

Year 9

Core Subject:

Science

Students explain how the nervous and endocrine systems use negative feedback to support homeostasis in the body's internal environment. They distinguish between infectious and non-infectious disease, and compare different infectious disease control measures. They explain how ideas about the structure of the atom have changed over time, and model natural radioactive decay to illustrate how stable atoms are formed. They use Newton's laws to describe and predict the motion of objects in a system. They model how different forms of energy are transformed into electrical energy. They also explain how interactions within and between Earth's interrelated systems affect the carbon cycle.

Students formulate and refine questions and hypotheses. They plan a range of valid, reproducible and safe scientific investigations and address any ethical and cultural considerations. They select and use equipment to generate and record data. They select appropriate representations to organise, process and summarise data and information. They analyse data to identify and explain patterns, trends, relationships, assumptions and anomalies. They evaluate investigation methods including ways to improve the quality of data, and the validity of conclusions and claims. They provide evidence-based explanations for findings. They select and use appropriate presentation formats, scientific content, vocabulary, models, conventions, formulas and other representations when communicating and justifying their ideas, findings, arguments and proposals.

Science

Year 10

Core Subject:

Science

Students explain the processes that underpin heredity and genetic diversity, and predict the outcomes of monohybrid crosses. They describe how the processes of sexual and asexual reproduction enable survival of the species. They describe the evidence supporting the theory of evolution by natural selection. They predict the products of reactions and the effect of changing reaction conditions. They demonstrate the Law of Conservation of Mass in chemical reactions, and write word and balanced chemical equations for these reactions. They classify energy changes in chemical reactions as exothermic or endothermic. They describe trends in patterns of global climate change and propose strategies to mitigate contributing factors. They discuss the advantages and disadvantages of space exploration. They distinguish between different features in the universe and sequence key events in the origin and evolution of the universe, including an outline of the supporting evidence for the big bang theory. They explain how wave and particle models describe energy transfer, and compare the properties, features and applications of waves. They analyse and represent energy conservation, including efficiency, in systems.

Students formulate and refine questions and hypotheses to make reasoned predictions, test relationships and develop explanatory models when investigating scientific questions, problems and claims. They plan a range of valid, reproducible and safe scientific investigations and explain how they have addressed any ethical and cultural considerations when generating or using primary and secondary data. They select and use equipment to generate and record data, ensuring the use of suitable sample sizes and assessing the precision of multiple measurement readings. They select and construct a range of appropriate representations to organise, process and summarise data and information. They analyse and compare a variety of data and information to identify and explain qualitative and quantitative patterns, trends, relationships, assumptions and anomalies. They evaluate the validity and reproducibility of investigation methods including ways to improve the quality of data, and the validity of conclusions and claims. They provide evidence-based explanations for findings and construct logical arguments based on the evaluation of multiple sources of evidence to justify conclusions and assess claims. They select and use appropriate presentation formats, scientific content, vocabulary, models, conventions, formulas and other representations to achieve their purpose when communicating and justifying their ideas, findings, arguments and proposals to diverse audiences.

Elective:

Psychology

In psychology students will explore how individuals develop, learn, and relate to others, as well as the factors that influence mental processes and behaviour. Students will be introduced to key psychological theories, contemporary research, and practical investigations that develop their understanding of the brain, memory, learning, development, and mental health.

The Year 10 course serves as an engaging introduction to the field of psychology and provides a strong foundation for students considering VCE Psychology. Students will develop skills in scientific inquiry, ethical research, critical thinking, data collection, and analysis. They will also explore case studies and real-life examples to apply psychological concepts to everyday life.

VCE Accelerated Subjects:

BIOLOGY – UNITS 1 & 2

The study of biology explores levels of organisation, from cells to systems, along with how body systems of plants and humans work and interact with each other to inform homeostasis. They look at heredity and make predictions about the likelihood of inheriting traits through reproduction. They look at ecosystems and the strategies employed by animals to survive in harsh environments.

As well as increasing their understanding of scientific processes, students develop insights into how knowledge in biology has changed, and continues to change, in response to new evidence, discoveries and thinking.

Unit 1: How do organisms regulate their functions?

Unit 2: How does inheritance impact diversity?

Why would a student choose this subject?

- You are interested in the human body and how it works.
- You enjoy learning about diseases and genetics.
- You are a curious learner.
- You are interested in research and analytical thinking.
- You would like to pursue a career in science.

What types of careers can this subject help prepare you for?

- | | |
|--------------------------------|---|
| • Biotechnology or Biomedicine | • Veterinary Science |
| • Microbiologist | • Forestry |
| • Dentistry | • Health Care |
| • Forensic science | • Horticulture |
| • Education | • Medicine or Paramedic |
| • Nursing | • Optometry |
| • Physiotherapy | • Environmental Management and Conservation |

VCE Accelerated Subjects:

PSYCHOLOGY – UNITS 1 & 2

VCE Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour. Psychology applies a biopsychosocial approach to the systematic study of mental processes and behaviour. Biological perspectives focus on how physiology influences individuals through exploring concepts such as hereditary and environmental factors, nervous system functioning and the role of internal biological mechanisms. Psychological perspectives consider the diverse range of cognitions, emotions and behaviours that influence individuals. Within the social perspective, factors such as cultural considerations, environmental influences, social support and socioeconomic status are explored.

Unit 1: How are behaviour and mental processes shaped?

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

Why would a student choose this subject?

- You are interested in human behaviour.
- You enjoy learning about the human brain and how it works.
- You are a curious learner.
- You are interested in research and analytical thinking.
- You enjoy working with people and are interested in their wellbeing.

What types of careers can this subject help prepare you for?

- | | |
|--------------------------|---------------------------------|
| • Forensic Psychology | • Health Psychology |
| • Clinical Psychology | • Sport and Exercise Psychology |
| • Educational Psychology | • Counselling Psychology |

WELLBEING PATHWAY

VCE

Core subject:

- Wellbeing

VCE

Core subject:

- Wellbeing

Year 10

Core subject:

- Wellbeing

Year 9

Core subject:

- Wellbeing

Year 8

Core subject:

- Wellbeing

Year 7

Core subject:

- Wellbeing

Wellbeing

Wellbeing – Oak Program

The Oak program is designed to specifically target the wellbeing needs of students at each Year level. A variety of concepts are explored, as at Marian college, we view the wellbeing of students being interconnected with their academic achievement. In addition to this, the OAK program enables students to develop an understanding of the importance of respectful relationships, a positive approach to education and finding the right balance in their lives.

At Marian College, our wellbeing vision statement states the following:

“We value and respect the dignity of our students. We believe that positive student wellbeing is central to student learning. We believe that positive student wellbeing is central to student learning. We believe that positive relationships between students and their teachers is of the utmost importance. We commit to restorative practices, wherein the voices of students and teachers are both heard and conflict is resolved calmly and fairly. We acknowledge the immense value of building strong connections with parents and families and believe this in turn aides in our students’ growth. We believe that the education we offer at Marian College shapes well-rounded, empathetic and inspired citizens.”

Year 9

Developing Healthy Relationships and Personal Responsibility

Year 9 Oak Wellbeing focuses on the increasingly complex challenges adolescents face as they develop their identity and independence. Students investigate healthy and unhealthy relationships, consent, peer pressure, online influences, gender-based violence, self-worth, positive masculinity and respectful decision-making. Mental health lessons explore emotional awareness, resilience, challenging negative thinking and managing stress, while drug education examines the links between substance use, addiction and mental health. Throughout the course, students are encouraged to think critically, reflect on their values and develop the confidence to make safe, respectful and informed choices in an increasingly connected world.

Year 10

Preparing for Life Beyond School

Year 10 Oak Wellbeing prepares students for the increased independence and responsibilities that accompany adulthood. The curriculum explores respectful communication, consent, coercion, relationship red flags, digital ethics, gambling, careers, substance use, legal responsibilities and making informed life choices. Students also examine complex issues such as healthy relationships, fitness in the digital age, mindfulness, ethical decision-making and future pathways. Through guest speakers, evidence-based programs and practical learning experiences, students develop the knowledge, resilience and critical thinking skills needed to navigate senior secondary school and life beyond Marian College as healthy, respectful and responsible young adults.

Web Preferences Access Guide

(A **SAMPLE** of the email your child will receive):

The following steps outline how to enter your subject preferences online.

1 Internet Access	You will need a computer with an internet connection and a printer. We recommend using Firefox, you may also use Google Chrome or IE 6.0 and above.						
2 Log In	Log In to www.selectmysubjects.com.au using: <table border="1" data-bbox="448 636 1492 741"> <tr> <td data-bbox="448 636 788 674">Click here to open Web Preferences</td><td data-bbox="788 636 1492 674"></td></tr> <tr> <td data-bbox="448 674 788 712">Student Access Code:</td><td data-bbox="788 674 1492 712">Your Access Code will be here</td></tr> <tr> <td data-bbox="448 712 788 741">Password:</td><td data-bbox="788 712 1492 741">Eg: 1a2b3c</td></tr> </table>	Click here to open Web Preferences		Student Access Code:	Your Access Code will be here	Password:	Eg: 1a2b3c
Click here to open Web Preferences							
Student Access Code:	Your Access Code will be here						
Password:	Eg: 1a2b3c						
3 Home Page	To view your subject information, click "View Subject Details" at the top right of the screen. To select/change your preferences, click "Add New Preferences" at the top right of the screen.						
4 Preference Selection	Select your subjects from the drop down lists, you have 30 minutes to do so. Once complete, click "Proceed". Note: You are not finished yet.						
5 Preference Validation	If you are happy with your preferences click "Submit Valid Preferences" which will open your "Preference Receipt". Or if you would like to make changes to your preferences click "Cancel" and this will take you back to the Preference Selection page.						
6 Preference Receipt	You can print your "Preference Receipt" by clicking "Open Print View" and clicking "Print Receipt". To continue click "Return to Home Page". If you want to change your preferences, repeat the process by clicking "Add New Preferences", otherwise exit by clicking "Log Out". End of steps.						

IMPORTANT:

All Subject selections **MUST** be completed online **via Web preferences**
by Friday 21st August 2026.

Students will receive an email from Web preferences for access to the student portal.