



HUME CENTRAL

Secondary College

DIVERSITY

ACHIEVEMENT

SUCCESS

2024 Senior Pathways Handbook

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CONTENTS

TOWN PARK - LEARNING SPACES	4
HANDBOOK ACRONYMS	5
SENIOR PATHWAYS	11
PATHWAYS	12
1. VCE (VICTORIAN CERTIFICATE OF EDUCATION)	15
2. VCE-VM (VICTORIAN CERTIFICATE OF EDUCATION – VOCATIONAL MAJOR) [FORMERLY VCAL]	19
3. VET (VOCATIONAL EDUCATION AND TRAINING)	24
4. ACCELERATED STUDIES PROGRAM (ASP)	26
5. VICTORIAN PATHWAYS CERTIFICATE	27
2024 FULL SUBJECT LISTING (YEARS 10-12)	29
ENGLISH	51
VCE LITERATURE	53
MATHEMATICS	54
VCE FOUNDATION MATHEMATICS	55
VCE GENERAL MATHEMATICS UNIT 3 & 4	59
VCE MATHEMATICAL METHODS UNIT 1 AND 2	61
VCE MATHEMATICAL METHODS UNIT 3 AND 4	63
SCIENCE	65
VCE BIOLOGY	66
VCE PHYSICS	69
VCE PSYCHOLOGY	70
HEALTH AND PHYSICAL EDUCATION	72
VCE PHYSICAL EDUCATION	73
VCE HEALTH AND HUMAN DEVELOPMENT	74
VCE OUTDOOR AND ENVIRONMENTAL STUDIES	75
VET CERTIFICATE III IN SPORT AND RECREATION	77
VET CERTIFICATE III LEVEL STUDIES IN COMMUNITY SERVICES (INCORPORATING CERTIFICATE II)	79
ARTS	81
VCE ART MAKING & EXHIBITING	82
VCE MEDIA	83
VCE MUSIC PERFORMANCE	84



VCE VISUAL COMMUNICATION AND DESIGN	85
VCE VET CERTIFICATE III IN MUSIC INDUSTRY (MUSIC PERFORMANCE)	86
TECHNOLOGY	87
VCE FOOD STUDIES	88
VCE VET INFORMATION AND COMMUNICATIONS TECHNOLOGY	89
VCE INFORMATION TECHNOLOGY: APPLIED COMPUTING / DATA ANALYTICS	90
VCE PRODUCT DESIGN AND TECHNOLOGY – TEXTILES/WOOD	91
VCE VET CERTIFICATE II IN ENGINEERING STUDIES	93
HUMANITIES	94
VCE ACCOUNTING	95
VCE AUSTRALIAN AND GLOBAL POLITICS	96
VCE BUSINESS MANAGEMENT	97
VCE ECONOMICS	98
VCE GEOGRAPHY	99
VCE HISTORY: REVOLUTIONS	100
VCE LEGAL STUDIES	101
VCE SOCIOLOGY	102
VET CERTIFICATE II IN BUSINESS	103
THE VICTORIAN CERTIFICATE OF EDUCATION VOCATIONAL MAJOR (VCE-VM)	105
VCE-VM LITERACY	106
VCE-VM NUMERACY	107
VCE-VM PERSONAL DEVELOPMENT SKILLS	108
VCE-VM WORK RELATED SKILLS	109
VET COURSES AVAILABLE TO VCE-VM STUDENTS	110
STRUCTURED WORKPLACE LEARNING	111
YEAR 10 2024 COURSE GUIDE	112
FREQUENTLY ASKED QUESTIONS	120
VCE SUBJECT SELECTION PRACTICE GRID	123

TOWN PARK - LEARNING SPACES



HANDBOOK ACRONYMS

ASP:	Accelerated Skills Program
VASP:	Vocational Accelerated Skills Program
ATAR:	Australian Tertiary Admission Rank
CAPS:	Career Action Plans
DET:	Department of Education and Training
EAL:	English as an Additional Language (formerly ESL)
GA:	Graded Assessment
GAT:	General Achievement Test
LOTE:	Language/s Other Than English
SAT:	School-assessed Task
PSD:	Programs for Students with Disabilities
SEAS:	Special Entry Access Scheme
SEW:	Student Engagement and Well-being
TAFE:	Technical and Further Education
TER:	Tertiary Entrance Requirements
VCAA:	Victorian Curriculum and Assessment Authority
VCE-VM:	Victorian Certificate of Education - <i>Vocational Major</i>
VCE:	Victorian Certificate of Education
VET:	Vocational Education and Training
VCE VET:	VCAA - VET programs comprised of VCE VET units
VPC:	Victorian Pathways Certificate
VSL:	Victorian School of Languages
VTAC:	Victorian Tertiary Admissions Centre

HANDBOOK GLOSSARY

Assessment task

A task set by the teacher to assess student achievement of unit outcomes for School-assessed Coursework (see also **Outcomes**).

Australian Tertiary Admission Rank (ATAR)

The overall ranking on a scale of zero to 99.95 that a student receives based on their study scores. The ATAR is calculated by VTAC and is one method used by universities and TAFE institutes to select students for courses.

Examinations

External assessments set and marked by the VCAA. All VCE Units 3 and 4 studies have at least one examination. Written examinations are held in October and November. Performance examinations and oral components of LOTE examinations are held in October.

General Achievement Test (GAT)

A test of knowledge and skills completed in two sections by students who are completing a Unit 3 and 4 sequence:

Section A will assess literacy and numeracy skills (VCE-VM + VCE)

Section B will assess skills in mathematics, science, technology, the arts and humanities, with an increased focus on critical and creative thinking skills (VCE only)

All students across the state complete the test at the same time.

Graded Assessment

All VCE studies have Graded Assessments for each Unit 3 and 4 sequence. Each study includes at least one examination; most studies have School-assessed Coursework (SAC), while some have School-assessed Tasks (SAT).

Outcomes

What a student must know and be able to do in order to satisfactorily complete a unit, as specified in the VCE and VCE-VM Study Design.

Prerequisite studies

Prerequisite studies are those VCE studies that you must have successfully completed in order to qualify for a course.



Satisfactory completion: VPC

Students receive an **S** for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an **N** (Not Yet Satisfactory). Students qualify for the VPC when they achieve sufficient credits to satisfy the course requirements. Units not yet completed are not printed on the Statement of Results.

Satisfactory completion: VCE + VCE-VM

Students receive an **S** for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an **N**. Students qualify for the VCE-VM when they accumulate sufficient units to meet the program requirements.

Satisfactory Completion Policy at Hume Central Secondary College

Copies of the policy are available upon request or on the college website.

School Assessed Coursework (SAC)

This is a school-based assessment that is reported as a grade for either a VCE Unit 3 and 4 sequence or individual Unit 3 and Unit 4. School-assessed Coursework consists of a set of assessment tasks that assess the student's level of achievement of VCE Units 3 and 4 outcomes. This also applies to Units 1 & 2.

School-assessed Task (SAT)

A school-based assessment for a VCE Units 3 and 4 sequence set by the VCAA and assessed by teachers in accordance with published criteria. Schools' assessment of tasks are subject to review by a panel appointed by the VCAA.

School Based Apprenticeships and Traineeships (SBAT)

An SBAT is a structured training arrangement, usually involving on and off the job training, for a student employed under an apprenticeship/traineeship training contract. SBATs may include apprenticeships, part-time apprenticeships or traineeships.

Semester

One half of the academic year; VCE and VCE-VM units are designed to be completed in one semester.

Sequence

VCE Units 3 and 4 are designed to be taken as a sequence.

Special Examination Arrangements

This refers to arrangements that are approved to meet the needs of students who have disabilities, illnesses or other circumstances that affect their ability to sit examinations.

Special Entry Access Scheme (SEAS)

This scheme allows tertiary selection officers to grant extra consideration for course entry to applicants, but it is not used as a replacement for course entry requirements and will not change the results a student receives from VTAC or the VCAA. Consideration of SEAS may relax some aspects of the specific requirements but not exempt them.

Special Provision

Arrangements that are made to allow students who are experiencing significant hardship to achieve the learning outcomes and demonstrate their learning and achievement.

Statement of Marks

For each examination including the GAT, students can apply for a statement showing the marks they obtained for each question/criteria and the maximum mark available. A fee is charged for each statement.

Statement of Marks: Study Score

A statement showing the scores for each of the Graded Assessments and describing the calculation of the study score. A fee is charged for each statement.

Statement of Results

The document/s issued by the VCAA showing the results a student achieved in the VCE, VCE-VM or VPC, and whether he/she has graduated. See also **VCE/VCE-VM/VPC Certificate**.

Statistical Moderation

The process used to ensure that school assessments are comparable throughout the state. It involves adjusting each school's School-assessed Coursework scores for each study to match the level and spread of the external reference scores for students enrolled in that study at that school.



Structured Workplace Learning

On-the-job training, during which a student is expected to practise a set of skills or competencies related to an accredited course, or nationally recognised VET program.

Student Number

The unique number assigned to each student enrolled in VCE, VCE VET and VCE-VM.

Study score

A score from zero to fifty which shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student's results in school assessments and examinations.

Tertiary Entrance Requirements

The minimum entrance requirements established by each institution for general entry.

VCE/VCE-VM/VPC Certificate

The certificate awarded to students who meet VCE / VCE-VM / VPC graduation requirements. See also '**Statement of Results**'.

VCE VET

Nationally recognised VET certificates developed into full programs of study within the VCE and contributing to satisfactory completion of the VCE under the same recognition arrangements as for VCE studies.

Victorian Certificate of Education – Vocational Major (VCE-VM)

VCE-VM (formerly VCAL) is an accredited senior secondary school qualification undertaken by students in Years 11 and 12.

Victorian Certificate of Education (VCE)

The VCE is an accredited senior secondary school qualification undertaken by students in Years 11 and 12.

Victorian Pathways Certificate (VPC)

The VPC is an accredited foundation secondary qualification. It aligns to Level 1 in the Australian Qualifications Framework. While the VPC is not a senior secondary qualification it is completed in Year 11 and 12.

Vocational Education and Training (VET)

Nationally recognised vocational certificates; these certificates may be integrated within a VCE, VCE-VM or VPC program.

Unique Student Identifier (USI)

The USI is a reference number made up of ten numbers and letters that creates a secure online record of your recognised training and qualifications gained in Australia, from all training providers you undertake recognised training with. (Required for VET enrolment)

Victorian Tertiary Admissions Centre (VTAC)

VTAC acts on behalf of universities, TAFEs and other providers to facilitate and coordinate the joint selection system. VTAC calculates and distributes the ATAR.

References:

VCAA: <http://www.vcaa.vic.edu.au/>

VTAC: <http://www.vtac.edu.au/>

DEECD: <http://www.education.vic.gov.au/school/parents/Pages/default.aspx>



SENIOR PATHWAYS

What are my options when I graduate from the College?

VCE (*Victorian Certificate of Education*)

VET (*Vocational Education and Training*)

VCE-VM (*Victorian Certificate of Education – Vocational Major*)

VPC (*Victorian Pathways Certificate*)



PATHWAYS

The term 'Pathways' is used to describe the different study and training opportunities individuals take up in pursuit of particular career and employment aspirations. In Australia, a student's post school options include employment (part or full time), Australian Apprenticeships (incorporating traineeships), full time TAFE or University study. Other possibilities include short courses, part-time university or TAFE study and distance education.

The program you select in your final years of secondary education is the first step towards creating a pathway that will lead you to future career and employment opportunities. Research has shown that individuals who complete a school leaving certificate have greater opportunities for prosperity later in their lives. So it is important that you choose a senior school certificate program that suits you. Furthermore, research indicates that students undertaking a VET subject report a greater sense of engagement in their learning program leading to a greater likelihood of school completion.

The 2024 Course and Subject Selection Program provides students with an opportunity to plan their individual senior school learning program. The program each student plans should meet their own education, training, and employment needs.

As such, the importance of careful 'pathway' planning cannot be overstated: students should select courses and subjects that suit their talents and skills, as well as which meet their career interests and goals.

The student satisfaction surveys clearly show that students who succeeded in their senior education were those who clearly knew where they were going; there is little doubt that preparing carefully before making course and subject selections helped them to get there.

Many courses at Universities and some TAFEs have prerequisite studies that you must do to get into a course. These are outlined for students in the Prerequisites Guide (current Year 10's in 2024) available from the VTAC website. It is up to YOU to research prerequisites for courses you are interested in. The prerequisites you consult need to be the year you would be eligible to begin a university course.

What are my options when I graduate from the College?

Many students that graduate from secondary school will continue to **University** at the end of their secondary education. Some may have already decided to enter the **workforce** after completing a program at school, perhaps to undertake a **traineeship** or **apprenticeship**. Others may find the prospect of a 3, 4 or 5 year university degree qualification daunting and so may look toward **TAFE** (Technical and Further Education) study to provide them with specific training that will allow entry into a



chosen career. Students apply via VTAC whilst in Year 12 to secure entry to a University.

TAFE Institutions provide courses which are shorter and generally more vocationally oriented in their approach to further education. TAFE courses have less stringent prerequisites than university courses and issue nationally recognised qualifications at Certificates I - IV, Diploma and Advanced Diploma levels. The select Certificate IV courses, Diplomas and Advanced Diplomas can be chosen using VTAC. Lower level certificates usually require Direct Applications to the education provider, including a Literacy and Numeracy Test (LLN).

Students have the option to undertake TAFE courses and then articulate into degree courses at university once they have completed or partially completed a TAFE qualification. Students who struggle to meet university prerequisites or who find university ATAR scores unachievable may use this alternative educational pathway to fulfil their career aspiration. A typical example of this is the student who wants to be a computer programmer but struggles with VCE Mathematical Methods at a senior level.

Students may choose to undertake TAFE studies in computing/information technology and then pursue the appropriate university course once they have completed this qualification. The student should receive credit for the TAFE study completed and often the university qualification period is shortened.

What are my further study options when I finish Year 12?

Option 1 – VCE with an ATAR

Students who complete VCE and gain an ATAR are able to use this ATAR to gain entry into university.

Option 2 – VCE-VM and VCE (scored or unscored)

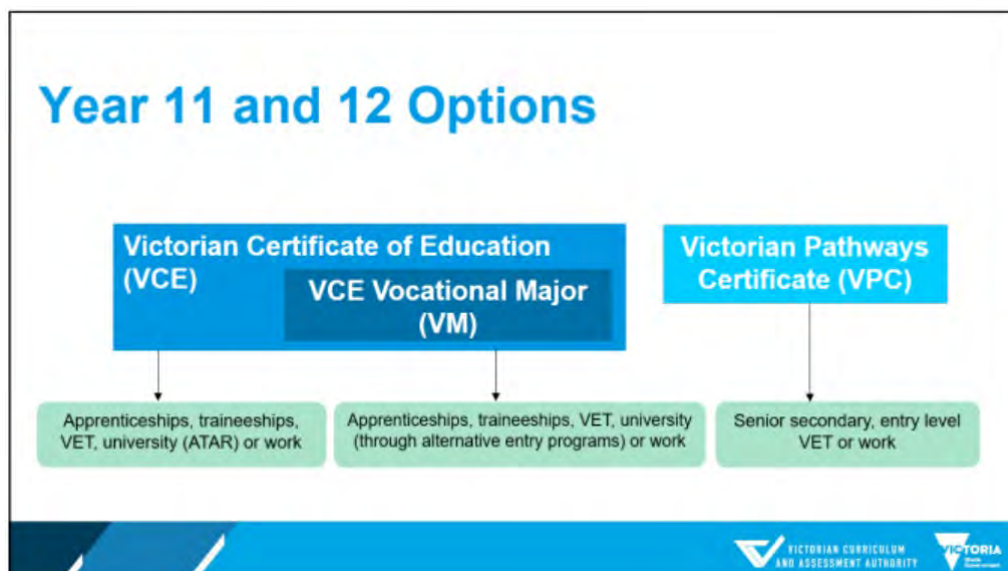
Students who complete VCE-VM or VCE can apply for entry into a Diploma program at TAFE. Upon completion of this program students can move into employment or can continue studying in a degree program.

Option 3 – VCE-VM and VCE (Unscored)

After completing Year 12, students may move into a Certificate II (Pre- apprenticeship) and Certificate III Program (Apprenticeships and Traineeships) with a VET Provider. This qualification can then be used to **enter** a Diploma Program or to pursue employment in industry.

Option 4 – VPC

After complete Year 12, students may move into a Certificate I or II level course with a TAFE or VET Provider. This qualification can then be used to pursue employment in industry.



1. VCE (VICTORIAN CERTIFICATE OF EDUCATION)

The majority of students will have their needs met by completing a standard VCE program. A VCE program is a set of semester long units taken over a minimum of two years. The program is selected from approximately 40 different studies which have been approved by the Victorian Curriculum and Assessment Authority.

To meet the requirements of the VCE you must **satisfactorily** complete a total of no fewer than 16 units. Satisfactorily completed units must include:

At least 3 units from the group of English Studies, which must include a 3/4 sequence of either English, EAL, English Language or Literature.

AND

At least three other sequences of Units 3 & 4 studies other than your English study (you may take more than one of the Unit 3 & 4 English studies).

The expectation of the College is that students undertake a minimum of five Unit 3 & 4 sequences at Year 12 level.

***Please note: Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of a student's Australian Tertiary Admissions Rank (ATAR), satisfactory completion of both Units 3 & 4 of an English study is also required.**

The Victorian Certificate of Education (VCE) is awarded for the successful completion of secondary education and provides pathways into tertiary education, training and work.

The VCE is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). The VCE is designed to be completed over a minimum of two years. The VCE includes general education curriculum components (VCE studies) and programs from Vocational Education and Training (VET) qualifications.

Each VCE study is designed to provide a two-year program. Units at 1 and 2 level are nationally and internationally benchmarked to a Year 11 standard. Similarly, Units at 3 and 4 level are benchmarked to a Year 12 standard.

In many studies there are multiple options for students to choose from, such as a choice of mathematics studies and histories. Units 1 and 2 can be completed as single units and Units 3 and 4 in each study are designed to be taken as a sequence.

Outcomes are the basis for satisfactory completion of a VCE unit. Each VCE unit includes a set of two to four outcomes. Satisfactory completion of units is determined by the school, in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements.

The learning outcomes and associated assessment tasks are specified in the currently accredited VCE study designs.

1.1. Minimum requirements for the award of the VCE

The minimum requirement is satisfactory completion of 16 units which must include:

- Three units from the English group, with at least two units at Units 3 or 4 level
- At least three sequences of Units 3 and 4 studies other than English, which may include any number of English sequences once the English requirement has been met.

Note:

The Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of a student's Australian Tertiary Admission Rank (ATAR), satisfactory completion of both Units 3 and 4 of an English sequence is required.

1.2. Unit Selection

At Hume Central Secondary College students will undertake:

- 12 units in the first year i.e. 6 units each semester (Year 11)
- 10 or 12 units in their second year, i.e. 5 or 6 units each semester (Year 12)
- In exceptional circumstances EAL students may be exempt from studying the maximum number of units in cases where this is deemed necessary for maximum achievement
- Where EAL students are studying a Language other than English with VSL outside of the college, this may substitute as a VCE Unit at the college.
- Non EAL students who are studying a Language other than English complete this as an additional subject and cannot substitute this for a Unit at the College.
- Students who have accelerated in a VCE subject in Year 10 and or Year 11 are still required to complete the minimum unit requirements of the college. The accelerated subject is an additional subject.

1.3. Satisfactory Completion of a VCE Unit

Each VCE unit includes learning outcomes. Satisfactory completion of a unit occurs when a student demonstrates achievement of all outcomes. This decision will be based on the teacher's assessment of the student's overall performance in the designated assessment tasks for the unit.



Achievement of an outcome means the student's work:

- Meets the required standard
- Has been submitted on time
- Is clearly the student's own work
- Has not been the subject of a substantive breach of rules (including the school's attendance policy)

1.4. Reporting student results to VCAA

The College will report each student's result for each unit to the VCAA as:

- **S** – Satisfactory
- **N** – Not Satisfactory

1.5. Counting results to calculate an ATAR

The ATAR is based on up to six VCE results. The results do not all have to be from the one year. The ATAR is calculated by using:

- The best score in any one of the English studies, plus
- The next best three study scores (together with the English score, these make up the 'Primary Four'), plus
- 10 percent of the scores for any fifth and sixth study which you may have completed (these are known as 'increments').

If you have the Primary Four you will be eligible for an ATAR. VTAC will use up to six results in calculating the ATAR. If you have more than six results, the six scores that give the highest ATAR are used. Studies used in the calculation of the ATAR may be taken over any number of years. However, the time taken to complete VCE studies may be taken into account by institutions.

1.6. Restrictions

There are restrictions on how certain combinations of studies may be counted for your ATAR. In each of the study areas of English, mathematics, history, information technology, LOTE and music:

- At most, two results can contribute to the Primary Four

- At most, three results can contribute to the ATAR, the third being counted as a 10% increment for a fifth or sixth study.

If a student's ATAR incorporates an 'Extension Increment' from any of the study areas of Mathematics, English, LOTE, Music, History or Computer Science/Information Technology, then no more than two VCE results from the same study area can be used in the calculation of the ATAR.

There are other specific restrictions where two or more studies have similar content, or where studies have been combined. Students are advised to choose carefully when selecting their VCE subjects.

Reference: <https://www.vtac.edu.au/atar-scaling-guide-2023.html>

1.7. Vocational Education and Training in the VCE and VCE-VM

Recognition of Vocational Education and Training (VET) and Further Education (FE) within the Victorian Certificate of Education (VCE) and Education – Vocational Major (VCE-VM) ensures that students who complete all or part of a nationally recognised VET or FE qualification will receive credit towards satisfactory completion of the VCE or VCE-VM.

VET programs included in the VCE Unit 1 to 4 framework contribute to the ATAR in the same way as VCE studies. Scored Unit 3 and 4 VET sequences are deemed equivalent to VCE Unit 3 and 4 sequences. Un-scored Unit 3 and 4 VCE VET sequences may count as a fifth and/or sixth increment which are calculated from the average of the Primary Four scores.



2. VCE-VM (VICTORIAN CERTIFICATE OF EDUCATION – VOCATIONAL MAJOR) [FORMERLY VCAL]

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

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

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

VET and Further Education are a central element of the VCE-VM. VET training is a compulsory requirement for completion of VCE-VM certificate. The VET course selected by a VCE-VM student provides credit towards a TAFE qualification that students are able to complete at TAFE when they leave school.

The VCE-VM program meets the needs of students who want applied and practical learning programs offered in the VCE. When students select VCE-VM they gain practical work experience during the year. VCE-VM students also develop their literacy and numeracy skills and the personal development skills necessary to confidently work well in a team.

2.1. Completing the VCE Vocational Major

To be eligible to receive the VCE-VM, students must satisfactorily complete a minimum of 16 units, including:

- 3 VCE-VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE-VM Numeracy or VCE Mathematics units
- 2 VCE-VM Work Related Skills units
- 2 VCE-VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

The VCE-VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE and VET studies and can receive structured workplace learning recognition.

Most students will undertake between 16-20 units over the two years.

Example timetable of a Year 11 VCE-VM student

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
VCE VM WRS Units 1 + 2	VCE VM Literacy Units 1 + 2	VET course	SWL	VCE VM WRS Units 1 + 2
VCE VM PDS Units 1 + 2	Mentoring/S WL R	VET course	SWL	Numeracy Unit 1+ 2
Numeracy Unit 1+2	VCE VM PDS Units 1 + 2	VET course	SWL	VCE VM PDS Units 1 + 2
VCE VM Literacy Units 1 + 2	Numeracy Unit 1+2	VET course	SWL	VCE VM Literacy Units 1 + 2

SWL: Structured Workplace Learning. A one day a week work placement with a business or organisation that aligns with their career pathway and VET Course.

2.2. Vocational and Applied Learning in the VCE Vocational Major

This new curriculum is engaging, based in real life and gives students in-demand skills needed for the future world of work.

Applied learning teaches skills and knowledge in the context of ‘real life’ experiences. Students apply what they have learnt by doing, experiencing and relating acquired skills to the real-world. It enables flexible, personalised learning where teachers work with students to recognise their personal strengths, interest, goals, and experiences.

This is a shift from the traditional focus on discrete curriculum to a more integrated and contextualised approach to learning. Students learn and apply the skills and knowledge required to solve problems, implement projects or participate in structured workplace learning.



2.3. Pathway planning and the VCE-VM

Students who plan to enrol in the VCE-VM should note the following important points:

- The VCE-VM does not provide students with an ATAR and is not a course for students who wish to go directly to University
- The VCE-VM is appropriate for students whose career path after school includes entry to TAFE, Apprenticeships, Traineeships or Employment
- VCE-VM tasks are recorded as S or N when students meet each Unit's outcomes. There is no formal graded assessment in the VCE-VM.

VCE-VM students spend 3 days at school, in class: 1 day per week in a 'Structured Workplace Learning Placement', and 1 day per week in a VET course, either at school or at another school or training institution.

2.4. The VCE-VM Core Units

VCE-VM students enrol through the VCAA in four compulsory core units, plus a VET Course (at Certificate II level or above)/ SBAT, which are:

Units 1-4 Literacy: (Minimum 3 units, including a Unit 3–4 sequence)

VCE Vocational Major Literacy aims to develop their everyday literacy skills through thinking, listening, speaking, reading, viewing, and writing to meet the demands of the workplace, the community, further study and their own life skills, needs and aspirations.

VCE Unit 1-4 Foundation Mathematics: (Minimum 2 units)

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

Units 1-4 Personal Development Skills: (Minimum 2 units)

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

Units 1-4 Work Related Skills: (Minimum 2 units)

VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

2.5. Structured Workplace Learning (SWL)

VCE-VM students also participate in a structured workplace learning placement. Students complete one day a week in the workplace. The SWL placement should relate to the industry area being studied through their chosen VET program.

Note:

Prospective VCE-VM students are responsible for finding an employer to provide them with a Structured Workplace Learning placement. The student must collect from their SWL placement employer a letter confirming the placement before a VCE-VM offer can be made to the student.

2.6. VCE-VM Assessment and Reporting

Each VCE-VM unit of study has specified learning outcomes. The VCE-VM studies are standards-based. All assessments for the achievement of learning outcomes, and therefore the units, are school-based and assessed through a range of learning activities and tasks.

Unlike other VCE studies there are no external assessments of VCE-VM Unit 3–4 sequences, and VCE-VM studies do not receive a study score. If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

The VCE-VM studies do not contribute to the ATAR.

VCE and VET units undertaken as part of a VCE-VM program are assessed in accordance with VCE and VET requirements.

Students who successfully complete the VCE-VM will receive a certificate and statement of results that detail the areas of study that they have completed.



2.7. VCE-VM Checklist

Students who think that VCE-VM is the best course for their future pathway should address the following checklist. If their answer to all of these questions is 'YES', they should discuss the VCE-VM in more detail with their parents, the college Careers Team and the VCE-VM Leader.

Checklist questions:

- Does my career path involve gaining a vocational qualification through TAFE, an apprenticeship or employment, but not University straight away?
- Do I work better when I am involved in applied tasks rather than academic work?
- Am I prepared to travel to TAFE to study the VET course that meets my needs?
- Am I willing to commit to a VET course for at least a year (No mid-year changes)
- Do I agree to pay for any equipment required for VET courses I'm enrolled in?
- Do I understand that it is my responsibility to find a SWL placement?
- Am I prepared to travel outside of the Broadmeadows area to attend my SWL placement?

It is possible for VCE-VM students to start an **Australian School Based Apprenticeship**. Australian School Based Apprenticeships enable students to gain a vocational and technical qualification while completing school studies. They are a great career option for students in Year 11 and Year 12 who have made the decision to pursue a career within a specific industry. The features of a School Based Apprenticeship include:

- Students can finish Years 11 and 12 while beginning an apprenticeship.
- Students are paid a training wage or apprentice wage for the time spent 'on-the-job' with an employer.
- Students can gain nationally accredited qualifications in an industry.
- Students are covered by a training contract, which links to an industrial award or agreement.
- Students wishing to apply for this program must undertake to independently make contact with an employer.

3. VET (VOCATIONAL EDUCATION AND TRAINING)

Students may undertake a range of vocationally oriented courses in conjunction with their VCE or VCE-VM.

Whilst in Year 11 VCE students are able to choose from any of the VET programs on offer for students at the College.

VCE students are able to choose from the following VET courses with scored assessment. This means that students completing these subjects will be awarded a study score that will contribute to the ATAR in the same way as a VCE Unit 3 and 4 study.

All VCE-VM students are required to select a VET subject (internal or external) as part of their program.

Students are required to provide the school with or create a Unique Student Identifier (USI) when enrolling into a VET subject.

The USI is a reference number made up of ten numbers and letters that:

- Creates a secure online record of your recognised training and qualifications gained in Australia, from all training providers you undertake recognised training with
- Will give you access to your training records and transcripts
- Can be accessed online, anytime and anywhere
- Is free and easy to create and
- Stays with you for life

<https://www.usi.gov.au/about>

3.1. Scored VET Programs

VET Programs on offer for Years 10, 11 and 12 VCE students and VCE-VM students at the College:

VCE VET Business

VCE VET Community Services

VCE VET Engineering

VCE VET Furniture Making

VCE VET Information, Digital Media and Technology

VCE VET Sport & Recreation

VCE VET Engineering



3.2. VET Programs offered to VCE-VM students at an External Provider (TAFE)

VCE VET Allied Health Assistance (Kangan Institute) ES
VET Animal Studies (Kangan Institute) BM – one year course
VET Applied Fashion Design and Technology (Kangan Institute) CR
VET Automotive – Mechanical Stream (Kangan Institute) DL
VET Automotive – Paint and Panel Stream (Kangan Institute) DL
VET Building and Construction – Carpentry (Kangan Institute) BM
VET Electrotechnology (Kangan Institute) BM
VET Engineering (Kangan Institute) BM
VET Salon Assistant (Hair) (Kangan Institute) CR – one year course
VET Make up (Cert III) (Kangan Institute) CR
VET Kitchen Operations (Kangan Institute) BM
VET Information, Digital Media and Technology (Kangan Institute) BM
VET Plumbing (Kangan Institute) BM
VET Visual Arts (Kangan Institute) BM – one year course

BM: Broadmeadows Campus

CR: Cremone Campus

DL: Docklands Campus

ES: Essendon Campus

3.3. Certificate III courses that satisfy VET component in VCE-VM *(for selected students only)*

- Headstart Apprenticeship

Please note: Additional costs may apply to the above external courses i.e. Make-Up kits or Materials.

These positions are subject to availability only.

VET is not available to international students.

4. ACCELERATED STUDIES PROGRAM (ASP)

Students undertaking Year 10 in 2024 may undertake a VCE Unit 1 and 2 sequence or a Year 1 VET Program, while Year 11 students in 2024 may study a Unit 3 and 4 sequence or a Year 2 VET Program. Students undertaking an accelerated study are expected to take one accelerated sequence. However, in special circumstances, a student may be permitted to study more than one accelerated sequence.

The advantages of this program for students include:

- The opportunity to complete a sixth Unit 3 and 4 study in their program which will be included in the calculation of the ATAR at the completion of VCE
- The opportunity to broaden their VCE program of studies
- The opportunity to ease a student's transition into Unit 3 and 4 assessment procedures by completing coursework and examinations in Year 11 to prepare for their full Unit 3 and 4 program the following year
- The opportunity to seek the academic challenges associated with Unit 3 and 4 level study, and thus increase student motivation.

Note: ASP applications are approved by a college panel that inspects the student's Semester 1 results to see if they are 'above the expected standard' and whether the student has achieved 'satisfactory attendance' in that subject during 2021. The panel's decision is also based on 2024 VCE class sizes and timetables. Interested students may apply for the ASP at Course Selection in Term 3. Once accepted into the Accelerated Studies Program, a panel will review SAC and exam results at the end of each Unit. To continue in the ASP program students need to be achieving above expected standard and fulfilling the attendance requirements.

Accelerated subjects that are offered in the Accelerated Studies Program:

- 11 VCE Unit 1 & 2: Business Management
- 11 VCE Unit 1 & 2: General Mathematics
- 11 VCE Unit 1 & 2: Legal Studies
- 11 VCE Unit 1 & 2: Health and Human Development
- 11 VCE Unit 1 & 2: Psychology
- 11 VET Business
- 11 VET Certificate II in Furniture Making
- 11 VET Community Services
- 11 VET Engineering
- 11 VET External
- 11 VET Information and Communications Technology
- 11 VET Sport & Recreation



5. VICTORIAN PATHWAYS CERTIFICATE

The Victorian Pathways Certificate (VPC) is an accredited foundation secondary qualification and aligned to Level 1 in the Australian Qualifications Framework (AQF). The VPC is a non-AQF qualification. The VPC is designed for students in Years 11 and 12 who would benefit from a more individualised program at a more accessible level than a senior secondary certificate.

The VPC curriculum provides learning based on applied learning principles and a practical pathway into further education, employment and training.

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

Pathways

The VPC is designed to develop and extend pathways for young people, while providing flexibility for different cohorts. On completion of the VPC students will be able to make informed choices about future employment or education pathways. Meaningful pathways are created by linking student aspirations and future employment goals to the choice of accredited curriculum, as well as connecting VPC learning programs to work and industry experiences and active participation in the community. Including VET in VPC learning programs helps connect students with broader options for work, further education and active community participation.

Possible future pathways for VPC students include:

- Apprenticeships and traineeships
- Certificate I and II VET courses
- Employment

VPC Core units

The VPC has four studies. These are:

- Literacy
- Numeracy
- Work Related Skills
- Personal Development Skills

Students will also engage in a VET course and work placement but achievement in these areas are NOT required for the student to achieve their Victorian Pathways Certificate.

Minimum requirements

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

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

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

Who is suitable for the VPC?

- Students in Years 11 and 12 who would benefit from a more individualised program at a more accessible level than a senior secondary certificate
- Students who have missed significant periods of school
- Students with additional needs, including some students who use goal-based learning from year 7 to 10.



HUME CENTRAL SECONDARY COLLEGE

2024 FULL SUBJECT LISTING (YEARS 10-12)

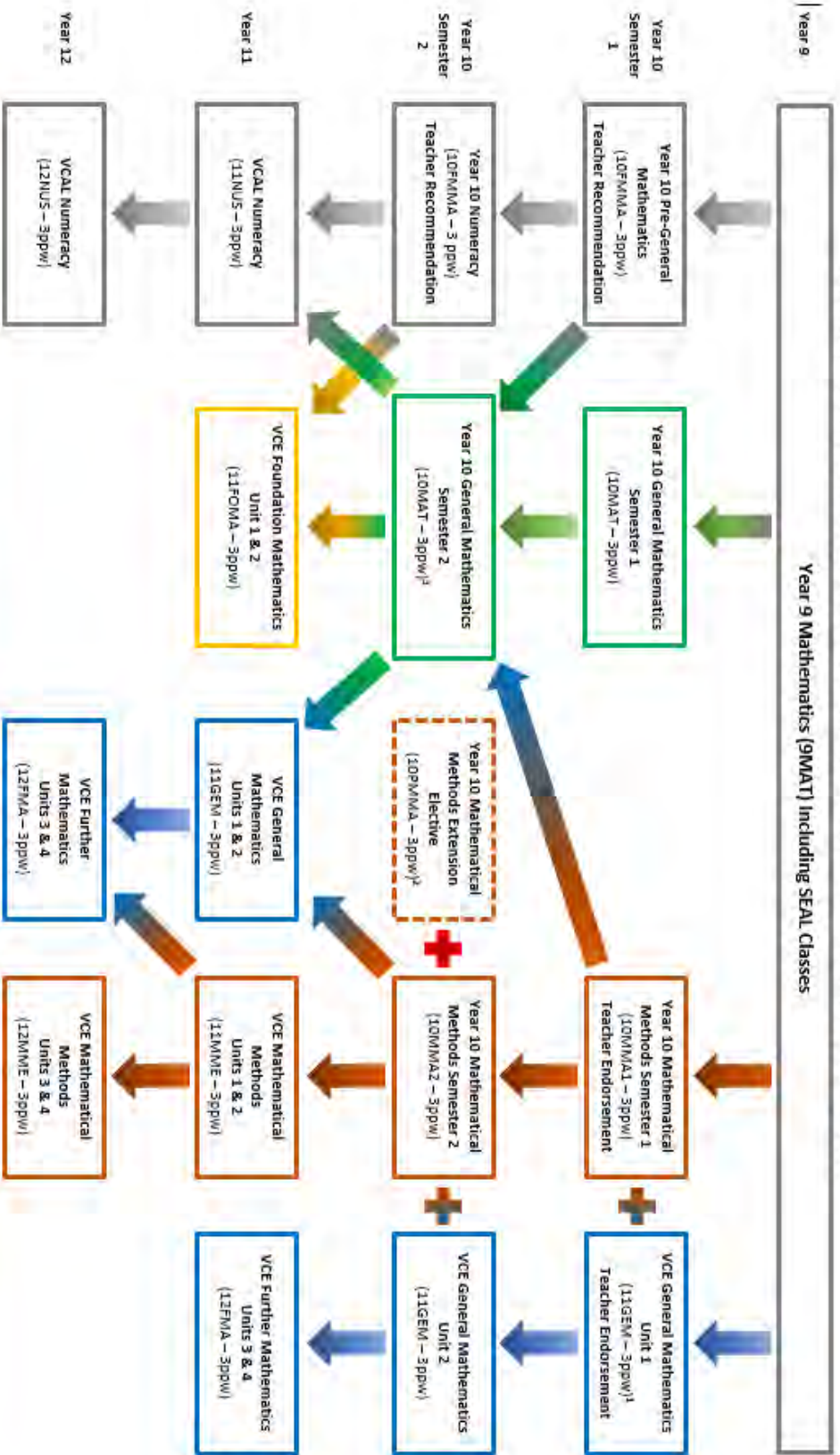
Learning Area	Year 10	Year 11	Year 12
Mentoring	Core: 10 Mentoring	11 Mentoring	12 Mentoring
		Victorian Certificate of Education (VCE)	Victorian Certificate of Education (VCE)
English	Core: 10 English	11 VCE Unit 1 & 2: English	12 VCE Unit 3 & 4: English
	Core: 10 English as an Additional Language (EAL)	11 VCE Unit 1 & 2: English as an Additional Language (EAL)	12 VCE Unit 3 & 4: English as an Additional Language (EAL)
	10 EAL Specialisation		
	10 Literature	11 VCE Unit 1 & 2: Literature	
Mathematics	Core: 10 Foundation Mathematics	11 VCE Unit 1 & 2: Foundation Mathematics	12 VCE Unit 3 & 4: Foundation Mathematics
	Core: 10 General Mathematics	11 VCE Unit 1 & 2: General Mathematics	12 VCE Unit 3 & 4: General Mathematics
	Core: 10 Mathematical Methods	11 VCE Unit 1 & 2: Mathematical Methods	12 VCE Unit 3 & 4: Mathematical Methods
	Core: 10 Mathematical Methods Extension (Semester 2)		
Arts	10 3D Art		
	10 3D Design		

Learning Area	Year 10	Year 11	Year 12
	10 Art Making and Exhibiting	11 VCE Unit 1 & 2: Art Making and Exhibiting	12 VCE Unit 3 & 4: Art Making and Exhibiting
	10 Media	11 VCE Unit 1 & 2: Media	12 VCE Unit 3 & 4: Media
	10 Music	11 VCE Unit 1 & 2: Music	12 VCE Unit 3 & 4: Music Repertoire Performance
	10 Visual Communication Design	11 VCE Unit 1 & 2: Visual Communication Design	12 VCE Unit 3 & 4: Visual Communication Design
Humanities	10 Accounting	11 VCE Unit 1 & 2: Accounting	
	10 Business Management	11 VCE Unit 1 & 2: Business Management	12 VCE Unit 3 & 4: Business Management
	10 Geography: Environment & Development		
	10 History: World War II & Human Rights	11 VCE Unit 1 & 2: Modern History	
	10 Legal Studies	11 VCE Unit 1 & 2: Legal Studies	12 VCE Unit 3 & 4: Legal Studies
	10 Sociology	11 VCE Unit 1 & 2: Sociology	
Science	10 Biology	11 VCE Unit 1 & 2: Biology	12 VCE Unit 3 & 4: Biology
	10 Chemistry	11 VCE Unit 1 & 2: Chemistry	12 VCE Unit 3 & 4: Chemistry
	10 Environmental Science		
	10 Physics	11 VCE Unit 1 & 2: Physics	12 VCE Unit 3 & 4: Physics
	10 Psychology	11 VCE Unit 1 & 2: Psychology	12 VCE Unit 3 & 4: Psychology
Language	10 Spanish (Semester 1)		

Learning Area	Year 10	Year 11	Year 12
	10 Spanish (Whole Year)	11 VCE Unit 1 & 2: Spanish	
Health & Physical Education	10 Health and Human Development	11 VCE Unit 1 & 2: Health and Human Development	12 VCE Unit 3 & 4: Health and Human Development
	10 Outdoor Education	11 VCE Unit 1 & 2: Outdoor and Environmental Studies	12 VCE Unit 3 & 4: Outdoor and Environmental Studies
	10 Physical Education	11 VCE Unit 1 & 2: Physical Education	
Technology	10 Applied Computing	11 VCE Unit 1 & 2: Applied Computing	12 VCE Unit 3 & 4: Data Analytics
	10 Design and Technology Textiles		
	10 Food Studies	11 VCE Unit 1 & 2: Food Studies	12 VCE Unit 3 & 4: Food Studies
	10 Product Design and Technology	11 VCE Unit 1 & 2: Product Design and Technology	12 VCE Unit 3 & 4: Product Design & Technology
Accelerated	11 VCE Unit 1 & 2: Business Management		
	11 VCE Unit 1 & 2: General Mathematics		
	11 VCE Unit 1 & 2: Legal Studies		
	11 VCE Unit 1 & 2: Health and Human Development		
	11 VCE Unit 1 & 2: Psychology		
Victorian Applied Learning (VAL)	10 Employability Skills	VCE - Vocational Major (VCE-VM)	VCE - Vocational Major (VCE-VM)
		11 VCE VM Unit 1 & 2: Literacy	12 VCE VM Unit 3 & 4: Literacy

Learning Area	Year 10	Year 11	Year 12
		11 VCE VM Unit 1 & 2: Numeracy	12 VCE VM Unit 3 & 4: Numeracy
		11 VCE VM Unit 1 & 2: Personal Development Skills	12 VCE VM Unit 3 & 4: Personal Development Skills
		11 VCE VM Unit 1 & 2: Work Related Skills	12 VCE VM Unit 3 & 4: Work Related Skills
		Victorian Pathways Certificate (VPC)	Victorian Pathways Certificate (VPC)
		11 VPC Unit 1 & 2: Literacy	12 VPC Unit 3 & 4: Literacy
		11 VPC Unit 1 & 2: Numeracy	12 VPC Unit 3 & 4: Numeracy
		11 VPC Unit 1 & 2: Personal Development Skills	12 VPC Unit 3 & 4: Personal Development Skills
		11 VPC Unit 1 & 2: Work Related Skills	12 VPC Unit 3 & 4: Work Related Skills
Vocational Education and Training (VET)	Year 1 VET Business	Year 2 VET Business	
	Year 1 VET Certificate II in Furniture Making Pathways	Year 2 VET Certificate II in Furniture Making Pathways	
	Year 1 VET Community Services	Year 2 VET Community Services	
	Year 1 VET Engineering	Year 2 VET Engineering	
	Year 1 VET External	Year 2 VET External	
	Year 1 VET Information, Digital Media and Technology	Year 2 VET Information, Digital Media and Technology	
	Year 1 VET Sport and Recreation	Year 2 VET Sport and Recreation	

MATHEMATICS COURSES / PATHWAYS – HUME CENTRAL SECONDARY COLLEGE 2022



Note:

- 1 Year 9 students accelerating into VCE General Mathematics in Year 10 Semester 1 are required to enroll in Year 10 Mathematical Methods.
- 2 Year 10 Mathematical Methods students are strongly recommended to enroll in the Year 10 Mathematical Methods Extension Elective in Year 10 Semester 2.
- 3 Semester 1 Year 10 pre-General Mathematics students can only be enrolled in Year 10 General Mathematics in Semester 2 with a teacher endorsement.

If you are interested in **Accounting/Business Management** any of the following subjects could assist you:

VCE UNITS

Humanities

Accounting
Business Management
Legal Studies
Economics
Australian and Global Politics

Mathematics

Foundation Mathematics
General Mathematics
Mathematical Methods
Specialist Mathematics

English

English
English Language
Literature
EAL English

Science

Psychology

LOTE

Arabic

Technology

Information Technology
IT Applied Computing/Data AnalyticsB

VET

Business
Information Technology
Interactive Digital Media

VCE-VM UNITS

Literacy
Numeracy
Work Related Skills
Personal Development Skills

VET

Business
Information, Digital Media and Technology

IMPORTANT NOTE:

Many university courses have prerequisite subjects that you must complete in Years 11 and 12 to gain entry to the course. You can check your course's prerequisites in the Prerequisite guide which is accessible at the following website:

https://www.vtac.edu.au/files/pdf/publications/prerequisites_for_2025.pdf

Some courses require the submission of portfolios, interviews or separate aptitude tests to gain entry. Please check for these requirements with the institution to which you hope to apply.

UNIVERSITY – Courses such as:

Accounting
Economics
Banking & Finance
Business/ Commerce
Electronic Commerce
Management
Marketing
Logistics and Supply Chain
Management
Teaching/Education

TAFE – Courses such as:

Banking & Finance
Marketing & Advertising
International Trade
Legal Practice
Local Government
Sales Management
Teaching/Education
Office Administration
Public Relations
Merchandising & Marketing

EMPLOYMENT – Traineeships, Apprenticeships and work in such areas as:

Direct employment into logistics, retail and clerical and office support



If you are interested in **Architecture/Drafting** any of the following subjects could assist you:

VCE UNITS

Art

Visual Communication & Design
Art (Making and Exhibiting)

Science

Physics

Humanities

Geography
Business Management

Technology

Product Design & Technology - Wood
Information Technology
IT Applied Computing/Data Analytics
Media

Mathematics

General Mathematics
Mathematical Methods
Specialist Mathematics

English

English
English Language
English EAL

VET

Information, Digital Media and Technology

VCE-VM UNITS

Literacy
Numeracy
Work Related Skills
Personal Development Skills

VET UNITS

Building & Construction
Business
Engineering
Information, Digital Media and Technology
Visual Arts
Furniture Making

IMPORTANT NOTE:

Many university courses have prerequisite subjects that you must complete in Years 11 and 12 to gain entry to the course. You can check your course's prerequisites in the Prerequisite guide which is accessible at the following website:

https://www.vtac.edu.au/files/pdf/publications/prerequisites_for_2025.pdf

Some courses require the submission of portfolios, interviews or separate aptitude tests to gain entry. Please check for these requirements with the institution to which you hope to apply.

UNIVERSITY – Courses such as:

Architecture
Building/Land Surveying
Construction Management
Building
Urban Planning
Landscape Architecture
Property & Construction
Interior Design

TAFE – Courses such as:

Architectural Drafting
Building Design
Building Construction
Building Inspection
Survey & Mapping
Interior

EMPLOYMENT – Traineeships, Apprenticeships and work in such areas as:

Limited opportunities for direct employment from Year 12.
Retail work in building/hardware Supplies industry, labouring work.

If you are interested in **Art and Design** any of the following subjects could assist you:

VCE UNITS

ART

Art (Making & Exhibiting)
 Visual Communication & Design
 Media Studies

TECHNOLOGY

Product Design & Technology —
 Materials/Textiles
 Systems Engineering

MATHEMATICS

General Mathematics
 Mathematical Methods
 Foundation Mathematics
 Further Mathematics

ENGLISH

English
 English Language
 Literature
 English EAL

HUMANITIES

Geography
 History

VCE-VM UNITS

Literacy
 Numeracy
 Work Related Skills
 Personal Development Skills

VET UNITS

Information, Digital Media and Technology
 Building & Construction
 Applied Fashion, Design & Technology
 Salon Assistant (hair)
 Make up
 Visual Arts
 Retail Cosmetics
 Furniture Making

IMPORTANT NOTE

Many university courses have prerequisite subjects that you must complete in Years 11 and 12 to gain entry to the course. You can check your course's prerequisites in the Prerequisite guide which is accessible at the following website:

https://www.vtac.edu.au/files/pdf/publications/prerequisites_for_2025.pdf

Some courses require the submission of portfolios, interviews or separate aptitude tests to gain entry. Please check for these requirements with the institution to which you hope to apply.

UNIVERSITY – Courses such as:

Design
 Fine Art
 Media
 Information Technology
 Visual Merchandising
 Fashion Design
 Interior Decoration and Design
 Architecture

TAFE – Courses such as:

Design
 Interior Decoration
 Visual Merchandising
 Information Technology
 Building Design

EMPLOYMENT –

Traineeships, Apprenticeships and work in such areas as:

Limited opportunities direct from Year 12.

Merchandising Retail work in fashion related area – clothing accessories, fabrics, jewellery etc.



If you are interested in **Building & Construction** any of the following subjects could assist you:

VCE UNITS

TECHNOLOGY

Product Design & Technology - Wood
 Food & Technology
 Information Technology
 IT Applied Computing/Data Analytics

ART

Visual Communication & Design

MATHEMATICS

Foundation Mathematics
 General Mathematics
 Mathematical Methods
 Specialist Mathematics

SCIENCE

Physics

HUMANITIES

Business Management

VET

Information Technology
 Furniture Making
 Engineering

VCE-VM UNITS

Literacy
 Numeracy
 Work Related Skills
 Personal Development Skills

VET UNITS

Building & Construction (Carpentry)
 Business
 Information, Digital Media and Technology
 Plumbing
 Electrotechnology
 Furniture Making
 Engineering

IMPORTANT NOTE

Many university courses have prerequisite subjects that you must complete in Years 11 and 12 to gain entry to the course. You can check your course's prerequisites in the Prerequisite guide which is accessible at the following website:

https://www.vtac.edu.au/files/pdf/publications/prerequisites_for_2025.pdf

Some courses require the submission of portfolios, interviews or separate aptitude tests to gain entry. Please check for these requirements with the institution to which you hope to apply.

UNIVERSITY – Courses such as:

Technology
 Technology — Environmental
 Technology — Mechatronics
 Manufacturing Operations
 Building
 Surveying
 Construction/Project
 Management
 Property Management
 Teaching/Education

TAFE – Courses such as:

Apprenticeships —
 Bricklaying,
 Carpentry, Boat Building,
 Cabinet Making,
 Stonemasonry, Tile Laying,
 Wood Machining.
 Pre-apprenticeships —
 Bricklaying,
 Carpentry, Fibrous Plastering
 Technology — Furniture
 Lock smithing
 Building Construction
 — Fit Out & Finish
 Painting & Decorating

EMPLOYMENT –

Traineeships, Apprenticeships
 and work such as:

Retail work in
 building/hardware
 supplies industry

If you are interested in **Engineering** any of the following subjects could assist you:

VCE UNITS

TECHNOLOGY

Product Design & Technology Materials
Information Technology
IT Applied Computing/Data Analytics

SCIENCE

Chemistry
Physics
Biology

ART

Visual Communication & Design

MATHEMATICS

General Mathematics
Mathematical Methods
Specialist Mathematics

HUMANITIES

Business Management

VET

Interactive Digital Media
Engineering

VCE-VM

Literacy
Numeracy
Work Related Skills
Personal Development Skills

VET UNITS

Business
Information, Digital Media and Technology
Engineering

IMPORTANT NOTE

Many university courses have prerequisite subjects that you must complete in Years 11 and 12 to gain entry to the course. You can check your course's prerequisites in the Prerequisite guide which is accessible at the following website:

https://www.vtac.edu.au/files/pdf/publications/prerequisites_for_2025.pdf

Some courses require the submission of portfolios, interviews or separate aptitude tests to gain entry. Please check for these requirements with the institution to which you hope to apply.

UNIVERSITY – Courses such as:

Engineering
Electronics
Manufacturing Systems
Communications, Computer,
Electronic & Software
Civil, Mechanical, Building,
Mining
Food Process Engineering
Environmental, Aerospace
Mechatronics, Robotics
Aviation
Technology — Electronics
Medical Biophysics
Telecommunications & Networks
Automotive
Product Design

TAFE – Courses such as:

Engineering:
Electrical
Electronics
Audio Visual Technology
Aerospace
Mechanical/Manufacturing
Civil
Plastics Technology
Applied Science:
Materials Engineering
Technology —
Automated Systems

EMPLOYMENT –

Traineeships,
Apprenticeships and work in
such areas as:

Limited opportunities for
direct employment from year
12.
A wide range of occupations
are
available for qualified
Engineers,
Engineering Associates and
Technicians



If you are interested in **Fashion** any of the following subjects could assist you:

VCE UNITS
TECHNOLOGY
 Product Design & Technology
 Information Technology
 IT Applied Computing/Data Analytics
ART
 Art (Making & Exhibiting)
 Visual Communication & Design
 Media
HUMANITIES
 Business Management
MATHEMATICS
 Foundation Mathematics
 General Mathematics
 Mathematical Methods
SCIENCE
 Psychology
VET
 Interactive Digital Media

VCE-VM
 Literacy
 Numeracy
 Work Related Skills
 Personal Development Skills

VET UNITS
 Applied Fashion Design & Technology
 Business
 Information, Digital Media and Technology
 Visual Art

IMPORTANT NOTE

Many university courses have prerequisite subjects that you must complete in Years 11 and 12 to gain entry to the course. You can check your course's prerequisites in the Prerequisite guide which is accessible at the following website:

https://www.vtac.edu.au/files/pdf/publications/prerequisites_for_2025.pdf

Some courses require the submission of portfolios, interviews or separate aptitude tests to gain entry. Please check for these requirements with the institution to which you hope to apply.

UNIVERSITY – Courses such as:
 Clothing Manufacture
 Merchandising
 Textile Technology
 Costume Design
 Theatre Productions
 Interior Decoration

TAFE – Courses such as:
 Clothing Manufacture
 Merchandising
 Textile Technology
 Costume Design
 Theatre Productions
 Interior Decoration

EMPLOYMENT –
 Traineeships,
 Apprenticeships and work in such areas as:

 Limited opportunities direct from Year 12.
 Merchandising Retail work in fashion related areas — clothing, accessories, fabrics, jewellery etc.

If you are interested in **Hospitality/Food Industry** any of the following subjects could assist you:

VCE UNITS
TECHNOLOGY
 Food Studies
 Information Technology
 IT Applied Computing/Data Analytics
HUMANITIES
 Accounting
 Business Management
 Geography
MATHEMATICS
 General Mathematics
 Mathematical Methods
 Foundation Mathematics
 Specialist Mathematics
PHYSICAL EDUCATION
 Health & Human Development
SCIENCE
 Biology

VCE-VM
 Literacy
 Numeracy
 Work Related Skills
 Personal Development Skills

VET UNITS
 Hospitality
 Business
 Kitchen Operations

IMPORTANT NOTE

Many university courses have prerequisite subjects that you must complete in Years 11 and 12 to gain entry to the course. You can check your course's prerequisites in the Prerequisite guide which is accessible at the following website:

https://www.vtac.edu.au/files/pdf/publications/prerequisites_for_2025.pdf

Some courses require the submission of portfolios, interviews or separate aptitude tests to gain entry. Please check for these requirements with the institution to which you hope to apply.

UNIVERSITY – Courses such as:
 Business — Hospitality Management
 Hospitality Supervision
 Hospitality
 Tourism
 Business — Travel & Tourism Management
 Tourism Management
 Hotel Management
 Teaching/Education

TAFE – Courses such as:
 Hospitality
 Travel & Tourism
 Apprenticeship —
 - Pastry Cook/
 - Waiters
 - Chef/Cook
 Traineeships
 Travel Operations
 Resort Management

EMPLOYMENT – Traineeships, Apprenticeships and work in such areas as:
 Direct employment limited to food and hospitality retail, kitchen hand.

 Employment opportunities following training and further study include:
 – Baker
 – Chef
 – Caterer
 – Cook
 – Confectioner
 – Manager (hotel, motel, resort, restaurant)
 – Pastry Cook
 – Butcher
 – Travel Agent
 – Tourism Manager



If you are interested in **Humanities/Social Sciences** any of the following subjects could assist you:

**VCE UNITS
HUMANITIES**

Geography
History
Australian and Global Politics VCE
Legal Studies
Economics

ENGLISH

English
English Literature
English EAL

LOTE

Languages Other Than English

MATHEMATICS

Foundation Mathematics
General Mathematics
Mathematical Methods

SCIENCE

Psychology
Environmental Science

TECHNOLOGY

Information Technology
IT Applied Computing/Data Analytics

VET

Interactive Digital Media
Information Technology

VCE-VM

Literacy
Numeracy
Work Related Skills
Personal Development Skills

VET

Animal Studies
Agriculture
Conservation and Land Management
Business

IMPORTANT NOTE

Many university courses have prerequisite subjects that you must complete in Years 11 and 12 to gain entry to the course. You can check your course's prerequisites in the Prerequisite guide which is accessible at the following website:

https://www.vtac.edu.au/files/pdf/publications/prerequisites_for_2025.pdf

Some courses require the submission of portfolios, interviews or separate aptitude tests to gain entry. Please check for these requirements with the institution to which you hope to apply.

To enter language courses, the LOTE subject must be done in Units 1,2,3,4.

UNIVERSITY – Courses such as:

Teaching/Education
Arts/Humanities
Social Science
Multicultural Heritage Studies
Languages/ Interpreting &
Translating
Urban Studies
Personnel & Industrial Relations
Information & Library Management

TAFE – Courses such as:

Community Justice Studies
Community Development
Local Government
Auslan
Library & Information Studies
Legal Administration
Youth Work
Welfare Studies
Professional Writing & Editing
Communication & Media

EMPLOYMENT –

Traineeships,
Apprenticeships and work
in such areas as:

Limited opportunities for
direct employment from
Year 12.

If you are interested in **Information Technology** any of the following subjects could assist you:

**VCE UNITS
TECHNOLOGY**

Information Technology
IT Applied Computing/Data Analytics

HUMANITIES

Business Management

MATHEMATICS

Foundation Mathematics
General Mathematics
Mathematical Methods
Specialist Mathematics

SCIENCE

Physics

VET

Interactive Digital Media
Information Technology

VCE-VM

Literacy
Numeracy
Work Related Skills
Personal Development Skills

VET UNITS

Interactive Digital Media
Media

IMPORTANT NOTE

Many university courses have prerequisite subjects that you must complete in Years 11 and 12 to gain entry to the course. You can check your course's prerequisites in the Prerequisite guide which is accessible at the following website:

https://www.vtac.edu.au/files/pdf/publications/prerequisites_for_2025.pdf

Some courses require the submission of portfolios, interviews or separate aptitude tests to gain entry. Please check for these requirements with the institution to which you hope to apply.

UNIVERSITY – Courses such as:

Computing
Information Management
Computer Technology
Computer Science
Information Systems
Technology — Computronics
Business — Computing
Information Technology
Digital Systems
Multimedia Systems/Technology
Telecommunications & Internet
Technologies
Software Engineering
Networks
Teaching/Education

TAFE – Courses such as:

Computer Science
Website Design
Programming
Game Design
Networking
Animation
Computer Systems
Network Security

EMPLOYMENT –

Traineeships,
Apprenticeships and work
in such areas as:

Limited opportunities for
direct employment from
Year 12.



If you are interested in **Law/Legal Studies** any of the following subjects could assist you:

**VCE UNITS
HUMANITIES**

Legal Studies
Australian and Global Politics
Accounting
Business Management
Economics
History

ENGLISH

English
English Language
Literature
English EAL

SCIENCE

Psychology

LOTE

Languages Other Than English

ART

Media Studies

VET

Information Technology

VCE-VM

Literacy
Numeracy
Work Related Skills
Personal Development Skills

VET UNITS

Business
Information, Digital Media and Technology

IMPORTANT NOTE

Many university courses have prerequisite subjects that you must complete in Years 11 and 12 to gain entry to the course. You can check your course's prerequisites in the Prerequisite guide which is accessible at the following website:

https://www.vtac.edu.au/files/pdf/publications/prerequisites_for_2025.pdf

Some courses require the submission of portfolios, interviews or separate aptitude tests to gain entry. Please check for these requirements with the institution to which you hope to apply.

UNIVERSITY – Courses such as:

Law
Commercial Law
Legal Studies
Political Science
International Business
International Relations
Criminology
Accounting
Sociology
Social Work
Teaching/Education

TAFE – Courses such as:

International Business
Legal Practice
Criminal Justice
Criminal Justice Administration
International Business

EMPLOYMENT –

Traineeships,
Apprenticeships and work in such areas as:

Limited opportunities for direct employment from Year 12.
Legal Secretary
Clerical positions

If you are interested in **Media Studies** any of the following subjects could assist you:

VCE UNITS

ART

Media Studies
Drama
Studio Arts
Visual Communication & Design
Music Performance

ENGLISH

English
Literature
English Language
English EAL

HUMANITIES

Business Management
History
Australian and Global Politics
Legal Studies

MATHEMATICS

Foundation Mathematics
General Mathematics
Mathematical Methods

SCIENCE

Psychology

TECHNOLOGY

IT Applied Computing/Data Analytics

VET

Interactive Digital Media
Information Technology

VCE-VM

Literacy
Numeracy
Work Related Skills
Personal Development Skills

VET UNITS

Business
Information, Digital Media and Technology
Visual Art

IMPORTANT NOTE

Many university courses have prerequisite subjects that you must complete in Years 11 and 12 to gain entry to the course. You can check your course's prerequisites in the Prerequisite guide which is accessible at the following website:

https://www.vtac.edu.au/files/pdf/publications/prerequisites_for_2025.pdf

Some courses require the submission of portfolios, interviews or separate aptitude tests to gain entry. Please check for these requirements with the institution to which you hope to apply.

UNIVERSITY – Courses such as:

Arts
Arts – Professional Writing
Arts – Media Arts
Journalism
Public Relations
Multicultural Studies
Communications /
Professional Writing

TAFE – Courses such as:

Music Performance
(Jazz & Popular)
Music Business Management
Sound Production
Performing Arts
Theatre Technology & Small
Companies
Diploma of Music Business
Music Industry (Business)
Audio Engineering

EMPLOYMENT –

Traineeships,
Apprenticeships and work
in such areas as:

Actor, Director
Film Score Writer
Music (arranger, journalist,
retailer,
reviewer or therapist),
Musician



If you are interested in **Medicine and Health** any of the following subjects could assist you:

VCE UNITS

SCIENCE

Chemistry

Biology

Physics

Psychology

MATHEMATICS

Mathematical Methods

Specialist Mathematics

General Mathematics

HUMANITIES

Economics

Legal Studies

Philosophy

LOTE

Arabic

PHYSICAL EDUCATION

Health & Human Development

Physical Education

TECHNOLOGY

Information Technology

IT Applied Computing/Data Analytics

VET

Information Technology

Community Service

VCE-VM

Literacy

Numeracy

Work Related Skills

Personal Development Skills

VET UNITS

Allied Health

Community Services

IMPORTANT NOTE

Many university courses have prerequisite subjects that you must complete in Years 11 and 12 to gain entry to the course. You can check your course's prerequisites in the Prerequisite guide which is accessible at the following website:

https://www.vtac.edu.au/files/pdf/publications/prerequisites_for_2025.pdf

Some courses require the submission of portfolios, interviews or separate aptitude tests to gain entry. Please check for these requirements with the institution to which you hope to apply.

UNIVERSITY – Courses such as:

Medicine

Medicine/Surgery

Medicinal Chemistry

Nursing

Physiotherapy

Occupational Therapy

Speech Pathology

Laboratory Medicine

Radiography

Veterinary Science

International Studies

Psychology

TAFE – Courses such as:

Limited opportunities at

TAFE in the

Medicine/Health

pathway.

Massage/Myotherapy

Naturopathy

Laboratory Technology

Pathology

Nursing

Allied Health Assistance

EMPLOYMENT –

Traineeships,

Apprenticeships and work in

such areas as:

Limited opportunities direct

from

Year 12.

Traineeships — for example

Aged Care

If you are interested in **Performing Arts, Music and Drama** any of the following subjects could assist you:

VCE UNITS

ART

Drama
Media Studies
Studio Arts
Visual Communication & Design
Music Performance

ENGLISH

English
English Language
Literature
English EAL

HUMANITIES

Business Management
History
Australian and Global Politics VCE
Legal Studies

SCIENCE

Psychology

VET

Interactive Digital Media

VCE-VM

Literacy
Numeracy
Work Related Skills
Personal Development Skills

VET UNITS

Applied Fashion, Design & Technology
Information, Digital Media and Technology
Business
Sport and Recreation
Visual Arts

IMPORTANT NOTE:

Many university courses have prerequisite subjects that you must complete in Years 11 and 12 to gain entry to the course. You can check your course's prerequisites in the Prerequisite guide which is accessible at the following website:

https://www.vtac.edu.au/files/pdf/publications/prerequisites_for_2025.pdf

Some courses require the submission of portfolios, interviews or separate aptitude tests to gain entry. Please check for these requirements with the institution to which you hope to apply.

UNIVERSITY – Courses such as:

Arts (majoring in Music or Drama)
Music
Drama
Performance Studies
Visual & Performing Arts
Teaching/Education
Music Business Management
Music Theatre

TAFE – Courses such as:

Music Performance (Jazz & Popular)
Music, Business Management
Sound Production
Performing Arts
Music Industry (Business)
Audio Engineering
Instrument Making

EMPLOYMENT – Traineeships, Apprenticeships and work in such areas as:

Actor, Director
Film Score Writer
Music (arranger, journalist, retailer, reviewer or therapist), Musician
Music Business Manager
Song Writer
Teacher
Sound Technician, Production (Television, Radio & Theatre)
Screen/Play writer
Theatre Manager



If you are interested in **Physical Education, Human Movement and Sport & Recreation** any of the following subjects could assist you:

VCE UNITS
PHYSICAL EDUCATION
 Health & Human Development
 Outdoor & Environmental Studies
 Physical Education
SCIENCE
 Biology
 Psychology
HUMANITIES
 Accounting
 Business Management
 Geography
MATHEMATICS
 General Mathematics
 Mathematical Methods
 Foundation Mathematics
TECHNOLOGY
 IT Applied Computing/Data Analytics
VET
 Sport and Recreation
 Information Digital Media

VCE-VM
 Literacy
 Numeracy
 Work Related Skills
 Personal Development Skills

VET UNITS
 Allied Health
 Sport & Recreation
 Business

IMPORTANT NOTE:

Many university courses have prerequisite subjects that you must complete in Years 11 and 12 to gain entry to the course. You can check your course's prerequisites in the Prerequisite guide which is accessible at the following website:

https://www.vtac.edu.au/files/pdf/publications/prerequisites_for_2025.pdf

Some courses require the submission of portfolios, interviews or separate aptitude tests to gain entry. Please check for these requirements with the institution to which you hope to apply.

UNIVERSITY – Courses such as:
 Arts – Sports Administration
 Business
 Human Movement
 Health Promotion
 Outdoor Recreation
 Physical Education
 Sports Management
 Sports Coaching
 Teaching/Education
 Recreation Leadership
 Sport & Leisure Management

TAFE – Courses such as:
 Recreational Leadership
 Resource Management
 Fitness Instruction
 Sports Management
 Traineeship
 Sport
 Recreation

EMPLOYMENT –
 Traineeships, Apprenticeships and work in such areas as:
 Fitness Instructor
 Health Promotion
 Sports Management
 Outdoor Education Leader
 Park Ranger
 Physical Education
 Teacher
 Recreation Officer
 Sports Coach
 Sports Physiology
 Sports Psychology

If you are interested in **Science** any of the following subjects could assist you:

VCE UNITS

SCIENCE

Biology
Chemistry
Physics
Psychology
Environmental Science

MATHEMATICS

General Mathematics
Mathematical Methods
Specialist Mathematics

TECHNOLOGY

Food Studies
IT Applied Computing/Data Analytics

PHYSICAL EDUCATION

Health & Human Development
Physical Education

HUMANITIES

Geography

VET

Information Technology
Information Digital Media

VCE-VM

Literacy
Numeracy
Work Related Skills
Personal Development Skills

VET UNITS

Agriculture
Animal Studies
Conservation and Land Management
Horticulture
Tourism

IMPORTANT NOTE

Many university courses have prerequisite subjects that you must complete in Years 11 and 12 to gain entry to the course. You can check your course's prerequisites in the Prerequisite guide which is accessible at the following website:

https://www.vtac.edu.au/files/pdf/publications/prerequisites_for_2025.pdf

Some courses require the submission of portfolios, interviews or separate aptitude tests to gain entry. Please check for these requirements with the institution to which you hope to apply.

UNIVERSITY – Courses such as:

Science/Applied Science
Science — Physical
Applied Science/Business
Advanced Mathematics & Computing
Applied Chemistry
Aviation
Geology
Surveying
Food Technology
Biomedicine/Biomedical Science
Laboratory Medicine

TAFE – Courses such as:

Health (General)
Science (General)
Applied Science —
Textile
Technology
Biotechnology
Forensic Science

EMPLOYMENT – Traineeships, Apprenticeships and work in such areas as:

Limited opportunities for direct employment from VCE.



If you are interested in **Science (Biological)** any of the following subjects could assist you:

VCE UNITS

SCIENCE

Biology
Chemistry
Physics
Psychology
Environmental Science

MATHEMATICS

General Mathematics
Mathematical Methods
Foundation Mathematics
Specialist Mathematics

PHYSICAL EDUCATION

Health & Human Development
Physical Education

VET

Information Technology
Interactive Digital Media

VCE-VM

Literacy
Numeracy
Work Related Skills
Personal Development Skills

VET UNITS

Agriculture
Animal Studies
Conservation and Land Management
Horticulture
Tourism

IMPORTANT NOTE

Many university courses have prerequisite subjects that you must complete in Years 11 and 12 to gain entry to the course. You can check your course's prerequisites in the Prerequisite guide which is accessible at the following website:

https://www.vtac.edu.au/files/pdf/publications/prerequisites_for_2025.pdf

Some courses require the submission of portfolios, interviews or separate aptitude tests to gain entry. Please check for these requirements with the institution to which you hope to apply.

UNIVERSITY – Courses such as:

Science
Applied Science
Applied Science —
Psychology
Science — Physical
Applied Chemistry
Food Technology
Marine Science
Consumer Science
Cartography
Biotechnology
Space Science
Nursing
Medicine
Biological scientist
Marine Scientist
Teaching/Education

TAFE – Courses such as:

Applied Science courses such as:
– Health (General)
– Science (General)
– Applied Science — Textile
Technology
– Biotechnology
– Forensic Science
Laboratory Skills

EMPLOYMENT – Traineeships, Apprenticeships and work in such areas as:

Limited opportunities for direct employment from VCE.

If you are interested in **Travel and Tourism** any of the following subjects could assist you::

**VCE UNITS
HUMANITIES**

Geography
Accounting
Business Management
History
Economics
Australian and Global Politics VCE

LOTE

Arabic

PHYSICAL EDUCATION

Outdoor & Environmental Studies

TECHNOLOGY

Food Studies
IT Applied Computing/Data Analytics

VET

Interactive Digital Media
Community Services

VCE-VM

Literacy
Numeracy
Work Related Skills
Personal Development Skills

VET UNITS

Business
Information, Digital Media and Technology
Hospitality
Sport & Recreation
Tourism

IMPORTANT NOTE:

Many university courses have prerequisite subjects that you must complete in Years 11 and 12 to gain entry to the course. You can check your course's prerequisites in the Prerequisite guide which is accessible at the following website:

https://www.vtac.edu.au/files/pdf/publications/prerequisites_for_2025.pdf

Some courses require the submission of portfolios, interviews or separate aptitude tests to gain entry. Please check for these requirements with the institution to which you hope to apply.

UNIVERSITY – Courses such as:

Hospitality
Travel & Tourism
Traineeships
Travel Operations
Resort Management
Teaching/Education
Business

TAFE – Courses such as:

Hospitality
Travel & Tourism
Traineeships
Travel Operations
Resort Management

EMPLOYMENT –

Traineeships,
Apprenticeships and work
in such areas as:

Manager (hotel, motel,
resort,
restaurant)
Tourism Manager
Tour/outdoor operations
Traineeships



ENGLISH

VCE English and VCE English as an Additional Language
VCE Literature



VCE ENGLISH AND ENGLISH AS AN ADDITIONAL LANGUAGE

Study summary:

The study of English empowers students to read, write, speak and listen in different contexts. VCE English and English as an Additional Language (EAL) prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

EAL

For Units 1 and 2, enrolment in English as an Additional Language (EAL) is a matter for school decision. For Units 3 and 4, students need to meet the VCAA criteria for enrolment in VCE EAL as outlined in the VCE and VCE-VM Administrative Handbook.

What knowledge and skills do students learn?

Unit 1	Reading and Exploring Texts Crafting Texts Listening to texts (EAL only)
Unit 2	Reading and Exploring Texts Exploring Argument Listening to texts (EAL only)
Unit 3	Reading and Responding to Texts Creating Texts Listening to texts (EAL only)
Unit 4	Reading and Responding to Texts Analysing Argument

How is student learning assessed?

- A Personal response to a set text
- An analytical response to a selected text in written form
- Two student created text such as short stories, speeches (with transcripts), essays (comment, opinion, reflective, personal), podcasts (with transcripts), feature articles (blog posts) and memoir
- A description of writing processes
- Analysis of argument and language techniques in media texts.
- Oral presentation of Point of View on a chosen issue
- Listening for literal and inferential meaning in an audio text (EAL only)
- Examination Semester 1 - 2 hours Semester 2 - 2 hours

Reference:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/english-and-eal/Pages/index.aspx>



VCE LITERATURE

Study summary:

The study of VCE Literature fosters students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling, and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and high-order thinking to express and develop their critical and creative voices.

What knowledge and skills do students learn?

Unit 1	Reading practices Exploration of Literary Movements and Genres
Unit 2	Voices of Country The text in its context
Unit 3	Adaptations and transformations Developing interpretations
Unit 4	Creative responses to texts Close analysis of texts

How is student learning assessed?

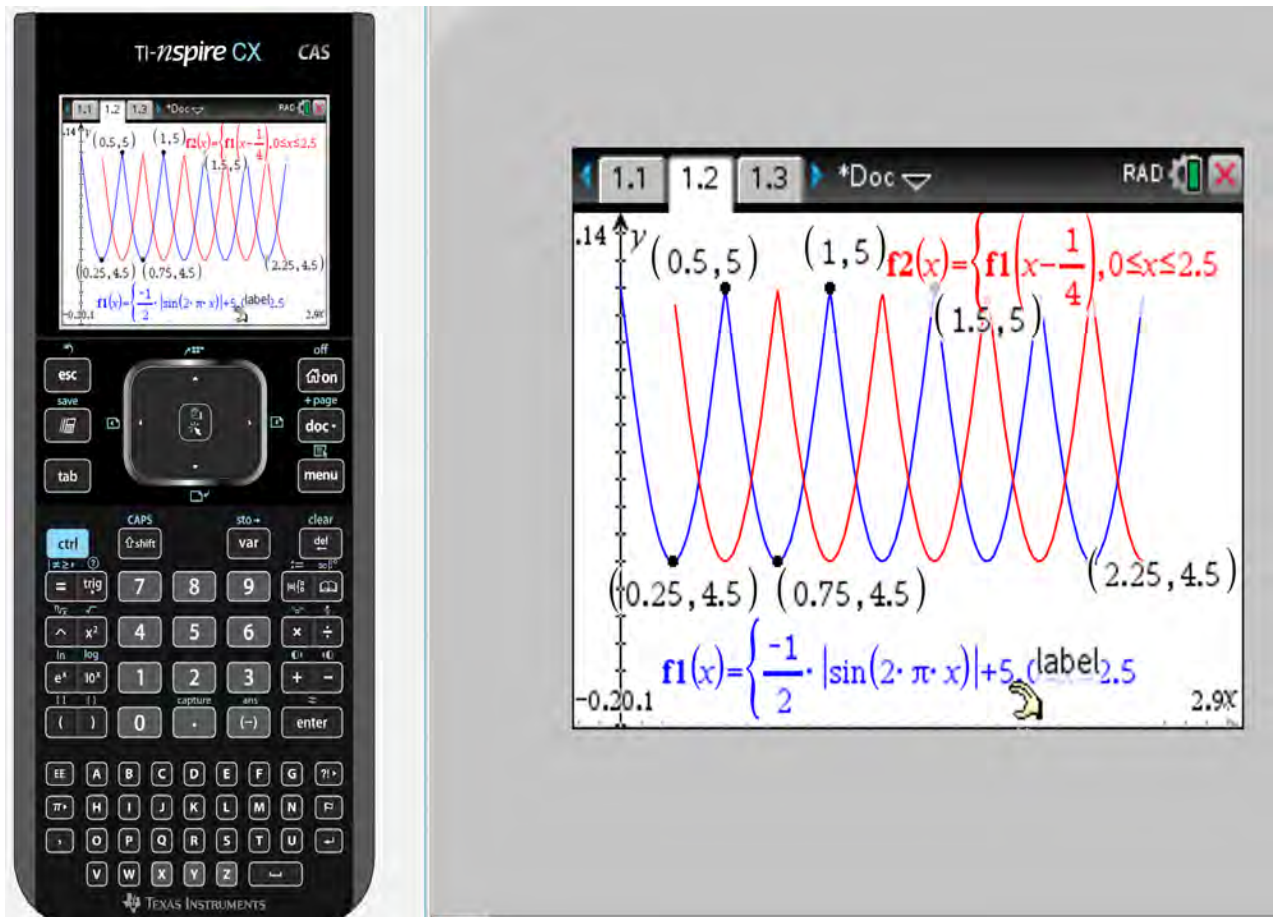
- Passage analysis
- Analytical Essay
- Oral Presentation
- Creative response
- Comparative essay
- Examination

Reference:

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study_designs/literature/Pages/index.aspx

MATHEMATICS

VCE Foundation Mathematics
 VCE General Mathematics
 VCE Mathematical Methods



VCE FOUNDATION MATHEMATICS

Study summary:

Foundation Mathematics Units 1-4 provides for the continuing mathematical development of students entering VCE, regarding problems encountered in everyday practical contexts: at home, in the community, at work and in study.

The areas of study for Units 1, 2, 3 and 4 of Foundation Mathematics are:

Area Study 1: Algebra, number and structure

Area Study 2: Data analysis, probability and statistics

Area Study 3: Discrete mathematics, financial and consumer mathematics

Area Study 4: Space and measurement

What knowledge and skills do students learn?

Unit 1 and 2

Area Study 1	Students cover estimation, as well as how to apply numbers and calculations in practical every day and routine contexts. Different forms of numbers include integers, fractions, decimals, ratios, proportions and percentages.
Area Study 2	Students cover collection, presentation and analysis of gathered from various contexts like community, work, recreation and media. They also explore suitable forms to represent data effectively.
Area Study 3	Students cover the use and interpretation of various forms of numbers and calculations, applying them to understand and manage personal, local and national financial matters.
Area Study 4	Students cover time and gain practical knowledge and skills in using the metric system and related measurements. These abilities are applied in diverse settings including domestic, societal, industrial and commercial contexts. the use and application of the metric system and related measurements in a variety of domestic, societal, industrial and commercial contexts.

Units 3 and 4

Area Study 1	Students cover estimation, diverse number forms, calculations, algorithmic and computational thinking, and the representation of formal mathematical expressions and processes including formulas and other algebraic expressions to solve practical problems in community, business and industry contexts.
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Area Study 2	Students cover collection, presentation and analysis of gathered and provided data from various contexts like community, work, recreation and media. They consider suitable forms of representation and summaries. This includes critically reflecting on statistical data, communicating findings and addressing implications.
Area Study 3	Students cover the use and application of various forms of numbers, calculations, relationships, and formulae. They apply these skills to analyze and reflect critically on personal, local, national and global financial, consumer, and global issues.
Area Study 4	Students cover the use and application of the metric system and related measurements in diverse contexts, such as domestic, societal, industrial, and commercial settings. They also delve into concepts of accuracy, precision, and error, fostering practical understanding in these fields.

How is student learning assessed?

Students need to satisfy all three outcomes through – Mathematical investigations, portfolio, modelling tasks, assignments, tests and exams.

Outcome 1

Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures to solve practical problems from a range of everyday and real-life contexts.

Outcome 2

Apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3

Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.

For Foundation Mathematics Unit 3 and 4:

Unit 3 School-assessed Coursework: 40 percent

Unit 4 School-assessed Coursework: 20 percent

Unit 3 and Unit 4 External Examination: 40 percent

Reference:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/generalmathematics/Pages/Index.aspx>



VCE GENERAL MATHEMATICS UNIT 1 & 2

Study summary:

General Mathematics Units 1 and 2 caters for a range of student interests, provides preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'. The areas of study for Unit 2 of General Mathematics are 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

What knowledge and skills do students learn?

Unit 1

Area Study 1: Data analysis, probability, and statistics	Students cover types of data, display and description of the distribution of data, summary statistics (centre and spread), and data set comparison.
Area Study 2: Algebra, number and structure	Students cover the concept of sequences, learning how to represent them through rules, tables, and graphs. They study arithmetic and geometric sequences as examples of first-order linear recurrence relations, while also exploring their practical applications in finance and other areas.
Area Study 3: Functions, relations and graphs	Students cover linear function and relations, their graphs, modelling with linear functions, solving linear equations (including simultaneous ones), line segments and step graphs and their applications.
Area Study 4: Discrete Mathematics	Students cover the matrix concepts operations, utilizing them to solve practical problems including population growth and decay.

Unit 2

Area Study 1: Data analysis, probability and statistics	Students cover association between two numerical variables, scatterplots, and interpreting lines of best fit visually.
Area Study 2: Discrete Mathematics	Students cover graph and network modeling for practical problem solving, including connectedness, shortest path and minimum spanning trees.
Area Study 3: Functions, relations and graphs	Students cover direct and inverse variation, transformations to linearity and modelling of non-linear data.

Area Study 4: Space and Measurement	Students cover a diverse range of topics, including units of measurement, accuracy, computations with formulas, similarity scale in two and three dimensions, as well as their practical applications. This encompasses simple and composite shapes and objects, trigonometry, navigation problems, and the application of Pythagoras' theorem in the plane.
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How is student learning assessed?

Students need to satisfy all three outcomes through –

- Application task
- Analysis task, Mathematical Investigations, tests
- Examination

Reference:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/generalmathematics/Pages/Index.aspx>



VCE GENERAL MATHEMATICS UNIT 3 & 4

Study summary:

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'.

Unit 3 comprises *Data analysis* and *Recursion and financial modelling*

Unit 4 comprises *Matrices* and *Networks and decision mathematics*.

Assumed knowledge and skills for General Mathematics Units 3 and 4 are contained in General Mathematics Units 1 and 2. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs.

What knowledge and skills do students learn?

Unit 3

Data analysis, probability and Statistics	Students cover data types, representation and distribution, location and spread, association and correlation and, response and explanatory variables, linear regression, data transformation and goodness of fit, times series, seasonality, smoothing and prediction.
Recursion and financial modelling	Students cover first-order linear recurrence relations and the time value of money (TVM) to model and analyse financial situations. They employ technology to solve problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

Unit 4

Matrices and their applications	Students cover a range of matrix-related topics, including matrix definition, types, operations, transition matrices and the use of first-order linear matrix recurrence relations. These concepts equip them with problem-solving skills for modelling various situations.
Networks and decision mathematics	Students cover a range of topics in graph theory, including the definition and representation of different kinds of undirected and directed graphs, Eulerian trails, Eulerian circuits, bridges, Hamiltonian paths, and cycles. Moreover, students learn how networks can be employed to model and solve problems involving travel, connection, flow, matching, allocation and scheduling.

How is student learning assessed?

Students need to satisfy all three outcomes through:

- Application task
- Modelling or Problem-solving tasks
- Examinations

Outcome 1

Define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2

Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3

Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

For General Mathematics Unit 3 and 4:

Unit 3 School-assessed Coursework: 24 percent

Unit 4 School-assessed Coursework: 16 percent

Unit 3 and Unit 4 External Examination 1 (Technology-Active): 30 percent.

Unit 3 and Unit 4 External Examination 2 (Technology-Active): 30 percent.

Reference:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/generalmathematics/Pages/Index.aspx>



VCE MATHEMATICAL METHODS UNIT 1 AND 2

Study summary:

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. The units are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'.

The focus of Unit 2 is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications. The areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'.

What knowledge and skills do students learn?

Unit 1

Area Study 1: Functions, relations and graphs	Students cover the graphical representation of simple algebraic functions (polynomial and power functions) and the key features of functions and their graphs such as domain (including the concept of maximal, natural or implied domain), co-domain and range, stationary points, asymptotic behaviour and symmetry.
Area Study 2: Algebra, number and structure	Students focus is on the algebra of polynomial functions of low degree and transformations of the plane.
Area Study 3: Calculus	Students cover constant and average rates of change and an introduction to instantaneous rate of change of a function in familiar contexts. They learn to estimate and approximate these rates of change using graphical and numerical methods.
Area Study 4: Probability and Statistics	Students cover a range of essential concepts in probability, including experiments, outcomes, events, frequencies, and probability representation. They learn to use different tools like lists, grids, Venn diagrams, and tables to represent finite sample spaces and events. Additionally, they explore introductory counting principles and their application to probability calculations.

Unit 2

Area Study 1: Functions, relations and graphs	Students cover graphical representation of circular, exponential, and logarithmic functions, including key features such as intercepts, domains (including maximal, natural, or implied), co-domains, ranges, asymptotic behaviour, periodicity, and symmetry for functions of a single real variable.
Area Study 2: Algebra, number and structure	Students focus is on the algebra of some simple transcendental functions and transformations of the plane.
Area Study 3: Calculus	Students cover differentiation and anti-differentiation of polynomial functions by rule, different notations, and related applications including the analysis of graphs.
Area Study 4: Probability and statistics	Students cover the use of lists, tables and diagrams to calculate probabilities, including consideration of complementary, mutually exclusive, conditional and independent events involving one, two or three events (as applicable), along with rules for computation probabilities for compound events.

How is student learning assessed?

Students need to satisfy all three outcomes through:

- Application task
- Modelling/problem solving tasks
- Tests
- Examinations

Reference:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/generalmathematics/Pages/Index.aspx>



VCE MATHEMATICAL METHODS UNIT 3 AND 4

Study summary:

Mathematical Methods Units 3 and 4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs'. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2 and will be drawn on.

What knowledge and skills do students learn?

Unit 3 and Unit 4

Area Study 1: Functions, relations and graphs	Students cover transformations of the plane and the behaviour of some elementary functions of a single real variable, including key features of their graphs such as axis intercepts, stationary points, points of inflection, domain (including maximal, implied or natural domain), co-domain and range, asymptotic behaviour and symmetry. The behaviour of functions and their graphs is to be explored in a variety of modelling contexts and theoretical investigations.
Area Study 2: Algebra, number and structure	Students cover the algebra of functions, including composition of functions, inverse functions and the solution of equations. They also study the identification of appropriate solution processes for solving equations, and systems of simultaneous equations, presented in various forms. Students also cover recognition of equations and systems of equations that are solvable using inverse operations or factorisation, and the use of graphical and numerical approaches for problems involving equations where exact value solutions are not required, or which are not solvable by other methods.
Area Study 3: Calculus	Students cover graphical treatment of limits, continuity and differentiability of functions of a single real variable, and differentiation, anti-differentiation and integration of these functions. This material is to be linked to applications in practical situations.
Area Study 4: Probability and statistics	Students cover discrete and continuous random variables, their representation using tables, probability functions (specified by rule and defining parameters as appropriate); the calculation and interpretation of central measures and measures of spread; and statistical inference for sample proportions. The focus is on understanding the notion of a random variable, related parameters, properties and application and interpretation in context for a given probability distribution.

How is student learning assessed?

Students need to satisfy all three outcomes through:

- Application task
- Modelling/problem solving tasks
- Tests
- Examinations

Outcome 1

Define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2

Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3

Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

For Mathematical Methods Unit 3 and 4

Unit 3 School-assessed Coursework: 20 per cent

Unit 4 School-assessed Coursework: 20 per cent

Units 3 and 4 External Examination 1(Technology-Free): 20 per cent

Units 3 and 4 External Examination 2(Technology-Active): 40 per cent.

Reference:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/generalmathematics/Pages/Index.aspx>



SCIENCE

VCE Biology
VCE Chemistry
VCE Environmental Science
VCE Physics
VCE Psychology



VCE BIOLOGY

Study summary:

In undertaking this study, students are able to investigate the processes involved in sustaining life at cellular, system and species levels. Students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth. Students gain insights into how molecular and evolutionary concepts and key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

In all of VCE Biology units, students develop and enhance a range of inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills

What knowledge and skills do students learn?

Unit 1	How do organisms regulate their functions? How do plant and animal systems function? How do scientific investigations develop understanding of how organisms regulate their functions?
Unit 2	How does inheritance impact on diversity? How do inherited adaptations impact on diversity? How do humans use science to explore and communicate contemporary bioethical issues?
Unit 3	How do cells maintain life? What is the role of nucleic acids and proteins in maintaining life? How are biochemical pathways regulated?
Unit 4	How does life change and respond to challenges? How do organisms respond to pathogens? How are species related over time? How is scientific inquiry used to investigate cellular processes and/or biological change?

How is student learning assessed?

<ul style="list-style-type: none">• Formative assessment tasks• Written report of fieldwork activities• A presentation of a student designed or adapted investigation	<ul style="list-style-type: none">• Summary report of a practical activity• A presentation in multimedia format• Exam• SACs (School Assessed Coursework)
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Reference:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/biology/Pages/Index.aspx>



VCE CHEMISTRY

Study summary:

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

What knowledge and skills do students learn?

Unit 1	How can the diversity of materials be explained? How do the chemical structures of materials explain their properties and reactions? How are materials quantified and classified? How can chemical principles be applied to create a more sustainable future?
Unit 2	How do chemical reactions shape the natural world? How do chemicals interact with water? How are chemicals measured and analysed? How do quantitative scientific investigations develop our understanding of chemical reactions?
Unit 3	How can design and innovation help to optimise chemical processes? What are the current and future options for supplying energy? How can the rate and yield of chemical reactions be optimised?
Unit 4	How are carbon-based compounds designed for purpose? How are organic compounds categorised and synthesised? How are organic compounds analysed and used? How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

How is student learning assessed?

<ul style="list-style-type: none">• An annotated folio of practical activities• Data analysis• An explanation of the operation of a device• A modelling activity	<ul style="list-style-type: none">• A summary report of selected practical investigations A test comprising multiple choice and/or short answer and/or extended response
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Reference:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/chemistry/Pages/index.aspx>

VCE ENVIRONMENTAL SCIENCE

Study summary:

Environmental Science explores the interactions and interconnectedness between humans and their environments, and analyses the functions of both the living and non-living elements that compose Earth's systems and maintain life on Earth. Students investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts with a focus on biodiversity, pollution, food and water security, climate change and energy use. In Environmental Science there is the opportunity to engage in a range of scientific investigation methodologies, to develop key science skills, and to interrogate the links between theory, knowledge and practice.

What knowledge and skills do students learn?

Unit 1	How are Earth's dynamic systems interconnected to support life? How are Earth's systems organised and connected? How do Earth's systems change over time? How do scientific investigations develop understanding of how Earth's systems support life?
Unit 2	What affects Earth's capacity to sustain life? How can we manage pollution to sustain Earth's systems? How can we manage food and water security to sustain Earth's systems? How do scientific endeavours contribute to minimising human impacts on Earth's systems?
Unit 3	How can biodiversity and development be sustained? Why is maintaining biodiversity worth a sustained effort? When is development sustainable?
Unit 4	How can climate change and the impacts of human energy use be managed? How can we respond to climate change? What might be a more sustainable mix of energy sources? How is scientific inquiry used to investigate contemporary environmental challenges?

How is student learning assessed?

<ul style="list-style-type: none">• An annotated folio of practical activities• Data or case study analysis• Fieldwork	<ul style="list-style-type: none">• A summary report of selected practical investigations• A test comprising multiple choice and/or short answer and/or extended response
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Reference:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/environmentalscience/Pages/Index.aspx>

VCE PHYSICS

Study summary:

The study of VCE Physics enables students to continue development of skills to describe, explain, analyse and mathematically model diverse physical phenomena. Conceptual understanding is developed as students study topics including light, atomic physics, radiation, thermal physics, electricity, fields, mechanics, quantum physics and the nature of energy and matter. An important feature of undertaking Physics is the opportunity for students to engage in a range of scientific investigation methodologies, to develop key science skills, and to interrogate the links between theory, knowledge and practice.

What knowledge and skills do students learn?

Unit 1	How is energy useful to society? How are light and heat explained? How is energy from the nucleus utilised? How can electricity be used to transfer energy?
Unit 2	How does physics help us to understand the world? How is motion understood? How does physics inform contemporary issues and applications in society? How do physicists investigate questions?
Unit 3	How do fields explain motion and electricity? How do physicists explain motion in two dimensions? How do things move without contact? How are fields used in electricity generation?
Unit 4	How have creative ideas and investigation revolutionised thinking in physics? How has understanding about the physical world changed? How is scientific inquiry used to investigate fields, motion or light?

How is student learning assessed?

Tasks can include a combination of the following over the year

- A report of a practical investigation.
- A data analysis.
- A structured scientific poster.
- A summary report of selected practical investigations.
- A test comprising of multiple choice and/or short answer and/or extended response questions.

Reference:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Physics/Pages/Index.aspx>

VCE PSYCHOLOGY

Study summary:

Psychology is the scientific study of mental processes and behaviour in humans. Biological, behavioural, cognitive and socio-cultural perspectives inform the way psychologists approach their research into the human condition and apply psychological principles to everyday situations such as workplace and social relations. Students explore the interactive influences of hereditary and environmental factors on psychological development over the lifespan. They develop empathetic understandings and an understanding of mental health and wellbeing in society, including neurodiversity. Students are given the opportunity understand the role of the brain and neuroplasticity as well as social factors that influence behaviour. In units 3 and 4 students further explore the areas of stress, learning, memory, sleep and phobias. Where possible, engagement with Aboriginal and Torres Strait Islander ways of doing, being and knowing has been integrated into the study, providing students with the opportunity to contrast the Western paradigm of psychology with Indigenous psychology.

What knowledge and skills do students learn?

Unit 1	<p>How are behaviour and mental processes shaped? What influences psychological development? How are mental processes and behaviour influenced by the brain? How does contemporary psychology conduct and validate psychological research?</p>
Unit 2	<p>How do internal and external factors influence behaviour and mental processes? How are people influenced to behave in particular ways? What influences a person's perception of the world? How do scientific investigations develop understanding of influences on perception and behaviour?</p>
Unit 3	<p>How does experience affect behaviour and mental processes? How does the nervous system enable psychological functioning? How do people learn and remember?</p>
Unit 4	<p>How is mental wellbeing supported and maintained? How does sleep affect mental processes and behaviour? What influences mental wellbeing?</p>
Units 1-4	<p>Key Science Skills Develop aims and questions, formulate hypotheses and make predictions Plan and conduct investigations Comply with safety and ethical guidelines Generate, collate and record data Analyse and evaluate data and investigation methods Construct evidence-based arguments and draw conclusions Analyse, evaluate and communicate scientific ideas</p>

How is student learning assessed?

- Evaluation of a logbook practical activities
- Analysis and evaluation of a case study or experiment
- Research investigation and practical report
- Structured scientific poster
- Media analysis
- Visual presentation
- Literature review

Areas that registered psychologists may work in include clinical, developmental, educational, environmental, forensic, health, neuropsychology, sport and exercise, and organisational psychology. Psychologists can also work in cross-disciplinary areas such as academia and research institutions, medical research, management and human resources, and government, corporate and private enterprises, or as part of ongoing or emergency support services in educational and institutional settings. Other opportunities include careers and roles that do not involve being a registered psychologist, including roles in aged, family and child services; case managers; communications specialists; counsellors; community health and welfare roles; health services support roles; human resource specialists; managers; marketing and market research roles; office administration roles; policy and planning roles; probation and parole services roles; and social work and teaching roles.

Reference:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Psychology/Pages/Index.aspx>

HEALTH AND PHYSICAL EDUCATION

VCE Physical Education
VCE Health and Human Development
VCE Outdoor and Environment Studies
VET Sport and Recreation
VET Community Services



VCE PHYSICAL EDUCATION

Study summary:

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity.

The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise. Through integrated physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation in sport, exercise and physical activity.

What knowledge and skills do students learn?

Unit 1	The human body in motion How does the musculoskeletal system work to produce movement? How does the cardiorespiratory system function at rest and during physical activity?
Unit 2	Physical activity, sport and society What are the relationships between physical activity, sport, health and society? What are the contemporary issues associated with physical activity and sport?
Unit 3	Movement skills and energy for physical activity How are movement skills improved How does the body produce energy?
Unit 4	Training to improve performance What are the foundations of an effective training program? How is training implemented effectively to improve fitness?

How is student learning assessed?

- A report of a practical investigation
- Data analysis
- Case studies
- A summary report of selected practical investigations
- A test comprising multiple choice and/or short answer and/or extended response
- Laboratory report
- Multimedia presentation
- Reflective folio

What can this study lead to?

See Pathways Chart

Reference:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/physics/physicsindex.aspx>

VCE HEALTH AND HUMAN DEVELOPMENT

Study summary:

This study enables students to understand the complex nature of health and wellbeing and human development and to develop a broad view of health incorporating physical, social, emotional, mental and spiritual dimensions of health as well as biological, sociocultural and environmental factors. This study examines how health and wellbeing may be influenced across the lifespan by the conditions into which people are born, grow, live, work and age. Health and Human Development focuses on developing an understanding of the Australian healthcare system and the political and social values that underpin it. This course uses the objectives of the United Nations' Sustainable Development Goals to evaluate the effectiveness of health and wellbeing initiatives, strategies and global programs.

Key knowledge and skills:

Unit 1	Understanding health and wellbeing <ul style="list-style-type: none">• Health perspectives and influences• Health and nutrition• Youth health and wellbeing
Unit 2	Managing health and development <ul style="list-style-type: none">• Developmental transitions• Health care in Australia
Unit 3	Australia's health in a globalised world <ul style="list-style-type: none">• Understanding health and wellbeing• Promoting health and wellbeing
Unit 4	Health and human development in a global context <ul style="list-style-type: none">• Health and wellbeing in a global context• Health and the Sustainable Development Goals

Assessment tasks include:

- Case study analysis
- Data analysis
- Visual and/or oral presentation
- Multimedia presentation
- Tests
- Written responses
- Examination

This study can lead to:

See Pathways Chart: Health + Social sciences, Education, Child services, Hospitality, Dietician, other

Reference:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/healthnhuman/healthumindex.aspx>



VCE OUTDOOR AND ENVIRONMENTAL STUDIES

Study summary:

VCE Outdoor and Environmental Studies develops students' understandings of outdoor environments, and the ways in which humans interact with, relate to and have impacted outdoor environments over time. 'Outdoor environments' encompasses landscapes, both local and further afield, that range in health from protected wilderness to those heavily impacted by human practices.

The study enables students to make critically informed comments on outdoor environmental issues, including asking questions about environmental sustainability and human connections to Country, both past and present. Students are able to understand the importance of change to environmental health from human or natural influences.

In this study, both passive and active outdoor experiences provide essential means for students to develop experiential knowledge of outdoor environments. Such knowledge is then enhanced through the study of outdoor environments from perspectives of environmental history, ecology and the social studies of human relationships with nature. The study also examines the complex interplay between outdoor environments and humans historically through to the modern day, and into the future.

Outdoor experiences suited to this study are a range of guided activities in areas such as farms, mining/logging sites, interpretation centres, coastal areas, rivers, mountains, bushlands, forests, urban parks, cultural and historical sites, and state or national parks. Activities undertaken could include bushwalking, cross-country skiing, canoeing, mountain biking, conservation and restoration activities, marine exploration, and participation in community projects. The duration of activities undertaken could include a range of multi-day/journey-based activities, half/whole-day activities and class-time activities on school campus grounds, or in the nearby local environment.

What knowledge and skills do students learn?

Unit 1	Exploring outdoor experiences Motivations for outdoor experience Influences on outdoor experiences
Unit 2	Discovering outdoor environments Investigating outdoor environments Impact on outdoor environments
Unit 3	Relationships with outdoor environments Historical relationships with outdoor environments Relationships with Australian environments since 1990
Unit 4	Sustainable outdoor relationships Healthy outdoor environments Sustaining outdoor environments

How is student learning assessed?

- A written report
- A multimedia presentation
- A poster
- An oral presentation
- A short essay
- A test
- A written analysis and evaluation
- A data analysis or case study
- A creative response
- Examination

****Please note:**

It is compulsory for students to participate in Experiential Learning Experiences as part of their assessments. It is recommended that in completing each unit students spend between 25 and 50 hours participating in outdoor experiences (not inclusive of time spent travelling or sleeping).

Cost for the subject:

Year 11 - \$250

Year 12 - \$300

What can this study lead to?

See Pathways Chart

Reference:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/outdoor/outdoorindex.aspx>
<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/outdoor-and-environmentalstudies/Pages/Index.aspx>



VET CERTIFICATE III IN SPORT AND RECREATION

Rationale

The VCE/VET Sport and Recreation program aims to provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the sport and recreation industry. It enables participants to gain a recognised certificate and to make a more informed choice regarding their career pathway.

These qualifications provide students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of sport and outdoor recreation related industries. Leadership, organisational and specialist activity skills will be developed through the units of competency undertaken in the selected program.

Course Description

Certificate III in Sport and Recreation: provides students with the skills and knowledge to work in the sport and recreation industries. In Units 1 and 2, students can choose from a range of electives to create a program of their choice, including sport specific activities, conducting events, outdoor recreation or fitness programs. Units 3 and 4 offers scored assessment and includes core units such as plan and conduct programs, risk assessment, and conduct coaching with foundation level participants. Employment opportunities reflect roles such as recreation officer, activity operation officer, sport and recreation attendant, community activities officer or leisure services officer.

Recognition within VCE

Students studying for the VCE/VET Subject Certificate III in Sport and Recreation will be studying a Unit 1-4 sequence, with graded assessment in the second Year. Certificate III in Sport and Recreation is a scored assessed subject and can be included in a student's best four studies for ATAR purpose or will count as a fifth or sixth increment if not one of the student's four highest scores. Students wishing to receive a study score for VCE/VET Sport and Recreation must undertake scored assessment. This consists of three coursework tasks, worth 66% of the overall study score and an end of year examination, worth 34% of the overall study score

Satisfactory Completion

In order to be promoted into the second year of a VET program, students must demonstrate competency for at least 75% of the combined nominal hours for all units of competency within the program.

The course is delivered over a two-year period. Students undertaking this course must attend 90% of all classes in order to be considered competent. The two-year program is as follows:

Year 1

- Organise Personal Work Priorities and Development
- Use Social Media Tools for Collaboration and Engagement
- Provide First Aid
- Provide Quality Service
- Respond to Emergency Situations
- Participate in Workplace Health and Safety
- Conduct Non Instructional Sport, Fitness or Recreation Sessions
- Conduct sport, fitness or recreation events
- Participate in Conditioning for Sport
- Provide Equipment for Activities

Year 2

- Participate in WHS Hazard Identification, Risk Assessment and Risk Control
- Plan and Conduct Programs
- Facilitate Groups
- Conduct Sport Coaching Sessions with Foundation Level Participants
- Educate User Groups

VET CERTIFICATE III LEVEL STUDIES IN COMMUNITY SERVICES (INCORPORATING CERTIFICATE II)

Rationale

The VCE/VET Community Services program aims to: Provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the Community Services or Community Services related industries; this includes working with children, the elderly and the disabled. It enables participants to gain a recognised credential and to make a more informed choice of vocation or career paths.

Course Description

Certificate II in Community Services: provides students with the skills and knowledge to increase their opportunities in the Community Services and allied fields. In Units 1 and 2, students have 9 subjects to complete to be eligible to attain their Certificate II in Community Services.

In Units 3 and 4, students will study 3 subjects at a Certificate III level which will contribute towards a partial completion of a Certificate III in Community Services.

Recognition within VCE

Students studying the VCE/VET Community Services units can be a graded assessment in the second year and be included in a student's subjects for ATAR purposes. Student's wishing to receive a study score for VCE/VET Community Services must undertake scored assessments. This consists of three coursework tasks, worth 66% of the overall study score, and an end of year examination, worth 34% of the overall study score.

Course Delivery

The course is delivered at the College over a two-year period. Students undertaking this course must attend 90% of all classes in order to be considered competent. The two-year program is as follows:

Year 1: Certificate III in Community Services (incorporating Certificate II in Community Services)

- Organise and Complete Daily Work Activities
- Participate in Workplace Health and Safety
- Work with Diverse People
- Provide First Point of Contact
- Communicate and Work in Health and Community Services
- Provide First Aid
- Manage Personal Stress in the Workplace

Interact Effectively with Others at Work
Use Strategies to Respond to Routine Workplace Problems

Year 2: Partial Completion of Certificate III in Community Services

Respond to Client Needs
Work within a Community Development Framework
Implement Participation and Engagement Strategies

Structured Workplace Learning (SWL)

The VCAA has determined that SWL is an appropriate and valuable component of all VCE/VET programs SWL complements the training undertaken at the school/RTO. It provides the context for:

- Enhancement of skills development
- Assessment of units of competence, as determined by RTO
- Practical application of industry knowledge
- Increased employment opportunities

ARTS

VCE Art Making & Exhibiting
VCE Media
VCE Music Performance
VCE Visual Communication and Design
VCE VET Certificate III in Music Industry (Music Performance)



VCE ART MAKING & EXHIBITING

Study summary:

VCE Studio Arts introduces students to the role and practices of artists in society. Student research focuses on critical, reflective and creative thinking, the visual analysis of artworks and the investigation of how artists have interpreted sources of inspiration and influences in their art making. Students examine how artists develop their practice and have used materials, techniques and processes to create aesthetic qualities in artworks. They study how artists have developed style and explored their cultural identity in their artwork. Students use this knowledge to inform their own studio practice and to support art making. The role of artists in society includes their relationships with others in the art industry and the presentation and exhibition of artworks in art galleries and exhibition spaces. Students research aspects of the art industry including the presentation, conservation and marketing of artworks.

In your subject selection choice you can choose to focus on 2D Art or 3D Art.

What knowledge and skills do students learn?

Unit 1	Studio inspiration and techniques Area of Study 1: Researching and recording ideas Area of Study 2: Studio practice Area of Study 3: Interpreting art ideas and use of materials and techniques.
Unit 2	Studio exploration and concepts Area of Study 1: Exploration of studio practice and development of artworks. Area of Study 2: Ideas and styles in artworks.
Unit 3	Studio and professional art practices Area of Study 1: Exploration proposal Area of Study 2: Studio process Area of Study 3: Artists and studio practices
Unit 4	Studio practices and art industry contexts Area of Study 1: Presentation of artworks Area of Study 2: Evaluation Area of Study 3: Art industry contexts

How is student learning assessed?

- A collection of annotated research materials
- Responses to structured questions
- An annotated visual report and development folio
- An essay and an oral presentation
- Examination

Reference:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/studioarts/studioindex.aspx>

VCE MEDIA

Study summary:

VCE Media has been designed to provide students with the opportunity to develop critical and creative knowledge and skills. The media has a significant impact on people's lives. It influences the way people spend their time, helps shape the way they perceive themselves and others, and plays a crucial role in the creation of personal, social, cultural and national identity. VCE Media is relevant to students with a wide range of expectations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings, as well as providing valuable knowledge and skills for participation in contemporary society.

What knowledge and skills do students learn?

Unit 1	Media forms, representations, and Australian stories Media representations Media forms in production Australian stories
Unit 2	Narrative across media forms Narrative, style and genre Narrative in production Media and change
Unit 3	Media narrative and pre-production Narrative and ideology Media production development Media production design
Unit 4	Media production and issues in the media Media production Agency and control in and of the media

How is student learning assessed?

- Short answer analytical responses
- Media production (film, print, photography)
- Essay and research projects
- Portfolios
- Examination

Reference:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/media/mediaindex.aspx>

VCE MUSIC PERFORMANCE

Study summary:

VCE Music Performance offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures. Students can specialise in one or more approaches to the study of music, depending on their VCE program overall and the post-VCE pathways they may be interested in following. Students develop knowledge of stylistic, aesthetic and expressive qualities and characteristics of music and develop their ability to communicate their understanding through music making: performing, composing, arranging and/or improvising; and musicianship: aural perception, analysis and music language.

To satisfactorily complete this course you must take instrumental or vocal lessons. Students may take lessons from a private tutor outside of school at their own cost or elect to take instrumental lessons at school which are free of charge, to meet this requirement.

What knowledge and skills do students learn?

Unit 1	Solo and ensemble performance Performance technique and analysis Music theory and aural perception
Unit 2	Solo and ensemble performance Performance technique and analysis Music theory and aural perception
Unit 3	Solo and ensemble performance Performance technique and analysis Music theory and aural perception
Unit 4	Solo and ensemble performance Performance technique and analysis Music theory and aural perception

How is student learning assessed?

- Live performance assessments
- Listening analyses
- Structured reflections
- Written and aural examinations

Reference:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/music/musicindex.aspx>



VCE VISUAL COMMUNICATION AND DESIGN

Study summary:

Visual Communication is a bridge between an idea and its intended audience. For example, in the fields of architecture, engineering, graphic, industrial and multimedia design, advertising and marketing, cartography and fashion, visual communicators use text and/or image to communicate information. The study provides students with the opportunity to develop an informed, critical and discriminating approach to visual communications encountered in everyday life.

What knowledge and skills do students learn?

Unit 1	Visual communication Instrumental drawing Freehand drawing and rendering Design elements and design principles Design process
Unit 2	Communication in context Representing and communicating form Developing imagery Developing visual communication solutions Visual communication in context
Unit 3	Visual communication practices Visual communication design Visual communication analysis Professional practice in visual communication
Unit 4	Designing to a brief The brief Developmental work Final presentations

How is student learning assessed?

- A folio
- An essay and a written report
- Structured questions
- An annotated visual report
- A written brief
- A developmental folio
- Visual communication presentations
- Examination

Reference:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/visualcomm/vcommindex.aspx>

VCE VET CERTIFICATE III IN MUSIC INDUSTRY (MUSIC PERFORMANCE)

Study Summary:

The VCE VET Certificate III in Music Industry - Performance Specialisation two-year course, provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry either as an instrumentalist or singer. Depending on the electives chosen, Units 1 and 2 include recording a music demo, composing simple songs or musical pieces and preparing for performances.

Units 3 and 4 offer scored assessment and include units such as developing improvisation and technical skills, applying knowledge of genre to music making, performing music as part of a group or as a soloist in preparation for an external performance examination.

What knowledge and skills do students learn?

Units

COMPULSORY	CUAMPF311	Develop technical skills for musical performances	20
	CUAMPF312	Prepare for musical performances	35
	CUAMPF315	Develop and perform musical improvisation	35
	CUAMPF412	Develop and apply stagecraft skills	70
ELECTIVE	CUAMPF414	Perform music as part of a group	70
	CUAMPF416	Perform music as a Soloist	70

How is student learning assessed?

- Practical Music Performance Assessments
- Written Portfolio Creation

Reference:

<https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/musicindustry.aspx>

TECHNOLOGY

VCE Food Studies

VCE VET Information, Digital Media and Technology Certificate II and III

VCE Information Technology: Computing/Informatics

VCE VET Information, Digital Media and Technology

VCE VET Interactive Digital Media Certificate II and III in Media

VCE Product Design and Technology – Textiles/Wood

VCE VET Certificate II In Furniture Making Pathways



VCE FOOD STUDIES

Study Summary:

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills, and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices.

Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems, and the many physical and social functions and roles of food. Students research sustainability and the legal, economic, psychological, sociocultural, health, ethical and political dimensions of food, and critically evaluate information, marketing messages and new trends.

Practical activities are integral to Food Studies and include comparative food testing, cooking, creating and responding to design briefs, demonstrations, dietary analysis, nutritional analysis, product analysis, scientific experiments and sensory analysis (including taste testing and use of focus groups).

What knowledge and skills do students learn?

Unit 1	Food Origins Food around the world Food in Australia
Unit 2	Food Makers Australia's food systems Food in the home
Unit 3	Food in daily life The science of food Food choices, health and wellbeing
Unit 4	Food issues, challenges and futures Navigating food information Environment and ethics

How is student learning assessed?

- Applied practical activities
- Oral presentation
- Practical demonstration
- Short written report and visual report
- Media analysis
- Research inquiry

Reference:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/foodstudies/Pages/index.aspx>

VCE VET INFORMATION AND COMMUNICATIONS TECHNOLOGY

Study Summary:

The Certificate III in IT program also develops a broad set of fundamental skills as described under the Certificate II but offers further breadth through units such as introductory-level programming techniques, IP ethics and privacy of information, diagnostic testing and client service. The program is suitable for serious IT enthusiasts and affords meaningful insights into some of the more common specialisations so that participants can either use this base knowledge and skills to pursue a career or further study in specialist fields; software engineering, gaming, coding, programming, technical support, data management, network management, information security and more.

What knowledge and skills do students learn?

Unit 1 and Unit 2	BSBXTW301 Work in a team Core ICTICT213 Use computer operating systems and hardware Elective ICTICT214 Operate application software packages Elective ICTSAS308 Run standard diagnostic tests Elective BSBXCS303 Securely manage personally identifiable information and workplace information Core BSBCRT301 Develop and extend critical and creative thinking skills Core ICTPRG302 Apply introductory programming techniques Core
Unit 3 and Unit 4	ICTSAS310 Install, configure and secure a small office or home office network* Elective ICTSAS305 Provide ICT advice to clients* Core ICTSAS309 Maintain and repair equipment and software* Elective ICTSAS304 Provide basic system administration* Elective ICTICT313 Identify IP, ethics and privacy policies in ICT environments* Core

How is student learning assessed?

- Demonstrate skills
- Examination
- On-line assessment

Reference:

<http://www.vcaa.vic.edu.au/vet/programs/Infotech/infotech.html>

VCE INFORMATION TECHNOLOGY: APPLIED COMPUTING / DATA ANALYTICS

Study summary:

VCE Information Technology focuses on the processing of data and the management of information and information systems. VCE Information Technology provides pathways to further studies in IT and to careers in ICT-based areas. It also prepares students for programs that require an IT-related subject or for a range of careers that require efficient and effective use of ICT.

What knowledge and skills do students learn?

Unit 1	Applied Computing Data analysis Programming
Unit 2	Applied Computing Innovative solutions Network security
Unit 3	Data analytics Data analytics Data analytics: Analysis and design
Unit 4	Data analytics Data analytics: Development and evaluation Cybersecurity: Data and information security

How is student learning assessed?

- Research report
- Create a prototype website
- A written report
- A short-answer test
- The design and development of a solution
- An annotated visual report
- Examination

Reference:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/computing/computingindex.aspx>

VCE PRODUCT DESIGN AND TECHNOLOGY – TEXTILES/WOOD

Study summary:

Design plays an important part in our daily lives. It determines the form and function of the products we use and wear. Designing transforms ideas into drawings and plans for the creation and manufacture of useful products. The study of Design and Technology can provide a pathway to a range of related fields such as industrial, product and interior design, engineering, fashion, furniture, jewellery, textile and ceramic design.

What knowledge and skills do students learn?

Unit 1	Design modification and production Redesigning an existing product Producing and evaluating a redesigned product
Unit 2	Collaborative design Designing as a team Producing and evaluating a collaboratively designed product
Unit 3	Design, technological innovation and manufacture The designer, client and end-user in product development Product development in industry Designing for others
Unit 4	Product development, evaluation and promotion Product analysis and comparison Product manufacture Product evaluation and promotion

How is student learning assessed?

- Design folio and Production work
- A structured, annotated design brief
- A test (short and/or extended response)
- A short written report
- A report in multimedia format
- An oral presentation accompanied by speaker notes
- Structured questions and an annotated visual report
- Examination

Reference:

https://www.vcaa.vic.edu.au/Documents/vce/productdesign-and-technology/ProductDesignTechnology_SD_2018.pdf

VCE VET CERTIFICATE II IN FURNITURE MAKING PATHWAYS

Study summary:

The aims of the VCE VET Furniture Making Pathways program are to:

- Provide participants with the knowledge and skills to achieve units of competence that will enhance their training and employment prospects in the furnishing industries.
- Enable participants to gain a recognised credential and make an informed choice of vocation or career path.

What knowledge and skills do students learn?

Code	Unit Title	Nominal Hours
Units 1 and 2		
MSFFP2002	Develop a career plan for the furnishing industry	30
MSMENV272	Participate in environmentally sustainable work practices	30
MSMPCI103	Demonstrate care and apply safe practices at work	30
MSFFM2003	Select and apply hardware	16
MSFFP2003	Prepare surfaces	24
MSFFP2004	Apply domestic surface coatings	40
MSFFP2005	Join furnishing materials	10
MSFFP2006	Make simple timber joints	40
Units 3 and 4 (scored)		
MSFFM2001	Use furniture making sector hand and power tools	40
MSFFM2002	Assemble furnishing components	20
MSFFP2001	Undertake a basic furniture making project	100
MSFGN2001	Make measurements and calculations	30

How is student learning assessed?

- Demonstration of practical skills
- Practical tasks and projects
- A portfolio of students work
- Tests and short written responses
- Examination

Reference:

<https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/furnishing.aspx>



VCE VET CERTIFICATE II IN ENGINEERING STUDIES

Study Summary:

The aim of this qualification is to provide students with skills and knowledge in machine processing, fabrication techniques and using power tools and computers for engineering related work activities. It provides pre-employment training and pathways in the engineering, manufacturing or related industries and accommodates entry into the wider engineering industry.

What knowledge and skills do students learn?

Units 1 and 2		
MEM13014A	Apply principles of Occupational Health & Safety in the work environment	10
MEM18001C	Use hand tools	20
VU22329	Report on a range of sectors in the manufacturing, engineering and related industries	30
VU22330	Select and interpret drawings and prepare three dimensional (3D) sketches and drawings	20
VU22331	Perform basic machining processes	40
VU22332	Apply basic fabrication techniques	40
MEM18002B	Use power tools/hand held operations (F / M)	20
VU22336	Perform metal fabrication operations (F)	60

How is student learning assessed?

- Demonstration of practical skills
- Practical tasks and projects
- A portfolio of students work
- Tests and short written responses

Reference:

<https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/engineering.aspx>

HUMANITIES

VCE Accounting
VCE Australian and Global Politics
VCE Economics
VCE Business Management
VCE Geography
VCE History - Twentieth Century
VCE History: Revolutions
VCE Legal Studies
VCE Sociology
VET Business



VCE ACCOUNTING

Study summary:

VCE Accounting focuses on the financial recording, reporting and decision-making processes of a 'sole proprietor' small business. Students study both theoretical and practical aspects of accounting. Financial data is collected and recorded, and accounting information reported, using both manual and information and communications technology (ICT) methods.

What knowledge and skills do students learn?

Unit 1	Role of accounting in business The role of accounting Recording financial data and reporting accounting information for a service business
Unit 2	Accounting and decision-making for a trading business Accounting for inventory Accounting for and managing accounts receivable and accounts payable Accounting for and managing non-current assets
Unit 3	Financial accounting for a trading business Recording and analysing financial data Preparing and interpreting accounting reports
Unit 4	Recording, reporting, budgeting and decision-making Extension of recording and reporting Budgeting and decision-making

How is student learning assessed?

- Structured questions
- A folio of exercises (manual and ICT)
- A case study (manual and/or ICT)
- A test (manual and/or ICT)
- A report (written, oral or multimedia)
- Examination

Reference:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/account/accountindex.aspx>

VCE AUSTRALIAN AND GLOBAL POLITICS

Study summary:

VCE Politics is the study of contemporary power, conflict and cooperation in a world that is characterised by unpredictability and constant change. In this study students investigate contemporary issues of conflict, political stability and/or change within Australia, the Indo-Pacific region and globally. They consider how national and global political actors respond to issues and crises such as national political reform, climate change, violent conflicts, human rights, sustainability and development, inequality and global economic instability.

What knowledge and skills do students learn?

Unit 1	Politics, power and political actors Power and national political actors Power and global political actors
Unit 2	Democracy: stability and change Issues for Australia's democracy Global challenges to democracy
Unit 3	Global cooperation and conflict Global issues, global responses Contemporary crises: conflict, stability and change
Unit 4	Power in the Indo-Pacific Power and the national interest Australia in the Indo-Pacific

How is student learning assessed?

- A multimedia presentation
- A case study
- An essay
- A report
- A test
- Structured questions
- Short-answer questions
- An extended response
- Examination

Reference:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/intpolitics/intpoliticsindex.aspx>



VCE BUSINESS MANAGEMENT

Study summary:

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first 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 continued success of a business.

Students develop an understanding of the complexity of the challenges facing decision makers in managing these 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 to contemporary challenges in establishing and maintaining a business.

What knowledge and skills do students learn?

Unit 1	Planning a business The business idea Internal business environment and planning External business environment and planning
Unit 2	Establishing a business Legal requirements and financial considerations Marketing a business Staffing a business
Unit 3	Managing a business Business foundations Human resource management Operations management
Unit 4	Transforming a business Reviewing performance – the need for change Implementing change

How is student learning assessed?

<ul style="list-style-type: none">● Case study analysis● Structured questions● Business survey and analysis● An interview and a report on contact with business	<ul style="list-style-type: none">● Report in written format● Business research report● Examination● A business simulation exercise● A school-based, short-term business activity
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Reference:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/busmngmnt/businessstindex.aspx>

VCE ECONOMICS

Study summary:

Economics is the study of how individuals and societies use resources to satisfy needs. It is central to understanding why individuals and societies behave as they do. Students will develop an awareness of the links between economics and the influence of political, ethical, environmental and social forces on economic decision making. VCE Economics equips students with a unique set of concepts, ideas and tools including economic reasoning and cost-benefit analysis, apply to individual and social circumstances with the aim of being informed citizens, consumers, workers, voters, producers, savers and investors. Such skills will enable them to solve economic problems and help them understand the dynamic nature of the economy, society and environment in which we live, play, and work.

What knowledge and skills do students learn?

Unit 1	Economic decision-making Thinking like an economist Decision-making in markets Behavioural economics
Unit 2	Economic issues and living standards Economic activity Applied economic analysis of local, national and international economic issues
Unit 3	Australia's living standards An introduction to microeconomics: the market system, resource allocation and government intervention Domestic macroeconomic goals Australia and the international economy
Unit 4	Managing the economy Aggregate demand policies and domestic economic stability Aggregate Supply Policies

How is student learning assessed?

- An analysis of written, visual and statistical evidence
- A folio of applied economic exercises
- Problem-solving tasks
- A folio of annotated media commentaries using print or electronic materials
- A report of an investigation and Case studies
- A debate, An essay, A webpage and A presentation (oral, multimedia, visual)
- Economic simulation activities;

Reference:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/economics/economicsindex.aspx>

VCE GEOGRAPHY

Study summary:

VCE Geography enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface. In doing so, they develop a better understanding of their own place and its spaces and those in other parts of the world. These spatial perspectives, when integrated with historical, economic, ecological and cultural perspectives, deepen understanding of places, environments and human interactions with these.

In VCE Geography students develop a range of skills, many of which employ spatial and digital technologies. Investigative skills develop students' ability to conduct geographic study and inquiry including the collection of primary data through observation, surveys, fieldwork, and the collection of data and information from relevant secondary sources.

What knowledge and skills to students learn?

Unit 1	Hazards and disasters Characteristics of hazards Response to hazards and disasters
Unit 2	Tourism: issues and challenges Characteristics of tourism Impact of tourism: issues and challenges
Unit 3	Changing the land Land cover change Land use change
Unit 4	Human population: trends and issues Population dynamics Population issues and challenges

How is student learning assessed?

- A fieldwork report of approximately 1500–2000 words, and at least one of:
- Structured questions and folio exercises
- A case study and a report

Reference:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Geography/Pages/index.aspx>

VCE HISTORY: REVOLUTIONS

Study summary:

History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures. In Units 3 and 4, students examine revolutions – the great ‘disjuncture’ of modern times which mark deliberate attempts at new directions. Revolutions share the common aim of breaking with the past by destroying the regimes and societies that engender them and embarking on a program of political and social transformation.

What knowledge and skills do students learn?

Unit 1	Modern History – Change and Conflict Ideology and conflict Social and cultural change
Unit 2	Modern History – The changing world order Causes, course, and consequences of the Cold War Challenge and change
Unit 3	The Russian Revolution Revolutionary ideas, leaders, movements and events Creating a new society
Unit 4	The French Revolution Revolutionary ideas, leaders, movements and events Creating a new society

How is student learning assessed?

- Research report
- Analysis of visual and/or written documents
- Historiographical exercise
- Essay
- Examination

Reference:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/history/revolutions/revolutionindex.aspx>

VCE LEGAL STUDIES

Study summary:

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, the relationship between the people and the Australian Constitution, rights protection in Australia, and the justice system.

What knowledge and skills do students learn?

Unit 1	The presumption of innocence Legal foundations Proving guilt Sanctions
Unit 2	Wrongs and rights Civil liability Remedies Human rights
Unit 3	Rights and justice The Victorian criminal justice system The Victorian civil justice system
Unit 4	The people, the law and reform The people and the law-makers The people and reform

How is student learning assessed?

- Case study
- Structured questions
- An essay
- Report in written format
- Report in multimedia format
- Examination

Reference:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/legalstudies/legalindex.aspx>

VCE SOCIOLOGY

Study summary:

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. There is no single sociological perspective, rather, there are several theories that offer different ways of understanding human society. Sociologists use these theories and frameworks in a complementary way to attempt to objectively examine social issues and explain concepts. In VCE Sociology students examine key theories regarding family, deviance, ethnicity, community and social movements.

What knowledge and skills do students learn?

Unit 1	Youth and family Category and experience of youth The family
Unit 2	Deviance and crime Deviance Crime
Unit 3	Culture and ethnicity Australian Indigenous cultures Ethnicity
Unit 4	Community, social movements and social change Community Social movements and social change

How is student learning assessed?

- An analysis of text-based or visual representation/s
- A multimedia presentation
- A report
- Structured questions
- An extended response
- A film analysis.
- An essay

Reference:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Sociology/Pages/Index.aspx>



VET CERTIFICATE II IN BUSINESS

Rationale

The VCE/VET Business Administration program (BSB20115) provides students with knowledge and skill development for the achievement of competence to enhance their employment prospects within a broad range of business and industry settings.

Course Description

The VCE/VET program offers Certificate II in Business and selected units of competence from Certificate III in Business. The Certificate II and Certificate III in Business programs can provide students with entry level skills to work in a clerical/administrative assistant role as clerical-administrative professionals are employed in all industries. Administrative careers are offered in a range of enterprises from large corporations to small specialist businesses.

Course Delivery

Vocational Education and Training Programs are conducted under the auspices of various Registered Training Organisations. In order to be eligible to successfully complete the requirements of the program, students are permitted to be absent from no more than *two weekly sessions (or the relevant time equivalent)*. Failure to abide by this commitment may result in student withdrawal from the program.

Recognition within VCE

Students studying for the VCE/VET Subject Certificate II in Business will be studying a Unit 1-4 sequence, with graded assessment in the second Year. Certificate II in Business is a scored assessed subject and can be included in a student's best four studies for ATAR purpose, or will count as a fifth or sixth increment if not one of the student's four highest scores. Students wishing to receive a study score for VCE/VET Business must undertake scored assessment. This consists of three coursework tasks, worth 66% of the overall study score and an end of year examination, worth 34% of the overall study score

Recognition within VCE-VM

The VET Business program contributes to the VCE-VM. Students studying VCE-VM VET Business are required to successfully complete units of competency totalling at least 90 nominal hours. Each successful completion of 90 nominal hours will contribute one VCE-VM credit towards satisfactory completion of the VCE-VM. The VET Business program will satisfy the eligibility requirement for the Industry Specific Skills and Work Related Skills strands. VET Business students are not required to sit the end of year examination.

Satisfactory Completion

In order to be promoted into the second year of a VET program students must demonstrate competency for at least 75% of the combined nominal hours for all units of competency within the program.

Assessment Tasks

Assessment tasks allow students to apply their knowledge and skill to questions satisfying both RTO and VCAA requirements:

- Portfolio
- Product
- Work Project
- Topic Tests
- End of year examination

Year 1

BSBWHS201A Contribute to health and safety of self and others (20 nominal hours)

BSBCM201A Communicate in the workplace (40 nominal hours)

BSBWOR203A Work effectively with others (15 nominal hours)

BSBITU201A Produce simple word-processed documents (60 nominal hours)

BSBWOR202A Organise and complete daily work activities (20 nominal hours)

BSBINM201A Process and maintain workplace information (30 nominal hours)

BSBINM202A Handle mail (15 nominal hours)

BSBITU203A Communicate electronically (20 nominal hours)

BSBSUS201A Participate in environmentally sustainable work practices (20 nominal hours)

BSBWOR204A Use business technology (20 nominal hours)

Year 2

BSBWOR301A Organise personal work priorities and development (30 nominal hours)

BSBINM301A Organise workplace information (30 nominal hours)

BSBITU306A Design and produce business documents (80 nominal hours)

BSBPRO301A Recommend products and services (20 nominal hours)

BSBCUS301B Deliver and monitor a service to customers (35 nominal hours)



THE VICTORIAN CERTIFICATE OF EDUCATION VOCATIONAL MAJOR (VCE-VM)

Literacy
Numeracy
Personal Development Skills
Work Related Skills
VET Course
Structured Workplace Learning

Many Talents, One VCE

Many talents. One VCE.

vic.gov.au/oneVCE
Search one VCE.

VCE-VM LITERACY

Study summary:

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency. As students develop these skills, they engage with texts that encompass the everyday language of personal experience to the more abstract, specialised and technical language of different workplaces, including the language of further study.

VM Literacy is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stages of their lives through experiential learning and authentic learning experiences.

What knowledge and skills do students learn?

Unit 1	Area of Study 1: Literacy for personal use Area of Study 2: Understanding and creating digital texts
Unit 2	Area of Study 1: Understanding issues and voices Area of Study 2: Responding to opinions
Unit 3	Area of Study 1: Accessing and understanding informational, organisational and procedural texts Area of Study 2: Creating and responding to organisational, informational or procedural texts
Unit 4	Area of Study 1: Understanding and engaging with literacy for advocacy Area of Study 2: Speaking to advise or to advocate

How is student learning assessed?

A reflective journal	A case study
A narrative, expository or informative piece	A response to structured questions
A performance	A recorded debate or discussion
A digital presentation	A series of annotations and summaries
A video, podcast or oral presentation	A set of instructions including visuals/diagrams
A research task	A brochure or report including visuals/diagrams

Reference:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/VCEVMLiteracy/Pages/Index.aspx>



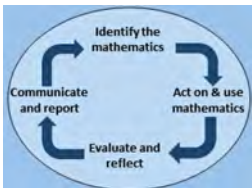
VCE-VM NUMERACY

Study Summary

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community. The contexts are the starting point and the focus, and are framed in terms of personal, financial, civic, health, recreational and vocational classifications. These numeracies are developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

What knowledge and skills do students learn?

Unit 1 and Unit 3	Unit 2 and Unit 4
Area of Study 1: Number Area of Study 2: Shape Area of Study 3: Quantity and measures Area of Study 4: Relationships	Area of Study 1: Dimension and direction Area of Study 2: Data Area of Study 3: Uncertainty Area of Study 4: Systematics

Outcome 1 Numeracy in Context	Outcome 2 Problem Solving Cycle	Outcome 3 Mathematical Toolkit
<i>Personal numeracy</i> <i>Health numeracy</i> <i>Financial numeracy</i> <i>Civic numeracy</i> <i>Vocational numeracy</i> <i>Recreational numeracy</i>		<i>Select and effectively use a wide range of appropriate mathematical tools (analogue and digital / technological)</i>

Investigations and projects.	For example, students may undertake the costings of a project, including budgeting, invoices, receipts and money handling, or consider loans or mortgages including interest and repayments for buying a car or a house.
Multimedia presentation, poster or report.	For example, an outline of food requirements for an athlete preparing for their sport that includes nutrition, recipes, calories required and exerted, energy requirements, and measurements including distances.
Portfolio	For example, students may plan design and run an event for the community, taking into consideration factors such as budgeting, measuring, time and travel.
Tests and Quizzes	Short Answer and Multiple-Choice questions

Reference:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/VCEVMNumeracy/Pages/Index.aspx>

VCE-VM PERSONAL DEVELOPMENT SKILLS

Study summary:

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community. PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.

What knowledge and skills do students learn?

Unit 1	Unit 1: Healthy individuals Area of Study 1: Personal identity and emotional intelligence Area of Study 2: Community health and wellbeing Area of Study 3: Promoting a healthy life
Unit 2	Unit 2: Connecting with community Area of Study 1: What is community? Area of Study 2: Community cohesion Area of Study 3: Engaging and supporting community
Unit 3	Unit 3: Leadership and teamwork Area of Study 1: Social awareness and interpersonal skills Area of Study 2: Effective leadership Area of Study 3: Effective teamwork
Unit 4	Unit 4: Community project Area of Study 1: Planning a community project Area of Study 2: Implementing a community project Area of Study 3: Evaluating a community project

How is student learning assessed?

- A reflective journal
- A case study
- A project plan
- A research task
- Annotated photographs
- A critical evaluation of an activity
- A visual presentation
- An oral, digital or written report
- A record and reflection of guest speaker/s with community member/s
- A record of active implementation, participation and execution of a planned project

Reference:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/VCEVMPersonalDevelopmentSkills/Pages/Index.aspx>



VCE-VM WORK RELATED SKILLS

Study summary:

VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway. Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).

What knowledge and skills do students learn?

Unit 1	Unit 1: Careers and learning for the future Area of Study 1: Future careers Area of Study 2: Presentation of career and education goals
Unit 2	Unit 2: Workplace skills and capabilities Area of Study 1: Skills and capabilities for employment and further education Area of Study 2: Transferable skills and capabilities
Unit 3	Unit 3: Industrial relations, workplace environment and practice Area of Study 1: Workplace wellbeing and personal accountability Area of Study 2: Workplace responsibilities and rights Area of Study 3: Communication and collaboration
Unit 4	Unit 4: Portfolio preparation and presentation Area of Study 1: Portfolio development Area of Study 2: Portfolio presentation

How is student learning assessed?

- A record of data analysis
- A research task
- A career and education report
- A career and education presentation
- A career action plan
- A skills audit
- A further education and/or training plan
- A cover letter
- A resume
- A mock interview
- A case study
- A role play of performance
- Evidence of research into a variety of portfolios to identify purpose, characteristics, intended audience and appropriate artefacts.
- Presentation of a portfolio related to a target industry or target audience panel.
- Evaluation of presented portfolio

Reference:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/VCEVMWorkRelatedSkills/Pages/Index.aspx>

VET COURSES AVAILABLE TO VCE-VM STUDENTS

Students in the VCE-VM are required to complete one of these VET Courses that aligns with their vocational career pathway. It is advised that students stay in their VET Course for year 11 and 12 in order to complete the whole VET qualification. For students to fulfill the requirements of their VCE-VM certificate they need to also satisfy the minimum requirements of their selected VET Course.

VET Programs offered at Hume Central Secondary College

- VCE VET Business
- VCE VET Community Services
- VCE VET Engineering
- VCE VET Furniture Making
- VCE VET Information, Digital Media and Technology
- VCE VET Sport & Recreation
- VCE VET Engineering

VET Programs offered to VCE-VM students at an External Provider (TAFE)

- VCE VET Allied Health Assistance (Kangan Institute) ES
- VET Animal Studies (Kangan Institute) BM – one year course
- VET Applied Fashion Design and Technology (Kangan Institute) CR
- VET Automotive - Mechanical Stream (Kangan Institute) DL
- VET Automotive - Paint and Panel Stream (Kangan Institute) DL
- VET Building and Construction - Carpentry (Kangan Institute) BM
- VET Electrotechnology (Kangan Institute) BM
- VET Engineering (Kangan institute) BM
- VET Salon Assistant (Hair) (Kangan Institute) CR – one year course
- VET Make up (Cert III) (Kangan Institute) CR
- VET Kitchen Operations (Kangan Institute) BM
- VET Information, Digital Media and Technology (Kangan Institute) BM
- VET Plumbing (Kangan Institute) BM
- VET Visual Arts (Kangan Institute) BM - one year course

BM: Broadmeadows Campus
CR: Cremone Campus
DL: Docklands Campus
ES: Essendon Campus



STRUCTURED WORKPLACE LEARNING

Students are required to complete ONE of the following in Year 11 and 12.

OPTION 1: A one day a week work placement with an employer/business/organisation that aligns with the student's VET Course industry in order to gain experience for their post-school career.

- o E.g. VET Plumbing = Work placement with plumber or plumbing business.

OPTION 2: A School Based Apprenticeship/Traineeship

- a) Agesture (Cert III Horticulture) @ The Homestead Learning and Community Centre in Roxburgh Park – Organised in partnership with school (year 11 only)
- b) Head Start (Various Industries)

Head Start School Based Apprenticeship/Traineeships (SBAT)

The Head Start Program is for motivated and driven students who have a really clear vocational career goal they want to pursue while in their senior schooling years, in order to get a head start on their post school apprenticeship or traineeship while at school. Students who are engaged in a Head Start SBAT are not required to engage in another VET Course or SWL Placement as above. In discussion with the Head Start Coordinator, Team Leader and VAL Leader, students will work with their employer 1 – 2 days a week.

Students will also complete a Certificate III TAFE Course with an external provider in one of the following ways:

OPTION 1: Student will attend onsite classes at a TAFE Provider one day a week as determined by the TAFE provider

OPTION 2: Student will complete 4 one-week blocks of TAFE training at an external TAFE provider in the year.

OPTION 3: Students learning and assessment of knowledge and skills in their apprenticeship are assessed on the job at the work site through an assessor who will organise multiple visits a year with employer and student.

(SWL-R and SBAT-R)

Students will be required to document their learning while on an SWL placement or SBAT, they will be given time in mentoring to complete this documentation. Successful students will gain 1 senior credit towards their VCE-VM Certificate for the completion of a work placement and the accurate documentation of their learning during the placement.



YEAR 10 2024 COURSE GUIDE

Introduction:

In Year 10, students undertake the compulsory, 'core curriculum' subjects, English and Mathematics. As well as these core subjects, students choose subjects from eight 'Specialisation' units (four per semester) that meet their education, career and employment pathway needs and interests.

Students **must** select one subject from each of the following specialisation units and then a further **three** subjects from any of the Specialisation areas (**making a total of eight subjects** from the Specialisation areas).

The Specialisation areas offered in 2024 are:

1. Health and Physical Education
2. Humanities
3. Science
4. Technology
5. The Arts
6. English
7. Mathematics
8. Language Spanish

To assist their planning, students may collect the '**Year 10, 2024 Course Selection Form**' at the '**2024 Subject Expo/Course Information Session**' in Week 3 of Term 3, 2023.

The Specialisation units offered in 2024 are as follows:

Accounting (Humanities)

In this unit you will focus on personal financial decision making. This will include the calculation of; personal income based on Modern Awards, taxation on wages, superannuation and decisions related to them. You will develop personal budgets and use budget variance reports for decision making and learn about a variety of bank accounts that will help you make investing decisions that maximise your savings. You will learn to interpret source documents for a single-owner micro business in the service industry and use the source documents to classify and summarise transactions into cash journals. You will use the journals to prepare simple financial statements that can then be used to make business decisions.

This unit leads to: **VCE Accounting**

Biology (Science)

In this unit you will identify and describe the function of structures within cells and investigate major chemical processes of cells, such as photosynthesis. You will also utilise the light microscope to examine a variety of cells first hand. You will recognise that the transmission of heritable characteristics, such as eye colour and blood type, from one generation to the next involves DNA and genes. You will understand the structure of DNA and RNA and their roles in making proteins. You will also review your understanding of biodiversity and then expand into describing biodiversity as a function of evolution. You will engage in a range of scientific investigations to develop key science skills. You will be able to write scientific questions and hypotheses and learn how to communicate the results appropriately.

This unit leads to: **VCE Biology**

Business Economics (Humanities)

In this unit you will learn about planning and decision making in relation to commencing or purchasing a small business. Owning and operating your own small business can be challenging, rewarding, exciting as well as hard work. How do you develop a plan? What considerations need to be made? In addition, you will investigate options for investing money, such as banks, real estate and the share market.

This unit leads to: **VCE Business Management**

Chemistry (Science)

In this unit you will study the atomic structure and the history of the development of the atomic model. You will study the periodic table and be able to write the electronic configuration for a range of elements representative of the major groups and periods. You will also study types of chemical bonds, chemical formulae, and types of reactions including neutralisation, precipitations and combustions. You will learn how to balance equations and explore the properties of acids, bases and neutral substances. When carrying out experiments, you will develop questions and hypotheses, design and/or modify methods of investigation, and learn how to communicate the results appropriately.

This unit leads to: **VCE Chemistry**

Design and Technology - Textiles (Technology)

In this unit you will investigate and then design products to solve problems for clients and end-users. You will plan and make products, i.e. bags and more complex garments of high-quality using tools and equipment safely. You will also evaluate the success of products and suggest changes for improvement.

This unit leads to: **VCE Product Design and Technology**

Design and Technology - Wood (Technology)

In this unit you will investigate and then design products to solve problems for clients and end-users. You will plan and make products, i.e. useful everyday products of high-quality using tools and equipment safely. You will also evaluate the success of products and suggest changes for improvement.

This unit leads to: **VCE Product Design and Technology and VCE & VET Furniture Pathways**

Employability Skills (Vocational and Applied Learning)

In this unit you will undertake applied learning projects based on various vocational and student interest areas. Students will investigate their career pathways and future opportunities, prepare a resume and cover letter for a job interview, complete first aid training and participate in and lead community-based projects. During these projects you will be developing your employability skills including teamwork, planning and organising, problem-solving, initiative, leadership and communication.

This unit leads to: **VCE-Vocational Major and Vocational Education and Training**

Environmental Science (Science)

In this unit, you will explore the way humans interact with, and impact on, their environment. You will describe and analyse the living and non-living components of the Earth's global spheres and explore how they are affected by natural disasters and climate change. You will consider how the activity of humans is enhancing the greenhouse effect and explore the consequences of climate change for the plants and animals that call Earth home.

You will learn about the components of ecosystems and explore the biodiversity found on Earth, in Australia, in Victoria, and in our local Town Park ecosystem. You will investigate how plants and animals go extinct, and explore the conservation efforts currently underway to save unique Australian animals such as the Tasmanian devil and endangered Victorian animals including the Leadbeater's possum and the helmeted honeyeater. You will explore how the First Nations people cared for the land and how traditional land management practices such as firestick management are currently being used to repair the damage caused to the Australian landscape. When carrying out experiments, you will develop questions and hypotheses, design and improve appropriate investigation methods, for fieldwork and laboratory investigations, and learn how to communicate the results of a scientific experiment.

This unit leads to: **VCE Environmental Science**



Food Studies (Technology)

In this unit you will investigate and then design products to solve problems for clients and end-users. You will plan and make products, i.e. foods for celebrations and multicultural dishes of high-quality using tools and equipment safely. You will also evaluate the success of products and suggest changes for improvement.

This unit leads to: **VCE Food Studies and VET Hospitality**

Geography: Environment & Development (Humanities)

In this unit you will learn about natural environments through fieldwork and research. You will explore the interaction of human activities with the natural environment through the study of issues such as inland water management, urbanization and pollution. Additionally, you will research issues such as hunger and poverty. You will investigate contrasts in living conditions from the Asia Pacific to Africa. You will explore how effective development projects are, and the impact of foreign aid and population control.

This unit leads to **VCE Geography or VCE Australian and Global Politics**

Health (Health and Physical Education)

In this unit you will develop the knowledge, attitudes, values and skills to become actively involved in shaping the influences that determine not only an individual's own health and development, but that of their local and global community. You will study the health status of Australians and how to measure it, as well as the role that nutrition plays in health, and the prevention of diet related diseases.

The unit leads to: **VCE Health and Human Development**

History: World War Two & Human Rights (Humanities)

In this unit you will explore the impact of the peace treaties that ended the First World War, the rise of Communism, Fascism and Nazism and the causes of the Second World War. You will investigate wartime experiences of a variety of participants as well as the outcome and impact of the conflict. The second unit of this study focuses on the global struggle for human rights in the 20th century, including campaigns for national independence, civil rights movements and the creation and role of the United Nations.

This unit leads to: **VCE 20th Century History VCE Australian and Global Politics**

Information Technology/Multimedia (Technology)

The Year 10 Information Technology subject aims to provide participants with up to date IT the knowledge and skills. The program also enables participants to gain necessary skills in the IT area. The course will allow students to development skills, knowledge and competence in website development and animation. Adobe software such as Dreamweaver, Flash and Photoshop are used throughout the course. Students learn the process of analysing, designing, developing and evaluating their created multimedia product.

This unit leads to: **VET Multimedia/IT and VCE Information Technology**

Legal Studies (Humanities)

In this unit you will learn about law and regulation. The study will focus on two key areas: where have our laws come from and why do we need them? That is, what is the role of Parliament and the courts in the creation of laws in our society? You will explore the concept of democracy and the key features and institutions of the Australian legal and political system; the second key area you will focus on asks: why must laws change? This section of the course will look at important cases and events in society that have led to changes in the law.

This unit leads to: **VCE Legal Studies**

Literature (English)

In this unit you will develop your enjoyment and appreciate the merits of a variety of different texts. Students will be exposed to a variety of literary modes such as short stories, poetry, plays and a novella. Students will develop their ability to closely analyse works of literature by developing a thorough understanding of literary features and how they create meaning. By analysing the historical, social and cultural context in which texts were created, students will gain insight into the authorial intentions and how these contexts may influence a writer's views and values. By adapting texts to suit a creative purpose, students will gain insight into how to write for an audience and employ appropriate literary choices. Students will also gain an understanding of critical review and will analyse texts through different literary lenses.

This unit leads to: **VCE Literature**

Sociology (Humanities)

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. In Year 10 Sociology we will develop an understanding of the study of sociology. You will learn about the theories that have prompted social change in the world. This course will allow you to understand the structure and function of social groups, with a focus on youth and family. You will examine the how and why people behave the way they do when they interact in a group. We will explore concepts of deviance and crime and analyse why people commit crimes or engage in anti-social behaviour. This course enables participants to learn how to conduct research into human behaviour.

This unit leads to: **VCE Sociology**

Foundation Mathematics – Semester 1 subject only

In this unit you will develop mathematical reasoning skills. This course will focus on project based learning and making links between mathematical concepts. You will learn strategies to solve mathematical problems using algebra to model real world problems. You will investigate equivalence of mathematical representations, including number and algebra. This course is highly recommended for students that want to improve their mathematical thinking and further develop their understanding of numeracy.

This unit leads to: **VCE Foundation Mathematics and VCE General Mathematics**



Advanced Maths Methods –Semester 2 subject only

In this unit you will prepare to study algebra and functions in preparation for VCE Mathematical Methods. In this course you will study the topics of algebra, functions (polynomials, circular, exponential and logarithms) and geometric proofs. This course provides additional preparation material for students intending to study VCE Mathematical Methods. Students will learn how to solve and sketch various non-linear functions and prove geometric theorems. This elective is in conjunction with Maths Methods and is highly recommended for students who intend on studying VCE Mathematical Methods.

This unit leads to: **VCE Mathematical Methods**

Media (The Arts)

In this unit you will learn how media representations are constructed and used in advertisements on TV, in films, in magazines and newspapers. You will learn about media products and how they are produced. You will create a short video product - a TV commercial, a magazine advert, a video report or a video story or scene. You will develop your practical media skills and theoretical knowledge of media in society.

This unit leads to: **VCE Media**

Music (The Arts)

This unit is targeted towards students who have limited or no experience as an instrumentalist or vocalist. In this unit you will develop skills as an instrumentalist or vocalist and present a performance on your chosen instrument or voice to the class. You will investigate the skills and strategies used in Jazz Improvisation and develop skills in evaluating the performances of others and yourself. You will study music theory and aural perception skills to develop a greater understanding of the music you perform and hear.

This unit leads to: **VCE Music Performance**

Outdoor Education (Health and Physical Education)

In this unit students will learn about Victoria environments and the variety of ways humans can interact with these environments. Students will study a range of outdoor recreational activities and will be required to complete practical field trips over two days involving some of these activities. The students will plan and participate in an overnight camp which involves recreation activities, conservation practices, environmental interpretation, group development and leadership.

This unit leads to: **VCE Outdoor and Environmental Studies**

Physical Education (Health and Physical Education)

In this unit you will participate in fitness testing/lab reports with the aim of improving your physical performance. You will examine the relationship between physical and biological factors that affect physical performance through the study of anatomy, physiology, fitness,

energy systems and the effects of training. You will also study the Human Body and its systems including the Skeletal, Circulatory, Muscular and Respiratory systems and how they relate to exercise.

This unit leads to: **VCE Physical Education**

Physics (Science)

In this unit you will learn about Motion, Energy and introduction to Electricity.

The Motion topic focuses on the quantities of displacement, acceleration and velocity and uses them to predict the motion of an object. Newton's laws of motion are utilised to explain observations and predict outcomes. You will also learn about the forces involved in car crashes and how collision investigators help reconstruct what happened using Newton's three laws of motion. In the Energy topic, you will learn about the transfer and transformation of energy and investigate how wind turbines work. You will use this knowledge to design your own experiment to test the energy efficiency of various wind turbine setups. The electricity topic explores a variety of aspects involved in electrical energy including voltage, current and resistance. You will also investigate the differences between series and parallel circuits. When carrying out experiments, you will develop questions and hypotheses, design and/or modify methods of investigation, and learn how to communicate the results appropriately.

This unit leads to: **VCE Physics.**

Psychology (Science)

In this unit you will learn about how the mind works and why we behave as we do.

You will be introduced to the science of Psychology, looking at the role of the brain and nervous system in day to day processes. In the research methods in Psychology unit, you will learn the seven steps of psychological research, engaging in your own experiments. Finally, you will look into the mind of criminals in forensic Psychology, and the processes of memory and learning.

This unit leads to: **VCE Psychology**

Art Making & Exhibiting 2D (The Arts)

In this unit you will enjoy learning by developing a folio and completing works of art. You will improve your skills in drawing (printmaking, pastels and charcoal) and painting by learning techniques from famous artists. You will have fun completing large works using landscape or seascape and people. You will investigate artists' lives and how they changed the way we see the world today.

This unit leads to: **VCE Art Making & Exhibiting , VCE Visual Communication and Design and VCE Art**

Art Making & Exhibiting 3D (The Arts)

Learning is fun with clay! Studio Arts 3D is a transition into Studio Art and Visual Communication Design in Year 11. 3D Studio Art is a folio design process (just like in VCE). This means you will need to investigate to come-up with your best solution/ idea using papier-



maße and clay to make your sculptures. We will learn about two artists and Pop Art to help us create works of art by using their techniques.

This unit leads to: **VCE Art Making & Exhibiting** , **VCE Visual Communication and Design** and **VCE Art**

Visual Communication (The Arts)

In this unit you will examine, analyse and develop techniques in environmental, industrial and communication design. You will learn how technical and manual drawings are used in the production of visual communications. You will use computers to refine your ideas and make final presentations. You will navigate software to create raster-based and vector-based artwork.

This unit leads to: **VCE Studio Art**, **VCE Visual Communication and Design** and **VCE Art**

Spanish (Languages)

Put your Spanish to practice by exploring global issues such as the environment, social media, and tourism through interactions with your peers and wider Spanish-speaking community. In this subject, you will have the opportunity to immerse yourself in the Hispanic culture through a range of rich and authentic experiences with the Spanish-speaking world, while also consolidating and expanding your intercultural and metalinguistic awareness. ¡Vamos! This subject leads to: VCE Spanish.

FREQUENTLY ASKED QUESTIONS

Do I have to study Mathematics?

It is not a requirement of the VCE that students undertake Mathematics, however, Mathematics at least to year 11 may be a prerequisite for tertiary courses. The VCE-VM requires students to undertake Numeracy studies. Check your TERs for prescribed Mathematics requirements for University and TAFE courses. VCE-VM students need to complete approved Numeracy studies within their VCE-VM program.

Do I have to study English?

It is a requirement that all students undertake studies within the English group. The VCE-VM requires students to undertake Literacy studies.

Does VET contribute to my VCE or VCE-VM Certificate?

VET contributes to both the VCE and VCE-VM. You can have an unlimited number of VET studies in your VCE program. You need to be aware that VTAC places restrictions on certain combinations of VCE and VET studies. If you intend applying, you will need to be aware of these restrictions. Visit the VTAC website www.vtac.edu.au

All VCE-VM students must incorporate VET within their program. Some VET involves classes outside regular school hours and may involve classes at a local school or TAFE.

Can I change from VCE-VM to VCE?

It may be possible for this to occur as successfully completed VCE-VM and VET units can be used in your new VCE program. However, students who do change may find that they will require more time to complete the requirements for VCE than the regular two year period.

Can I change from VCE to VCE-VM?

It may be possible for this to occur, as successfully completed VCE units can be used in your new VCE-VM program. However, students who wish to transfer to VCE-VM are required to have successfully completed 90 hours of a VET program, and have achieved an S result at least 3 of their VCE Units in Semester 1.

Can I change units if I don't like what I have chosen?

It is possible to change units 1 and 2 at the end of a semester when the process is undertaken as specified and published providing there is not a 'clash' of units and 'room' in classes. However, this is not the case for Unit 3 and 4 and VET subjects.

Does my study of language at the VSL count?

VCE LOTE units will contribute to the VCE when the enrolment is registered. Forms will be issued from the VSL that will need to be provided for HCSC to record the enrolment.



Are some subjects more valuable than others?

All VCE, VET and VCE-VM studies are valuable areas of learning. Each subject is studied for the same number of periods at the VCE and VCE-VM level, although VET may involve extra time to comply with course requirements. Before the scores of different VCE studies can be added together for the ATAR, they need to be scaled to take into account the different ability levels of the students taking different studies. This ensures that the ATAR provides a fair comparison for all students regardless of the combination of studies they take. The scaled score is called the ATAR subject score.

COURSE AND SUBJECT SELECTION RESOURCES AND FURTHER READING

Additional information to assist students and their families to make informed course and subject selections can be obtained from the following sources:

2025 Prerequisite Guide (for the current Year 10s)

This gives information from Universities and TAFE Colleges specifying any prerequisites students MUST have if they wish to be considered for tertiary courses in the applicable year. This information can be downloaded from the VTAC website at www.vtac.edu.au

The 2024 TAFE Course Directory

This book outlines all the courses in the TAFE system, the colleges at which they are offered and their entry requirements www.tafe.vic.gov.au.

VTAC Website

www.vtac.edu.au The VTAC website provides data and details about all courses currently on offer and the institutions that offer these courses. VTAC CourseLink.

Note: course details updated each year in August.

Other Useful Websites:

<http://www.myfuture.edu.au>

<http://www.careerkey.org/english/>

<http://www.curriculum.edu.au/ozjac/index.htm>

<http://www.vic.gov.au/employment-workplace/career-development/apprenticeships-traineeships.html>



VCE SUBJECT SELECTION PRACTICE GRID

Practise mapping your learning programs by entering subjects into the blank cells in the grid. It is a good idea to work backwards from Year 12.

		Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6	Subject 7	Subject 8
YR 10	Semester 1	English	Maths						
	Semester 2	English	Maths						
YR 11	Semester 1	<i>Please Circle</i> English English EAL Literature English Language							
	Semester 2	<i>Please Circle</i> English English EAL Literature							
YR 12	Semester 1	<i>Please Circle</i> English English EAL Literature							
	Semester 2	<i>Please Circle</i> English English EAL Literature							

YEAR 10 – 2024

SPECIALISATION COURSE SELECTION FORM

Student Name:	Mentor Group:
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1. **Read the full 2024 Year 10 Course Selection Handbook – under ‘Curriculum’ heading at: www.humecentralsc.vic.edu.au**
2. **Number** the box next to the subjects you would like to study in 2024.
 - a. You must select **one subject** from each of the **5 specialisation** areas (Compulsory English and Maths have been already selected for you), **excluding Maths and English – use the number ‘1’ for this choice.**
 - b. **Add in a preference ‘2’ and ‘3’ in each Learning Area box.**
 - c. Now, you need to select a further **three** areas from any area except English. This can include the Mathematics extra classes. This step is to be completed in the ‘Free Choice’ box further down on this page.
3. Make a photocopy of your selection form, so you have a record of your choices. Use this form to practise and complete the final electronic form of this document for submission.
4. Your electronic selection form **must be completed and submitted** online no later than **Wednesday, August 9th, 2023.**

Write down 2 careers/occupations you are considering in the future.

1.	2.
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SUBJECT	NO
ENGLISH	
English	1
MATHEMATICS	
General Maths	
Maths Methods	
Extension Maths Methods Elective	
Pre-General Maths	
SCIENCE	
Environmental Science	
Biology	
Chemistry	
Physics	
Psychology	
HEALTH AND PHYSICAL EDUCATION	
Physical Education	
Health and Human Development	
Outdoor Education	
ARTS	
Visual Communication	
Studio Art	
3D Art	



SUBJECT	NO
ARTS	
Music	
Media	
TECHNOLOGY	
Food Studies	
Information Technology/Multimedia	
Design and Technology Materials (Wood)	
Design and Technology Textiles	
HUMANITIES	
Accounting	
Business Economics	
Geography: Environment & Development	
History: World War Two & Human Rights	
Legal Studies	
Sociology	
SPANISH	
Spanish	
VOCATIONAL AND APPLIED LEARNING	
Employability Skills	

FREE CHOICE
Now select and circle the three Learning Areas that you would like to select in addition to the compulsory subject from each specialisation area:
Technology Humanities The Arts Mathematics Science Health & PE Spanish

Signatures	
Student Signature	Date:
Parent/Guardian Signature	Date:

HUME CENTRAL SECONDARY COLLEGE

APPLICATION TO STUDY A VCE UNIT 1 /2 SUBJECT OR VET YR 1 PROGRAM IN YEAR 10

Student Name: _____

HCSC Campus: Blair Street Dimboola Road

VCE Unit 1 and 2 sequence / VET subject I would like to study in Year 10:

Please outline your reasons for possible selection:

Yr 9 Subject Teacher endorsement (please tick):

Skills Audit	Excellent	Good	Satisfactory
Written/language skills			
Completion of home study			
Organisational skills			
Demonstrated work ethic			

PLEASE NOTE: *Students must be able to demonstrate a record of highly able academic performance.*

Data from academic testing must also support the application.

HCSC will make the final decision regarding students entering this program.

Students may be required to attend an interview with HCSC Town Park staff before a final decision is made regarding eligibility.

Subject Teacher Signature

Subject taught

Parent / Guardian signature

Student Signature

Date: _____ / _____ / 2023

This document must be submitted with the Course Selection Form and returned to HCSC Town Park Campus by Wednesday August 9th, 2023.

Year 9 Team Leader to complete section below:

NAPLAN Results:

Reading: _____ Writing: _____ Spelling: _____ Gram/Punct: _____ Num: _____

Mid-Year Exam Results:					

Year 9 Team Leader: _____ (Signature)