



Senior School Handbook 2025

Table of Contents

EXECUTIVE PRINCIPAL'S WELCOME	4
BENALLA P-12 OVERVIEW	5
SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT	6
STUDENT BEHAVIOURAL EXPECTATIONS	6
CLASSROOM MANAGEMENT PROCESSES	7
SENIOR SCHOOL PATHWAYS	8
YEAR 10	9
YEAR 10 SUBJECTS	9
Year 10 English (Core)	10
Year 10 Science (Core)	10
Year 10 Health and Physical Education (Core)	11
Year 10 Humanities (Core)	12
Year 10 Mathematics (Core)	13
Year 10 Health and Physical Education – Peak Performance (Elective)	15
Year 10 Materials Technology – Automotive (Elective)	15
Year 10 Information & Communications Technology – Media (Elective)	16
Year 10 Materials Technology – Metal (Elective)	16
Year 10 Materials Technology – Wood (Elective)	17
Year 10 Food Technology (Elective)	17
Year 10 Outdoor Education (Elective)	18
Year Health and Physical Education – Peak Performance (Elective)	18
Year 10 The Arts – Art Making and Exhibiting (Elective)	19
Year 10 The Arts – Visual Communication and Design (Elective)	19
VICTORIAN CERTIFICATE OF EDUCATION (VCE)	20
ASSESSMENT IN VCE	21
SCHOOL BASED APPRENTICESHIPS OR TRAINEESHIPS	22
VOCATIONAL EDUCATION AND TRAINING (VET)	23
VICTORIAN CERTIFICATE OF EDUCATION VOCATIONAL MAJOR (VCE VM)	24
VCE VM SUBJECT OVERVIEWS	25
Literacy	25
Numeracy	25
Personal Development Skills	25
Work Related Skills	26
VICTORIAN PATHWAYS CERTIFICATE (VCP)	26
VICTORIAN PATHWAYS CERTIFICATE (VCP) SUBJECT OVERVIEWS	27
Literacy	27
Numeracy	27
Personal Development Skills	27
Work Related Skills	28
PLANNING YOUR PATHWAY	29

	29
KEY DATES	30
FAQ's	30
CAREERS AND PATHWAYS 2025	32
VCE SUBJECT OVERVIEWS	33
VCE BIOLOGY UNITS 1- 4	33
VCE BUSINESS MANAGEMENT 1- 4	34
VCE CHEMISTRY UNITS 1- 4	35
VCE ENGLISH UNITS 1-4	36
VCE FOOD STUDIES UNITS 1- 4	37
VCE HEALTH AND HUMAN DEVELOPMENT 1-4	38
VCE HISTORY UNITS 1- 4	39
VCE LITERATURE UNITS 1-4	40
VCE LEGAL STUDIES UNITS 1-4	41
VCE FOUNDATION MATHS UNITS 1 - 4	42
VCE GENERAL MATHS UNITS 1 - 4	43
VCE MATH METHODS UNITS 1-4	44
VCE SPECIALIST MATHEMATICS UNITS 1-2	45
VCE MEDIA UNITS 1- 4	46
VCE OUTDOOR AND ENVIRONMENTAL STUDIES 1-4	47
VCE PHYSICAL EDUCATION UNITS 1- 4	48
VCE PHYSICS 1- 4	49
VCE PSYCHOLOGY UNITS 1- 4	50
VCE ARTS MAKING AND EXHIBITING 1- 4 (replacing Studio Arts)	51
VCE VISUAL COMMUNICATION AND DESIGN UNITS 1- 4	52
VCE/VET AUTOMOTIVE UNITS 1-4	53
VCE/VET COMMUNITY SERVICES UNITS 1- 4	54
VCE/VET SCREEN AND MEDIA UNITS 1- 4	55
VCE/VET SPORT AND RECREATION UNITS 1-4	56
VCE/VET BUILDING AND CONSTRUCTION UNITS 1-2	57
YEAR 10 (2025) COURSE SELECTION FORM	58
VCE and VCE/VET FAST TRACKING APPLICATION FORM 2025	59
VCE and VCE/VET FAST TRACKING APPLICATION FORM 2025	60
YEAR 11 (2025) VCE COURSE SELECTION FORM	61
VCE COURSE SELECTION FORM	62
VCE VM COURSE SELECTION FORM	63
YEAR 11 (2025) VCE VM COURSE SELECTION FORM	64
YEAR 12 (2025) VCE COURSE SELECTION FORM	65



Benalla P-12 College

Executive Principal – Kylie Cotter

EXECUTIVE PRINCIPAL'S WELCOME

Welcome to Benalla P-12 College Secondary Campus. The senior secondary years of learning are vital in setting students up for further study after school, employment, training, setting up businesses or combinations of these. Throughout the course selection process, students will be guided in selecting units of study in a variety of learning areas to support their pathways post school.

This handbook has been written to assist students to plan a course of study in either of these pathways. It is essential that the handbook be read carefully and that students seek further advice in relation to the choice of subjects within their course of study. Vocational Education Training (VET) subjects can be undertaken as part of a VCE program and are an essential part of a VCE/VM program.



Course selection in the senior secondary years is very important, and is the reason why we spend a lot of time talking to students and families about the selection process. Students will be given other opportunities at school to build on the information in this handbook.

The subjects listed in this handbook are being offered by the College but may not necessarily run in 2025. Decisions about which subjects will run are made later in the year and are based on a range of factors. It is therefore important that students consider alternative subjects in case their first choices are not possible. Staff can help guide subject selection to ensure each student has the prerequisites necessary for their chosen pathway.

The senior secondary program provides a range of student leadership and development opportunities. The college's student leadership program encourages students to undertake positions as House Captains, and School Captains. We also have well developed relationships with a number of universities, and we work hard to ensure that we have Benalla P-12 College students participate in these.

Attendance is an important focus in our College. For satisfactory completion of all subjects, 90% attendance is required in Years 10, 11 and 12. This expectation must be supported by parents and families if students are to experience success both at school and beyond. In support of our students, we provide 'after school' study classes, along with study programs for year 12s during the term 3 breaks. Students are encouraged to participate in these.

Our dedicated staff support and encourage every young person to reach their potential, so I urge you to make the most of every opportunity offered to you. I would like to wish you a very successful year in 2025.

Kylie Cotter - Executive Principal

BENALLA P-12 OVERVIEW

College Vision

Benalla P-12 College ensures that every child learns and is prepared for the future through a commitment to excellence in teaching, high expectations and positive relationships in a safe and inclusive environment.

Overview

We aim to provide a college community environment which is safe, caring and engaging for young people. We have set high standards for ourselves and expect the same of all our students, staff, volunteers, families and visitors to the school.

Students' time in the Middle Years (Years 7 to 9) is a time for learning new and exciting things, ensuring that core knowledge is established, making choices, forming positive relationships, taking healthy risks and learning lots about oneself.

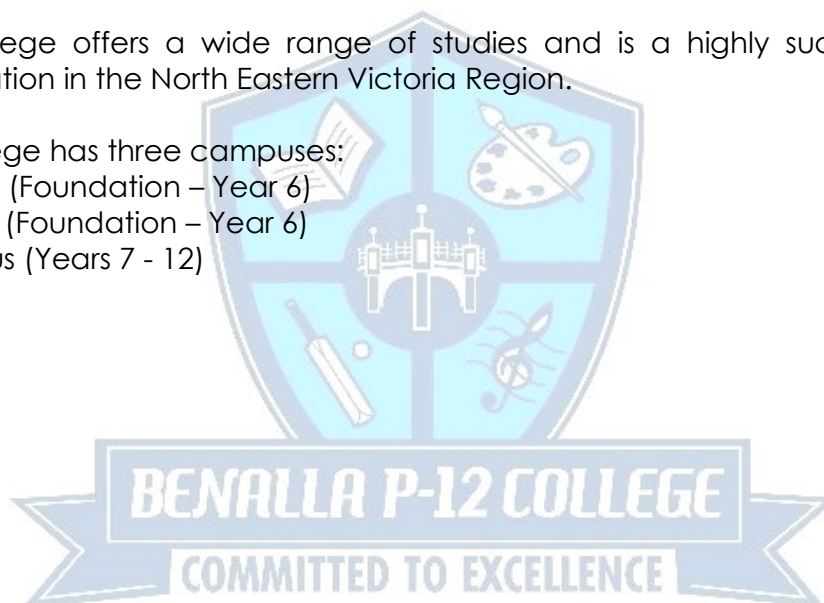
Benalla P-12 College offers a wide range of studies and is a highly successful example of secondary education in the North Eastern Victoria Region.

Benalla P-12 College has three campuses:

Avon St Campus (Foundation – Year 6)

Waller St Campus (Foundation – Year 6)

Faithfull St Campus (Years 7 - 12)



SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT

Benalla P-12 College is a Positive Behaviour Support School. Positive Behaviour Support is a framework that concentrates on teaching explicitly the behaviours we expect of students and then rewarding students when they demonstrate these desired behaviours.

Our expected behaviours at Benalla P 12 College are based on our four values:

Respect, Responsibility, Integrity and High Expectations

We have developed matrixes of expected behaviours for the school in relation to these values. These behaviours are for both staff and students. Rewards for students demonstrating the correct behaviours include verbal praise; positive postcards mailed home and raffle tickets. These raffle tickets are drawn during assemblies and students receive various prizes. Each raffle ticket also gains the student a house point.

As part of the Positive Behaviour Program data is collected on all behavioural issues. This data is used to ensure we are targeting our explicit teaching of required behaviours in the appropriate areas of need.

Overall Positive Behaviour Support is about:

- Establishing and teaching clear expectations for all students in all settings.
- Establishing and teaching clear expectations for all staff.
- Modelling and rewarding these expectations.
- Helping schools, staff, families and community members understand and support the diversity of students, including those students with the most intense support needs.
- Understanding the physical and social contexts of behaviour.
- Using data to guide decisions regarding change.

The School Wide Positive Behaviour Framework helps create a positive school culture where the emphasis is on rewarding the correct behaviour rather than punitive measures for students not demonstrating our school values.

STUDENT BEHAVIOURAL EXPECTATIONS

Benalla P-12 College is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. We are guided, therefore, by our student engagement and wellbeing policy.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

Benalla P-12 will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines.

Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff. Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed.

Disciplinary measures at our school will be applied fairly and consistently.

Students will always be provided with an opportunity to be heard.



CLASSROOM MANAGEMENT PROCESSES

Teachers are required to follow a classroom management plan, to try to engage students in their learning. To keep classes running without disruption, the college created the **4 step process:**

This process is based on a reminder/warning system.

- First warning to alert the students of the unacceptable behaviour.
- Second warning; Student is asked to move to another part of the room or area next to room.
- Third warning is to understand that an exit from class is imminent and a consequence of detention/reflection will follow.
- If behaviour continues or is dangerous the student is removed from class.

Upon an Exit

- Teacher must contact the exit teacher or general office by phone (preferable) or send another student to inform them a student has been exited (if required).

- Student exited by a designated exit teacher to another class room or to a buddy teacher with a behaviour reflection sheet to complete. The student is made to realise that an automatic lunchtime reflection is imminent.

- Student remains in the exit until the end of the lesson.

- If a student refuses to exit they will at minimum receive an After School Reflection. In some cases, they will be sent home and/or suspended for their defiance.

- The teacher writes a report of the incident on compass, informs the Year Level Coordinator and arranges the lunchtime reflection. The teacher organises and completes a restorative conference, to discuss the behaviour and the completed behaviour reflection sheet. (The purpose of this conversation is to restore the relationship and focus on the behaviour). The restorative may be held with the sub-school leader, the year level coordinator, or another staff member.

- If the student is refusing to attend a reflection, the Year Level Co-ordinator is available to assist. The teacher and/or The Year Level Co-ordinator is required to contact parents and discuss the incident after the designated reflection. Another reflection is to be arranged by both parties.

- Repeated removal from class requires a parent meeting and the formation of a student support group. Continued removal from class or other transgression may result in suspension. This may be either 'in school' or external. One-off cases e.g. physical violence, theft or drug abuse may also lead to suspension. All suspensions will require a parent meeting to review the student's behaviour management plan.

*Suspension procedures must follow the Education and Training Reform Act 2006, Ministerial Order 6.

*Continued high level behaviour issues may result in the commencement of expulsion proceedings

*Expulsion procedures will accurately follow all Departmental guidelines.



4 STEP PROCESS



OUR VISION

Benalla P-12 College ensures that every child learns and is prepared for the future through a commitment to excellence in teaching, high expectations and positive relationships in a safe and inclusive environment.

RESPECT RESPONSIBILITY INTEGRITY HIGH EXPECTATIONS

4 STEP PROCESS Benalla P-12 College 2020

SENIOR SCHOOL PATHWAYS

The Weary Dunlop Education Centre of Benalla P-12 is the hub for the Year 10, 11 and 12 learning environment. Students are able to start working towards one of the two Victorian Certificate of Education (VCE) certificates offered in Year 11 and 12 - **VCE and VCE Vocational Major**.

It is therefore very important to carefully consider course and subject selection and discuss options with all the appropriate teachers before making decisions. This includes your Classroom Teachers, Senior Sub School Leaders and the Careers Practitioner. The Careers Action Plan (CAPs) you prepare in Year 10 should also be used to guide you. It is also a good idea to talk to current students. All students should select units, in accordance with VCE/VCE Vocational Major requirements, which give them the greatest number of options in terms of both career and future studies. Unit selection should not be based solely on the requirements of a particular career. Often career preferences change several times during VCE/VCE Vocational Major and it is important to choose units that you enjoy.

What is the difference between VCE and VCE VM?

OPTIONS	VCE PROGRAM	VCE VM PROGRAM
TEACHING AND LEARNING STYLE	Predominantly theoretical with some practical work in some studies	Applied and active learning with a focus on vocational learning activities
QUALIFICATION	Both programs certify the completion of post compulsory secondary schooling in Victoria.	
SUBJECTS/AREA OF STUDY	Possible combination of VCE Studies and VCE/VET subjects	Possible combination of VCE VM units, VCE/VET subjects and VCE subjects.
PATHWAYS	University, TAFE, Employment	Employment and TAFE

There are also Vocational Education and Training (VET) studies including Australian School Based Apprenticeship (ASBAs). VET can be included in both VCE and VCAL programs. Whatever Later Years Pathway you choose, you will need to spend time investigating what each of the pathways has to offer before deciding to take it.

YEAR 10

Students in Year 10 will undertake English, Mathematics, Science and Humanities for the entire year. Health/Physical Education will be compulsory for one semester. Students will also be able to choose five (5) semester based elective subjects from the following areas: Health/Physical Education, Materials Technology, Food Technology, Information and Communications Technology and Arts.

Students can also apply for the opportunity to 'fast track' a VCE or VCE VET subject in Year 10. Students who are considering this option must complete an application form and have their choice approved by relevant staff. Sub School Leaders must also approve the student's choice. The 'Application to complete a VCE/VET subject in Year 10 2022' form must be completed by students wishing to undertake a VCE or VCE VET subject.

Please note that students who fast track are still expected to complete a full program in Year 11 and 12.

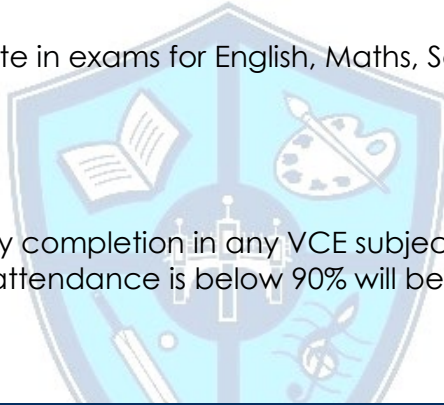
This would be 6 units per semester in Year 11 and 5 units per semester in Year 12.

Exams

Students in Year 10 will participate in exams for English, Maths, Science, Humanities, 'fast track' VCE and some VET subjects.

Attendance

In order to achieve a satisfactory completion in any VCE subject students MUST attend at least 90% of classes. Students whose attendance is below 90% will be required to attend catch up sessions.



YEAR 10 SUBJECTS

CORE	
English	Mathematics
Humanities	Science
Health and Physical Education (One Semester)	
ELECTIVES	
Health and Physical Education – Peak Performance	Outdoor Education
Information & Communication Technology – Media	Food Technology
Materials Technology – Automotive	Materials Technology – Metal Machine Shop
Materials Technology – Woodwork	
The Arts – Visual Communication and Design	The Arts – Art Making and Exhibiting

Year 10 English (Core)

Introduction

Year 10 English is a core subject. All students will study it in both semesters. The aim of the course is to improve their literacy skills and ability to communicate effectively. The Year 10 English units include study of the four language skills; reading, writing, speaking and listening. The course is designed to prepare students for a variety of VCE English courses and to provide them with necessary skills for active participation in society.

Course

In Year 10 English students are exposed to a variety of text types and they respond analytically, creatively or comparatively to those chosen texts. They are introduced to a diverse range of current media forms and are supported to analyse the arguments constructed by the creators. Students in Year 10 will enhance their research abilities by completing research tasks where they work to inform and persuade a target audience. Students have the opportunities to further their cultural and historical knowledge by understanding the backgrounds and settings of the chosen texts.

Structure

Assessment

Read and view a variety of texts, complete text response essays, creative responses, oral presentations, analysis of articles and images in the media, short answer questions, persuasive writing, justifications of student's own authorial choices, multimedia presentations, audiobooks.

Year 10 Science (Core)

Introduction

The science core subject will give students the chance to develop skills and understanding in the chemical, biological and physical domains of science.

Course

The concept of energy conservation and model energy transfer within systems will be explored, with students developing skills in determining the relationships between distance, speed, acceleration, mass and force to predict and explain motion. Students will investigate inheritance and be able to explain the role of DNA and genes in cell division and genetic inheritance. Chemical behaviours of elements, compounds and atomic structure are represented in the way the periodic table has been constructed. Students will use atomic symbols and balanced equations to summarise chemical reactions, including neutralisation and combustion. Rates of reactions and the different factors that influence those rates will be investigated. Students analyse how models and theories have been developed over time and what influence these have on how future applications of science and technology may affect peoples' lives. Independent design and improvement of appropriate methods of investigation including the control and accurate measurement of variables and data collection will improve students' experimental skills.

Structure

Assessment Tasks

Tests | Assignments | Practical Experiments | Designing Experiments

Year 10 Health and Physical Education (Core)

Introduction

During the Health section of this subject, students investigate different concepts that include health, wellbeing, human development, youth health issues and community health services.

In the Physical Education section of this subject, students complete a four (4) week block on different minor games and then have the opportunity to develop a minor game and practice sports coaching. Students then choose and participate in a range of different life long recreational activities.

Course Structure

Term 1

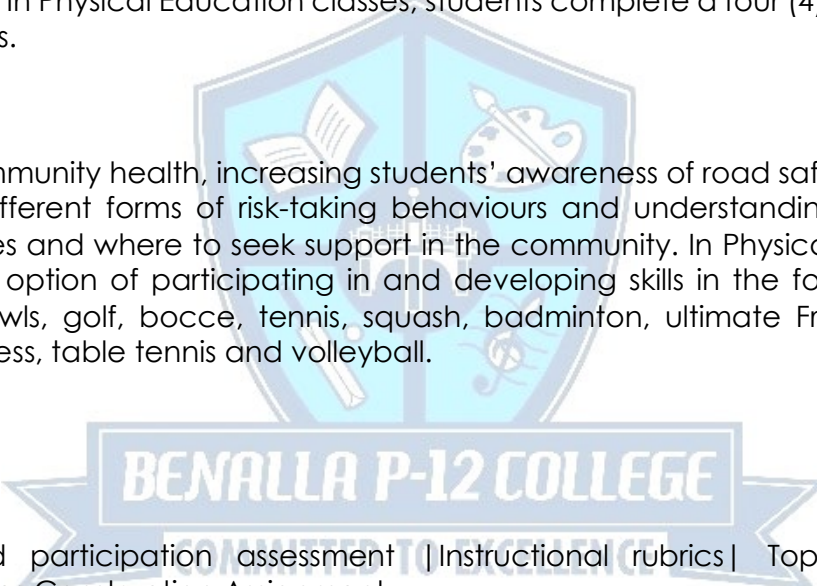
Units focus on understanding the dimensions of health and wellbeing and types of development throughout the lifespan. Students investigate the health status of Australia's youth and vulnerable population groups. In Physical Education classes, students complete a four (4) week block of both fitness and athletics.

Term 2

Units focus on community health, increasing students' awareness of road safety, looking at issues associated with different forms of risk-taking behaviours and understanding different types of mental health issues and where to seek support in the community. In Physical Education classes, students have the option of participating in and developing skills in the following recreational activities: lawn bowls, golf, bocce, tennis, squash, badminton, ultimate Frisbee, touch rugby, handball, gym/fitness, table tennis and volleyball.

Assessment Tasks

Performance and participation assessment | Instructional rubrics | Topic tests | Research assignment | Games Construction Assignment



Year 10 Humanities (Core)

Course Structure

In the Victorian Curriculum F–10, the Humanities includes Civics and Citizenship, Economics and Business, Geography and History.

Civics and Citizenship is essential in enabling students to become active and informed citizens who participate in and sustain Australia's democracy. Through the study of Civics and Citizenship, students investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society.

The Economics and Business curriculum explores the ways in which individuals, families, the community, workers, businesses and governments make decisions in relation to the allocation of resources. It enables students to understand the process of economic and business decision-making at the personal, local, national, regional and global levels and the effects of these decisions on themselves and others, now and in the future. In studying economics and business students will develop transferable skills that enable them to identify and investigate contemporary economic and business issues or events.

The Geography curriculum presents a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. Geography as a discipline integrates the natural sciences, social sciences and humanities to build a holistic understanding of the world. Spatial thinking and geospatial technologies increasingly inform scholarship in these areas. In this sense, aspects of Geography are a component of Science, Technology, Engineering and Mathematics (STEM), fostering the development and application of distinctive STEM skills. Students learn to question why the world is the way it is, reflect on their relationships with and responsibility for that world and propose actions designed to shape a socially just and sustainable future.

History is a disciplined process of investigation into the past that develops students' curiosity and imagination. It promotes the understanding of societies, events, movements and developments that have shaped humanity. History, as a discipline, has its own methods and procedures which makes it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges in a methodical manner. It provides opportunities to develop transferable skills of critical and creative thinking.

Assessment

Assessments will encompass the use of ICT, class discussions, written tasks, and will involve both independent and group work.

Assessments will include:

Class exercises and tasks | Research reports | Tests | Investigative studies and projects | Class presentations

Year 10 Mathematics (Core)

Introduction

Mathematics is a core subject in Year 10. There are two (2) options: General Mathematics and Mathematical Methods. Your teacher will recommend which mathematics subject you should attempt. Mathematical Methods is both a preparation for Methods at VCE level, and provides a more stimulating pathway for students who have shown a high engagement with mathematics. General Mathematics is designed as preparation for General and Further Mathematics at VCE level.

Course Structure

General Mathematics

Measurement	Probability	Statistics
Trigonometry	Algebra	Numbers and Powers
Linear Equations	Geometry	Money and Finance

Mathematical Methods

Measurement	Probability	Statistics
Trigonometry	Algebra	Numbers and Powers
Linear Equations	Geometry	Advanced Algebra and Functions

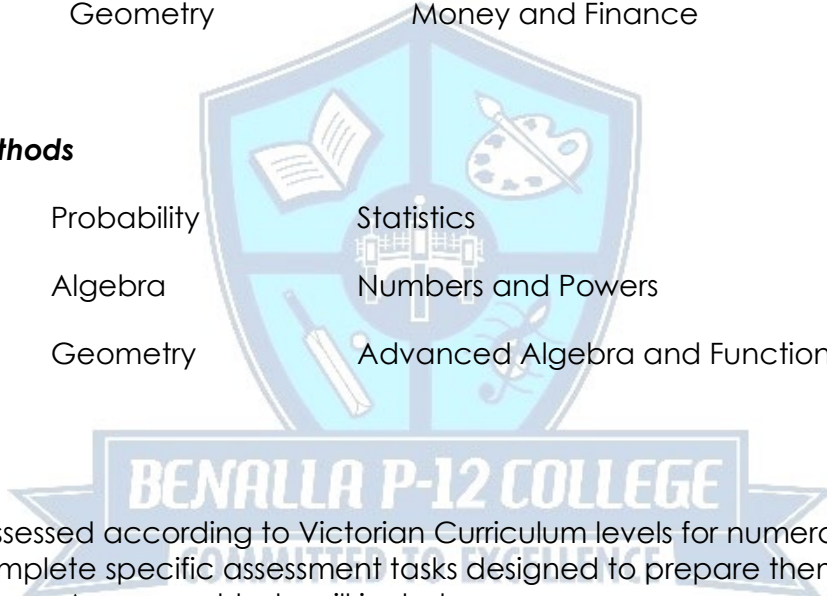
Assessment

Students will be assessed according to Victorian Curriculum levels for numeracy skills and will also be required to complete specific assessment tasks designed to prepare them for a variety of VCE mathematics courses. Assessment tasks will include

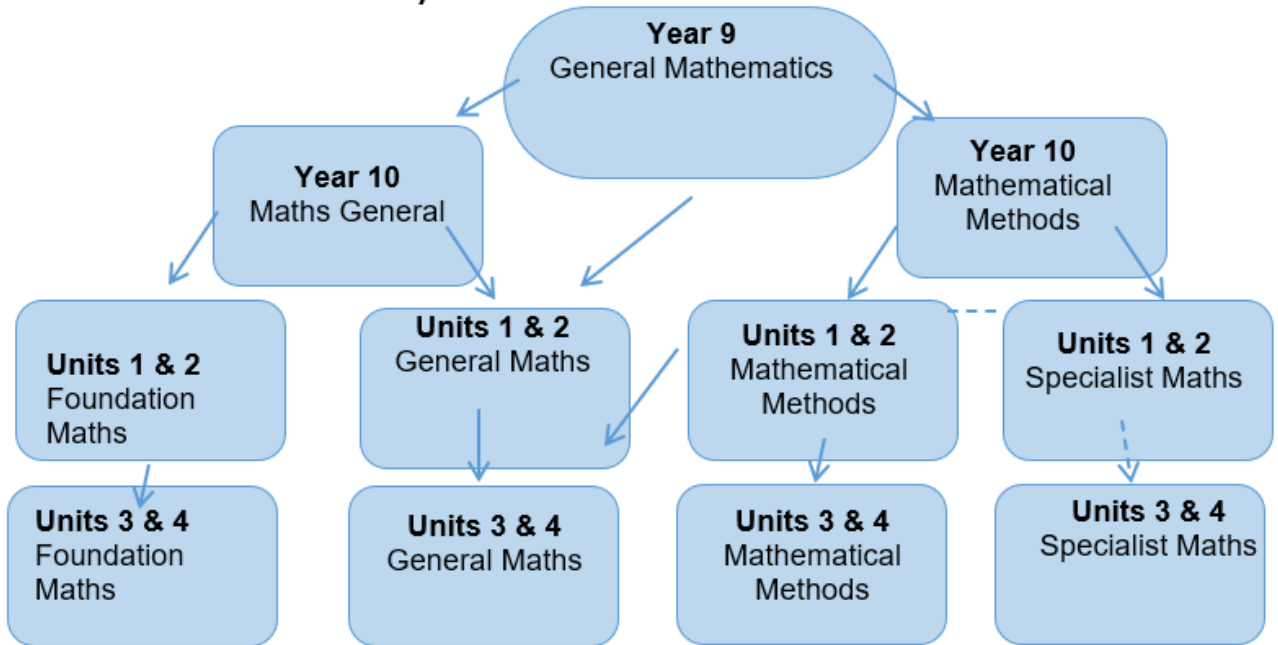
Assignments | tests | assessment of bookwork and end of semester examinations.

Q: Which Maths is right for me?

A: Your Maths teacher will recommend which Maths is the right fit for you. You must also research your possible tertiary pathway to find out which Maths is needed as a prerequisite. Math Methods and Specialist Maths are advanced classes and cover more stimulating content for those students who would like to explore maths in greater depth.



Possible VCE Mathematics Pathways:

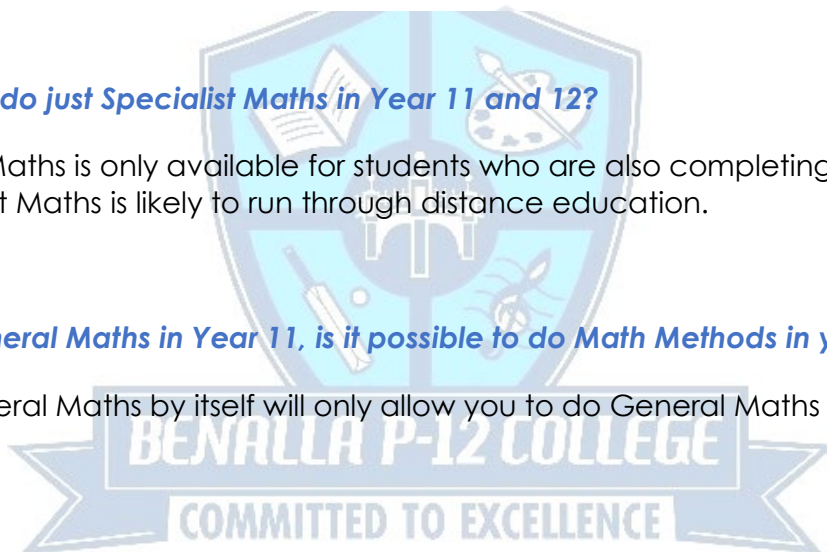


Q: Is it possible to do just Specialist Maths in Year 11 and 12?

A: No, Specialist Maths is only available for students who are also completing Math Methods Units 1-4. Specialist Maths is likely to run through distance education.

Q: If I only do General Maths in Year 11, is it possible to do Math Methods in year 12?

A: No, doing General Maths by itself will only allow you to do General Maths in Year 12



Year 10 Health and Physical Education – Peak Performance (Elective)

Introduction

Students focus on human movement and coaching principles in order to maximise athlete performance. This course is an excellent lead into Year 11 VET Sport and Recreation and Year 11 VCE Physical Education.

Course Structure

Term 1

Students focus on learning effective coaching practices used to enhance performance. This includes learning different styles of coaching, how to break skills down into subroutines and giving demonstrations and constructive feedback. Students will then get the chance to team teach a sport or skill of their choice to another group of participants.

Term 2

Students learn about different fitness components such as muscular strength, muscular endurance, muscular speed, muscular power and flexibility. Students also participate in a variety of different training methods sessions involving interval, fartlek, continuous, resistance and speed training. From participation in the training methods sessions students aim to improve their result during the post-testing stage across a variety of fitness tests.

Assessment Tasks

Written tests | Presentations | Practical activities | Peer teach performance | Written assignments

Year 10 Materials Technology – Automotive (Elective)

Introduction

Students are taught the requirements to maintain a safe workshop environment, using a range of machines, tools and resources in an appropriate and safe manner.

Course structure

Students disassemble, investigate, assess and reassemble engines, by working on a variety of 2 stroke, and 4 stroke engines, including lawn mowers, small motors, car engines, motorbikes, chain saws and brush cutters.

Assessment Tasks

Research assignment | Investigation and Design | Production of agreed items | Evaluation

Year 10 Information & Communications Technology – Media (Elective)

Introduction

This subject will centre on the influence media has on society today, everything from new media, including Facebook and Twitter, to movies, magazines, gaming and television. The theory behind this influence will be studied and then displayed through practical exercises.

Course Structure

Students will learn skills in film, sound, visual effects, photography and animation/gaming. This subject will have a large practical component. Students will be expected to complete short films, design advertising, make magazines and take photographs that show an understanding of 21st century media. Year 10 Media will also involve the analysis of films, not just from the narrative, but also from the art of film making e.g. camera angles, lighting and sounds.

At the completion of this subject, it is expected that students' visual literacy will be enhanced, as will their understanding of how the media influences us, if indeed it does.

This subject will prepare students who are interested in completing either VET Screen and Media and/or VCE Media.

Assessment Tasks

Write, shoot and edit a 5-7 minute short film. Smaller photography and sound tasks as well as a film analysis will also be required.

Year 10 Materials Technology – Metal (Elective)

Introduction

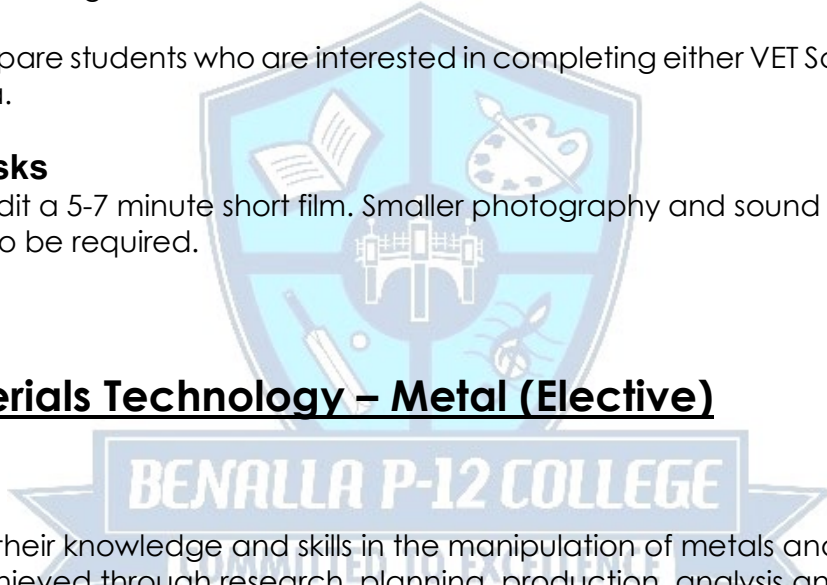
Students develop their knowledge and skills in the manipulation of metals and related materials This is achieved through research, planning, production, analysis and evaluation.

Course Structure

They will use a range of machine tools, resources and related equipment in an appropriate and safe manner. As students work their way through the productions, the work complexity progressively increases to extend their skills.

Assessment Tasks

Research assignment | Production | Analysis | Evaluation



Year 10 Materials Technology – Wood (Elective)

Introduction

Students are taught the requirements to maintain a safe workshop environment, using a range of machines, tools and resources in an appropriate and safe manner.

Course structure

Students design, plan and construct items made primarily of wood that fulfil the requirements of the “client” they are “working” for. They produce a range of design options and annotate the diagrams before deciding on the final option, based on the brief. Students use a range of tools to manufacture the components, before final assembly and finishing.

Assessment Tasks

Research assignment | Investigation and Design | Production of agreed items | Evaluation

Year 10 Food Technology (Elective)

Introduction

This interdisciplinary unit focuses on design, creativity and technology and combines elements of physical, personal and social learning with thinking and historical knowledge and understanding.

Course Structure

Students investigate the impact on contemporary Australian eating patterns of European colonisation, the World Wars, and immigration. Using a variety of sources, they explore dietary habits and eating styles in the context of our multicultural society.

Using the technology process to prepare, serve and share in a social setting, foods that reflect the multicultural influences on their diet. Cuisines include: Aboriginal, British, American, Peruvian, Italian, Greek, Mexican, Middle Eastern, Thai, Indonesian, Chinese, Japanese, Indian and Australian.

Assessment Tasks

Research and design task | Production and evaluation reports | Individual and group practical activities | End of semester test

Year 10 Outdoor Education (Elective)

Introduction

Outdoor Education focuses on building the basic skills and knowledge required in VCE OES. Throughout the semester students participate in the Outdoor Living and Travel Skills unit. This allows them to develop independent exploration skills to prepare for a safe lightweight journey in the outdoors. Students investigate key considerations around trip planning, safety, and risk management. Humans and the Environment looks at students developing an understanding of Australia before humans and the varying human relationships. Students investigate the characteristics of a variety of outdoor environments and explore the development and impact of technology within outdoor adventure and recreational activities.

Course Structure

- Outdoor Living and Travel Skills
- Humans and the Environment
- Characteristics of Outdoor Environments
- Technology in the Outdoor

Camps/Practical Component

Students can expect to participate in a range of camps/excursions. Activities may include bushwalking, rafting, canoeing, and mountain bike riding.

Assessment Tasks

Journals | Practical tasks | Research assignments | Logistical planning

Year Health and Physical Education – Peak Performance (Elective)

Introduction

Peak Performance focuses on building the basic skills and knowledge required in VCE PE and Sport and Rec subjects. During this semester, students have focussed on Human Body Systems, Skill Acquisition and Sports Coaching. During the Human Body Systems unit, students learnt about the structure and function of the musculoskeletal and cardiovascular systems. In the Skill Acquisition unit, students investigated movement skills, stages of learning, practice strategies and feedback and practiced this in a range of practical activities. The Sports Coaching unit allowed students to select a sport of their choice then plan, design, and conduct a coaching session. Their session included a warm up, skill activities, main game and a cool down component.

Course Structure

- Human Body Systems
- Skill Acquisition
- Sports Coaching

Assessment Tasks

Written tests | Presentations | Practical activities | Peer teach performance | Written assignments

Year 10 The Arts – Art Making and Exhibiting (Elective)

Introduction

Students will undertake drawing, painting and printmaking techniques in a variety of mediums and subject matter. Students will use the elements and principles of art to explore themes related to areas of particular interest, and develop skills that focus on 'Creating and Making' and 'Exploring and Responding'. They will use a visual diary to develop ideas and document sources of inspiration prior to producing their final presentation.

Students will produce completed art works using painting, printmaking and drawing.

Course structure

- Development of sketches and ideas
- Technique exercises
- Create a range of different artworks using existing artists as a starting point for ideas
- Analysis exercise using the elements and principles

Assessment Tasks

- Visual Diary
- Technique exercises
- Folio of artworks
- Analysis of artworks
- Two research assignments

Year 10 The Arts – Visual Communication and Design (Elective)

Visual Communication Design conveys ideas and information to an audience through visual language. Students will develop an understanding about design solutions in the world around them. They will research and develop visual communication designs. Students will learn about design, and the role of the visual communication designer and their contribution to society. They will investigate the world through the practices of designers and will explore the significance of visual communication design in different times, places and cultures to build an understanding of the important role of visual communication design in contemporary society and apply this knowledge in their own visual communications. They will use a visual diary to develop ideas and document sources of inspiration prior to producing their final presentation.

Course structure

Students will be introduced to the double diamond design process and will follow this when creating designs that may be based on architectural design, branding and identity including the design of logos, furniture design and research the work of designers.

Assessment Tasks

Assessment will include technique exercises, design work, prototypes of designs, analysis of design work and research on design history and designers.

VICTORIAN CERTIFICATE OF EDUCATION (VCE)

The Victorian Certificate of Education (VCE) is a rigorous certificate that provides pathways for students into employment, TAFE and tertiary institutions. Obtaining the VCE is an achievable goal for most students, however performing well in the ranking is more difficult. This handbook provides information to assist you in planning your pathway through the VCE.

Structure of the VCE

To graduate with your VCE you must satisfactorily complete:

- A minimum of 16 units and complete:
- Three units from the English group which include a Unit 3 & 4 sequence,
- Three sequences of Unit 3 & 4 (including up to two VET sequences) other than English.

Number of Units

Students need to successfully complete 16 units to achieve their VCE.

At Benalla P-12 College students are expected to complete six (6) units each semester in Year 11 (VCE 1-2), and five (5) per semester in Year 12 (VCE 3-4)

Some students undertake additional units through VET and School Based Apprenticeship programs. If a student has 'fast tracked' successfully in Year 10 they are able to continue with a 3/4 sequence in Year 11 for that particular subject.

Please note that students who fast track are still expected to complete a full program in Year 11 and 12.

This would be 6 units per semester in Year 11 and 5 units per semester in Year 12.

Available Units

Although the school is prepared to offer the units listed in this course handbook, no guarantee can be given that a particular unit will run. This will depend on a number of factors including resources and student interest.

Course Selection Sheets are used as the basis of determining which units will run and the timetable/blocking of these units. Once these have been determined, students will be informed and given advice if their course selections have been impacted. Every effort will be made to offer students advice and support during the elective and VCE/VCAL unit Course Selection Process

ASSESSMENT IN VCE

'For satisfactory completion of a Victorian Certificate of Education (VCE) unit, students must demonstrate their achievement of the set of outcomes for the unit as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Satisfactory performance on these tasks is sufficient evidence to award an S for the unit. The decision to award an S for the unit is distinct from the assessment of levels of achievement.'

- VCE and VCAL Administrative Handbook

Outcomes

Every unit has a set of learning outcomes, directly related to the areas of study in that Unit. The subject teacher, who may use a range of assessment methods, assesses them. Outcomes are assessed as S (Satisfactory) or N (Not Satisfactory).

Each unit has a number of outcomes and an N for any one of these gives the student an N for the unit. It is from the outcome grades that satisfactory or not satisfactory completion of a unit is determined.

Satisfactory Completion of a VCE or VCE-VM 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)

Attendance and Authentication

Students must attend 100% of school days (this includes VET days and work placement days). Valid reasons for non-attendance include illness (supported by sickbay coordinator, doctor's certificate, or a statutory declaration); death in the family (confirmed in writing by parent/ guardian); a significant event in the family.

If a student's attendance drops below 80% (either with approved or unapproved absences) this may impact on their results. Students who have missed 20% or more of classes may find it difficult complete work requirements to demonstrate outcomes. It can also impact the school's ability to authenticate that the student has demonstrated

Graded Assessment Tasks

For students undertaking Units 1 & 2, there will be a variety of tasks in each unit that will be graded. In addition to this there are school based Examination to be undertaken at the end of each unit. Note that all school based Examinations provide students with the opportunity to gain examination experience and provide feedback on their performance.

For students undertaking Units 3 & 4, there will be School Assessed Coursework (SAC) and/or School

Assessed Tasks (SAT) for each unit. In each study there will be a combination of this school assessed work and Examinations, which are assessed directly by the VCAA. Grades will be awarded on the scale A+, A, B+, B, C+, C, D+, D, E+, E, UG or NA.

Note: All marks and grades awarded by the school are conditional and may change as a result of statistical moderation.

It is from these grades in each study that the VCAA determines the student's study score which is then used to derive their ATAR.

Calculating the ATAR

The ATAR is calculated by taking the:

Scaled score in English 3 & 4 or ESL English 3 & 4 or English Language 3 & 4 or Literature 3 & 4

- Next best THREE scaled scores for Unit 3 & 4 sequences
- 10% of any 5th scaled score for a Unit 3 & 4 sequence
- 10% of any 6th scaled score for a Unit 3 & 4 sequence

The total score will be used to place each student in a percentile rank, thus forming their ATAR. The highest rank is 99.95. Ranks below 30.00 will be reported as 'less than 30'. If a student receives a rank of 75.00, it would mean that they had achieved an overall result equal to or better than 75% of the applicants for that year. The rank provided by the ATAR places every student in Victoria along a continuous line from highest (99.95) to lowest (0.00).

The VCE studies that are used to calculate an ATAR are: Up to six Unit 3 & 4 studies from all VCE studies, including some VET certificates.

SCHOOL BASED APPRENTICESHIPS OR TRAINEESHIPS

School Based Apprenticeships are another way for vocational training to contribute towards your VCE/VCE VM. To become an apprentice or trainee you have to be in paid work and sign a contract of training which must be registered with V.R.Q.A. Your VCE/VCE VM program would then include:

- VCE or VCE VM studies at school.
- Vocational training at an RTO, for example a TAFE institute.
- Part-time, paid work in the industry in which you are doing the training.

Currently there are many industries where you can consider undertaking a School Based Apprenticeship or Traineeship as part of your VCE/VCE VM.

A School Based Apprenticeship or Traineeship qualification contributes to satisfactory completion of the VCE/VCE VM in the same way that some other VCE VET programs do by giving credit at Units 1-4. School Based Apprenticeship or Traineeship programs may contribute to the ATAR in the same way that some VCE VET programs do.

VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational Education and Training (VET) Certificates are courses of study that are nationally recognised and accredited. VET enables students to gain industry oriented training in preparation for further learning or entry into the workforce (e.g. Certificate III in Music Industry). Most Certificate programs run over two years and are made up of a number of Units of Competence. A VET in Schools program is usually made up of VCE/VET Units that are delivered either on a Wednesday or as a class in the normal timetable.

Contribution to the VCE

- VET programs usually have a Unit 1 - 4 structure.
- VET programs can contribute directly to the ATAR with a study score derived from scored assessment or as 10% increment as a 5th or 6th subject. However, in some instances there is nil contribution towards ATAR when units are at 1 & 2 level only.

Selecting a VET Study

Each VET program may require you to have some Work Experience, which gives you a chance to learn more about the industry and the skills it requires. Successfully completing a VET certificate provides you with a nationally recognised certificate that can lead directly into employment and higher certificate level TAFE courses. VET courses can even provide you with credit for some Tertiary institutions. Students in Year 10 may only access VET subjects on application. Students in Year 11 or Year 12 VCE or VCE VM can access VET subjects. Students cannot enter a VET course at the Units 3 & 4 level.

Assessment in VET

The VET studies are assessed by the subject teacher against a nationally accredited set of competencies. If a student is competent, they receive a satisfactory grade. If a student cannot demonstrate their competence in an area, then they can be re-assessed at a later time after further practice.

Unique Student Identifier (USI)

All students doing a nationally recognised training need to have a Unique Student Identifier (USI). This includes students doing Vocational Education Training (VET) at school (VET for secondary students). If students don't have a USI they will not receive their qualification or statement of attainment.

In order to apply students must go to: <https://www.usi.gov.au/students/create-your-usi>. Students will create an account and this will generate a 10-digit code.

STUDENTS MUST SUBMIT THIS CODE TO THE VET COORDINATOR

The online application requires one identity document and takes only 5-10 minutes provided that you have the identity proof at hand. A USI is then allocated on the spot on screen, and is also emailed to the student instantly. Students are strongly advised to record this code.

VICTORIAN CERTIFICATE OF EDUCATION VOCATIONAL MAJOR (VCE VM)

The VCE Vocational Major is a new vocational and applied learning program that sits within the VCE, replacing VCAL. It is four new subjects that have been added to the VCE that will make up the core of your program. It takes what is called an 'Applied Learning approach'. Applied learning involves students engaging in relevant and authentic learning experiences. It is a method of learning where theoretical information comes to life for students in a real-world context that relates directly to their own future, is within their own control and is within an environment where they feel safe and respected. Students' knowledge grows and expands as they take action to learn, reflect on that action and plan how to do it better next time.

The VCE Vocational Major will prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce. The four main studies are assessed at a school level through authentic assessment activities. There are no external examinations for the VCE VM studies and therefore students do not receive a study score, and are not eligible to receive an ATAR.

Students who have completed the satisfactory completion requirements of the VCE VM will receive a Victorian Certificate of Education with the words Vocational Major on it to recognise their achievements.

Please note: Students enrolled in VCE VM are required to sit the General Achievement Test (GAT) in Year 12 (Units 3 / 4)

How is the VCE VM structured?

The VCE Vocational Major has specific subjects designed to prepare students for a vocational pathway. The subjects are VCE VM Literacy, VCE VM Numeracy, VCE VM Work Related Skills, and VCE VM Personal Development Skills (and 180 hours of VET at Certificate II level or above).

Each subject has four units and each unit has a set of outcomes which are assessed through a range of learning activities and tasks.

Students will apply knowledge and skills in practical settings and also undertake community-based activities and projects that involve working in a team.

What do I have to do to get my VCE VM?

Students must successfully finish at least 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 3 other Unit 3-4 sequences
- 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 hours)

Most students will undertake between 16-20 units over the two years. You can also do other VCE subjects, and structured workplace learning.

Who decides if I have satisfactorily completed a VCE or VCE VM unit?

The result of Satisfactory or Not Satisfactory is determined at a school level for each unit. This decision is based on the work submitted and must follow the VCAA, and school, rules and procedures.

Can I combine VCE subjects with VCE VM subjects?

Yes. Students may access and gain credit for any VCE subject in addition to the mandatory requirements of the VCE VM.

Can I participate in Structured Workplace Learning (SWL) or a School Based Apprenticeship or Traineeship (SBAT) as a part of the VCE VM?

Yes, SWL or an SBAT can be included in the VCE VM. Students can receive credit for time in the workplace via Structured Workplace Learning Recognition.

Literacy

Literacy empowers students to read, write, speak and listen in different contexts. Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in daily life in the 21st Century. The development of literacy in this study design is based upon applied learning principles, making strong connections between students' lives and their learning. By engaging with a wide range of content drawn from a range of local and global cultures, forms and genres, including First Nations Peoples' knowledge and voices, students learn how information can be shown through print, visual, oral, digital and multimodal representations.

Along with the literacy practices necessary for reading and interpreting meaning, it is important that students develop their capacity to respond to information. Listening, viewing, reading, speaking and writing are developed so that students can communicate effectively both in writing and orally. A further key part of literacy is that students develop their understanding of how written, visual and oral communication are designed to meet the demands of different audiences, purposes and contexts, including workplace, vocational and community contexts. This understanding helps students develop their own writing and oracy, so that they become confident in their use of language in a variety of settings.

Numeracy

see VCE Foundation Maths

Personal Development Skills

The VCE VM Personal Development Skills study focuses on helping students develop personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self. Students will investigate health in their community and play an active, participatory role in designing and implementing activities to improve community health and wellbeing.

Students will examine community participation and how people work together effectively to achieve shared goals. They will investigate different types of communities at a local, national, and global level. Students will look at active citizenship and they will investigate the barriers and enablers to problem solving within the community. Students understand different perspectives on issues affecting their community, they will also plan, implement and evaluate an active response to community needs.

The study examines interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. Students participate in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. Students will reflect on how community awareness of their selected issue can be improved.

Work Related Skills

VCE VM Work Related Skills allows students to understand and apply concepts and terminology related to the workplace and further studies to understand the complex and rapidly changing world of work and workplace environments. It helps students understand and develop their skills, knowledge, capabilities and attributes as they relate to further education and employment, to develop effective communication skills to enable self-reflection and self-promotion and to practically apply their skills and knowledge.

This subject requires students to think about and investigate potential employment pathways, to develop a career action plan, to seek appropriate advice and feedback on planned career and further study objectives. Students are required to consider the distinction between essential employability skills, specialist, and technical work skills; to understand transferable skills and identify their personal skill and capabilities and promote them through development of a cover letter and resume and through mock interviews.

VICTORIAN PATHWAYS CERTIFICATE (VPC)

The Victorian Pathways Certificate (VPC) is an inclusive Year 11 and 12 standards-based certificate that provides an enriched curriculum and excellent support for students to develop the skills, capabilities and qualities for success in personal and civic life.

When enrolling a student into the VPC, the individual needs of the student must be considered. Discussions about the VPC's suitability for a student should be conducted between the VPC provider, the student and their family.

How is the VPC structured?

The VPC has specific subjects designed to prepare students for a vocational pathway. The subjects are VCE VM Literacy, VCE VM Numeracy, VCE VM Work Related Skills, and VCE VM Personal Development Skills. Each subject has a set of learning goals which are assessed through a range of learning activities and tasks. Students will apply knowledge and skills in practical settings and also undertake community-based activities and projects that involve working in a team.

What do I have to do to get my VPC?

The VPC is a two-year certificate and students must complete a minimum of 12 units, which must include:

- 2 Literacy units
- 2 Numeracy units
- 2 Work Related Skills units and
- 2 Personal Development Skills units.

Students can also do other VCE subjects, and structured workplace learning. The certificate may be completed over a longer period of time if needed.

Who decides if I have satisfactorily completed a VPC unit?

The result of Satisfactory or Not Satisfactory is determined at a school level for each unit. This decision is based on the work submitted and must follow the VCAA, and school, rules and procedures.

Can I combine VCE VM subjects with VPC?

Yes. Students may access and gain credit for any VCE subject in addition to the mandatory requirements of the VCE VM.

Can I participate in Structured Workplace Learning (SWL) or a School Based Apprenticeship or Traineeship (SBAT) as a part of the VPC

Yes, SWL or an SBAT can be included in the VPC. Students can receive credit for time in the workplace via Structured Workplace Learning Recognition.

VICTORIAN PATHWAYS CERTIFICATE (VPC) SUBJECT OVERVIEWS

Literacy

The development of literacy in this study design is based upon applied learning principles, making strong connections between students' lives and their learning. By engaging with a wide range of content drawn from local and global cultures, forms and genres students learn how information can be shown through print, visual, oral, digital and multimodal representations.

Along with the literacy practices necessary for reading and interpreting meaning, it is important that students develop their capacity to respond to information. Listening, viewing, reading, speaking and writing skills are developed so that students can communicate effectively both in writing and orally. A further key part of literacy is that students develop their understanding of how written, visual and oral communication are designed to meet the demands of different audiences, purposes and contexts, including workplace, vocational and community contexts. This understanding helps students develop their own writing and oracy, so that they become confident in their use of language in a variety of settings.

Numeracy

Numeracy is about using mathematics to make sense of the world and applying mathematics in a context relevant to the learner. Numeracy gives meaning to mathematics, and mathematics is the tool (the knowledge and skills) to be used efficiently and critically. Numeracy involves the use and application of a range of mathematical skills and knowledge which arise in a range of different contexts and situations.

Numeracy enables students to develop logical thinking and reasoning strategies in their everyday activities. It develops students' problem-solving skills, allows them to make sense of numbers, time, patterns and shapes for everyday activities like cooking, gardening, sport and travel. Through numeracy, students understand the mathematical requirements for personal organisation matters involving money, time and travel. They can then apply these skills to their everyday lives to recognise monetary value, understand scheduling and timetabling, direction, planning, monetary risk and reward.

At the end of the two units, students should be able to attempt structured and supported activities and tasks that require simple processes such as counting, sorting, comparing and performing basic arithmetic operations with whole numbers and common, simple fractions and decimals, money, or recognising common spatial representations and measurements in highly familiar contexts.

Personal Development Skills

Personal Development Skills (PDS) is all about helping to build social and emotional intelligence and 21st century skills like teamwork, organisation, time management, communication, problem solving and leadership. This is done through participation in individual and group projects, presentations, and collaborations. Student will also understand and explore the concept of community and learn how to become actively involved with their school and wider community. PDS also helps young people identify and build on their personal strengths and abilities and helps them to understand and nourish their physical and emotional health and wellbeing.

Work Related Skills

Work Related Skills aims to help students understand options for and plan for meaningful engagement beyond secondary education in employment, training, or community participation. Students will understand and build the skills, capabilities and personal attributes required for their chosen pathway, they will investigate employment opportunities that exist within workplaces and look at how qualifications and further study can increase those opportunities. Students will learn how to seek and apply for a variety of post secondary school employment and education opportunities. And will use a variety of skills, planning and communication techniques to carrying out a small-scale work-related activity. Students will learn about the role of physical and mental health in the workplace, how employees and colleagues can contribute to physical and mental health and how they can address unlawful workplace practices.



PLANNING YOUR PATHWAY

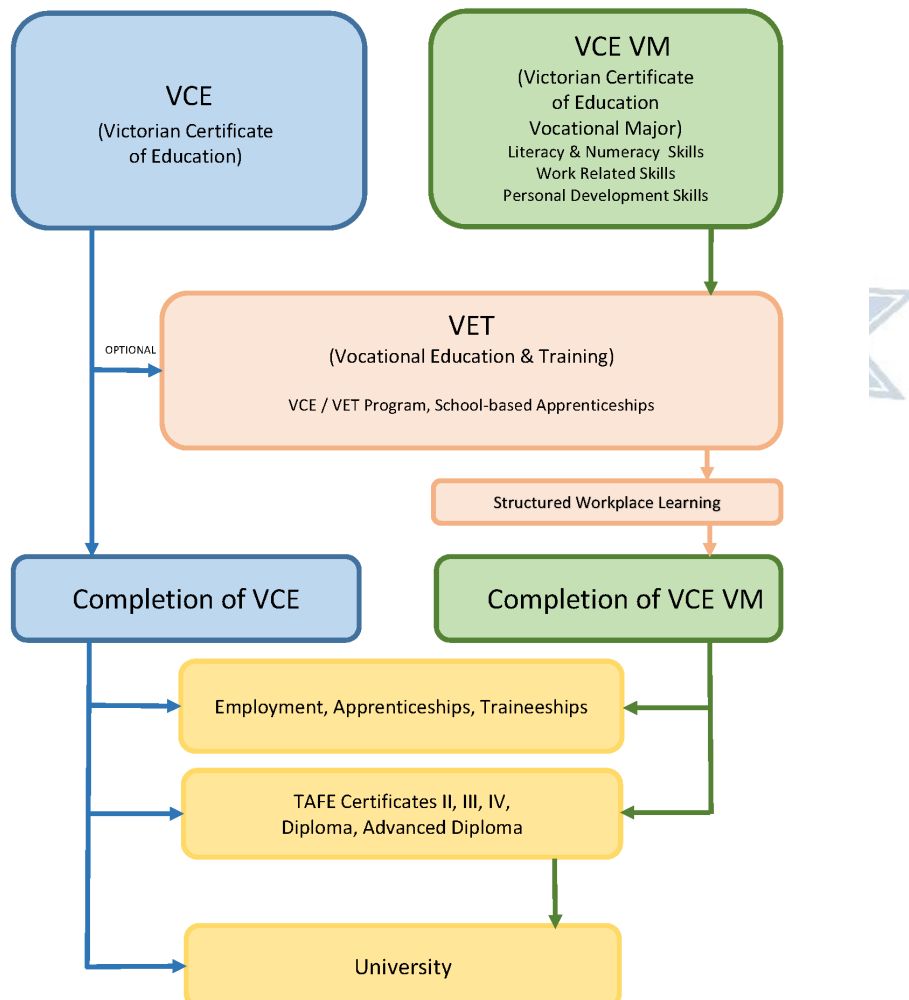
When planning your course you should:

- Consider the subject areas that you enjoy,
- Consider the subject areas that you are good at,
- Seek advice and talk to a variety of people about your interests and further studies,
- Read the Year 10/VCE/VET/VCE VM descriptions in this handbook
- Find out what studies are recommended or prerequisites for the tertiary courses you may wish to undertake and consult the Pathways team

Your chosen course should:

- Fulfill the specific requirements of Year 10/VCE/VET/VCE VM in the number and range of units required,
- Enable you to successfully complete the VCE/VCE VM,
- Provide you with a viable pathway with options and post secondary school choices.

Please note: Students who fast track a subject in year 10/11 are still expected to take a full-program in year 12. They will not be allocated additional study periods.



23rd July from 5:30pm to 6:30pm: Senior School Information Sessions in the PAC

Overview of VCE/VCE VM certificate and 2024 subject offerings.
Ideas on how to choose the course that is right for you.

Subject Overview Assembly will run in Assembly periods at the start of term 3.

30th July: Course Counselling 9.00am – 4.30pm Book meetings with Counsellors on Compass

An opportunity for course counselling interviews to take place from 9:00am to 4:00pm for students to complete the course counselling and submit their course counselling forms. Completion of the course selection sheet for all Year 9-11 students. Course counselling will be completed with careers and senior sub-school staff.

FAQ's

Do I have to do Maths?

Year 10 Maths is compulsory for the whole year. In VCE-VM you must pass two units of maths at a year 11 or year 12 level. These can be chosen from VCE Foundation or VCE General mathematics.

We strongly recommend that all students at year 11 take a maths subject, ensuring pathway options are kept open. Check your tertiary entry requirements for prescribed Maths requirements in University and TAFE courses.

Please note that TAFE, the Defence Force and the Police Force require a certain level of Maths capability.

All students have to sit a numeracy component on the GAT.

Do I have to do English?

Year 10 English is compulsory for the whole year. In VCE you must undertake specific studies within the English group of subjects, but there are choices. VCE VM students need to complete approved Literacy studies within their VCE VM program.

Does a VET subject count towards my VCE or VCE VM Certificate?

You can have VET studies in your VCE program. You need to be aware that VTAC places restrictions on certain combinations of VCE and VET studies.

All VCE VM students must incorporate some VET studies within their VCE VM program.

Can I change from VCE to VCE VM in Semester 2 or in the following year?

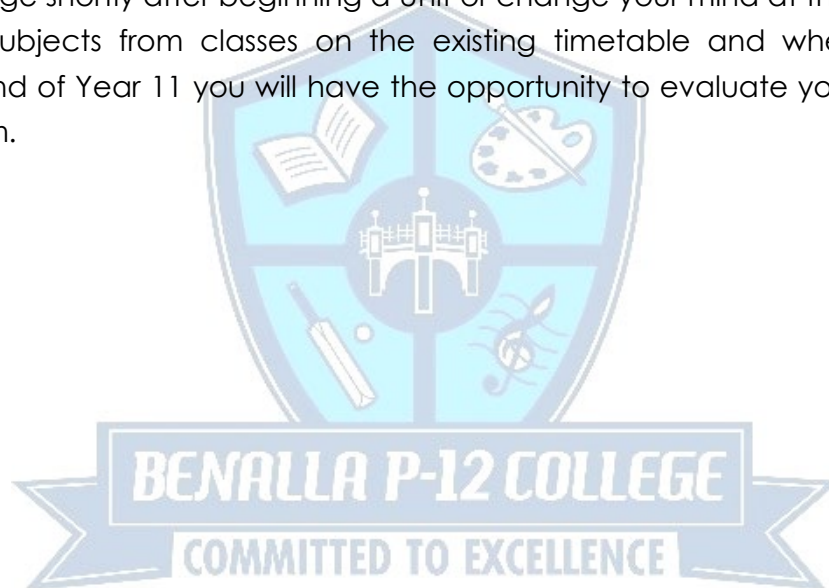
Due to timetabling and unit requirements, students may not be able to switch between VCE to VCE VM during the school year. We recommend that students talk with their course counsellor, sub-school leader, year level coordinator or careers team member if they are unsure which pathway might be the right fit for them.

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

Due to class numbers and timetabling of blocking, it is not always possible to change subjects. We recommend that students carefully consider the subjects on offer, to best select their preferred subjects.

If a student does what to change subjects there is a formal process to follow and there are cut-off dates that are set by the VCAA for changes to programs.

If you want to change shortly after beginning a Unit or change your mind at the end of Unit 1, you can choose subjects from classes on the existing timetable and where places are available. At the end of Year 11 you will have the opportunity to evaluate your choices and adjust your program.



CAREERS AND PATHWAYS 2025

In the rapidly changing world of work, it is vital that students are prepared for life beyond school and are aware of careers and opportunities. Choosing the correct course and subjects is the first step in preparing for this transition and the Careers Education team are available to help students and parents/guardians make informed decisions.

KEY CONTACTS

Molly Craig – Molly Craig is the Careers Advisor and Pathways Coordinator. She is based in Weary Dunlop Education Centre. Please feel free to contact Molly Craig to make an appointment time. There is an appointment sheet in the careers room.

Molly is available to help with course selection counselling, post school options, University prerequisites, GAP year options, individual careers counselling, VTAC information and Scholarships along with VET, Work experience, Work placement and SBA's.

All students are encouraged to see Molly Craig during the year and begin to research the career that they think they may want. Students are encouraged to be proactive and begin doing things like contacting Universities regarding selection requirements, seeking work experience and contacting potential employers.

For students wanting to go to University, the **VTAC website** has everything you need to know about various courses and prerequisites. Other helpful websites include

- VTAC WEBSITE www.vtac.edu.au
- MY FUTURE - <https://myfuture.edu.au/>
- Job Outlook <http://joboutlook.gov.au/>
- The Good Universities Guide <https://www.gooduniversitiesguide.com.au/careers-guide>

These websites are useful to take the first steps to managing and discovering a career. They have information about career planning and education, and training options for Australian jobs. It is great for parents and guardian to explore this website and help their child discover and research various career pathways.

Every student needs to have an up to date CAP's plan (Careers Action Plan). All our students have a Student Achievement Folio which is kept in the Careers Office and contains their CAP's plan, a current resume, certificates, job skill checklists and more. It is the student's responsibility to keep their plans and their portfolio up to date.

Students are welcome to update their portfolios any time. When they graduate from Benalla P-12 College they get to take their portfolio with them.

VCE BIOLOGY UNITS 1- 4

What is this course about?

Biology is the study of living things. It is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. In this subject you will study the composition, structure and function of cells. You will complete experiments to help you understand cellular processes such as photosynthesis, cellular respiration and osmosis. You will study body systems and learn how they help the organisms survive. You will study heredity, DNA and evolution.

What will I learn in each unit?

Unit 1 How do organisms regulate their functions? <ul style="list-style-type: none"> Cellular composition, structure and processes The cell cycle and growth, death and differentiation Functioning systems in animals and plants Regulation of systems 	Unit 2 How does inheritance impact on diversity? <ul style="list-style-type: none"> Chromosomes, genomes, genotypes and phenotypes. Patterns of inheritance Reproductive strategies Adaptations and diversity Social and ethical issues associated with gene technology
Unit 3 How do cells maintain life? <ul style="list-style-type: none"> The relationship between nucleic acids and proteins DNA manipulation techniques and applications Regulation and pathways in photosynthesis and cellular respiration 	Unit 4 How does life change and respond to challenges over time? <ul style="list-style-type: none"> Responding to antigens, acquiring immunity Disease challenges and strategies Genetic changes in populations over time and changes in species over time. Determining the relatedness of species Human change over time

What type of things can I expect to do?

Design experiments. Conduct experiments. Use microscopes. Perform dissections. Present and analyse data. Write scientific reports. Design scientific posters. Learn biological theory. Comprehend and apply concepts to new situations. Use scientific terminology. Complete tests and exams.

What can this lead to/be helpful for?

A career in health sciences such as nursing, physiotherapy, sport science or medicine. A career in research science (eg microbiology, biochemistry, molecular genetics or medicine). A career in ecology or environmental studies, or in fields such as forensics, veterinary science, marine biology or botany.

Possible pathway

Year	Courses Offered
YEAR 10	Core Science
YEAR 11	Biology Units 1 & 2
YEAR 12	Biology Units 3 & 4

Why choose this subject?

Choose this subject if you are interested in animals and plants and learning about: Cells, Biochemistry, Body systems, Genetics, Evolution.

VCE BUSINESS MANAGEMENT 1- 4

What is this course about?

Business Management introduces students to the complexity, challenges and rewards that come from managing a business. It looks at management theories and how they work in real business scenarios. It is designed to help students become informed citizens in the business world whether as managers, consumers or investors.

What will I learn in each unit?

Unit 1	Unit 2
<ul style="list-style-type: none"> • Business innovation and entrepreneurship • External factors that impact a business e.g. laws and trends • Internal factors that impact business decision making, planning and evaluation 	<ul style="list-style-type: none"> • Legal and financial requirements of businesses • Managing the marketing function and public relations • Staffing a business effectively
Unit 3	Unit 4
<ul style="list-style-type: none"> • Business foundations, types and corporate social responsibility • Human Resource Management- styles and skills appropriate for differing situations • Day to day operations management 	<ul style="list-style-type: none"> • Forces of change in the business world • Reviewing key performance indicators • Leadership in change management

What type of things can I expect to do?

Students can expect to build their confidence and competency to enter the world of business by completing activities such as: planning their own business, making and marketing products, analysing case studies, researching small and large businesses.

What can this lead to/be helpful for?

Business Management prepares students for a range of career and further study pathways such as: Finance, Administration, Retail, Business Ownership, Human Resources, Marketing, Real Estate and Law.

Possible pathway

Year	Courses Offered
YEAR 10	Humanities
YEAR 11	Business Management 1 & 2
YEAR 12	Business Management 3 & 4

Why choose this subject?

Students should choose this subject if they have an interest in business ownership, working with small or large businesses, marketing and advertising, economics and law.

VCE CHEMISTRY UNITS 1- 4

What is this course about?

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 will I learn in each unit?

Unit 1 How can the diversity of materials to be explained? <ul style="list-style-type: none">• Atomic theory• The periodic table• Metals and ionic compounds• The mole• Covalent bonding• Organic chemistry	Unit 2 What makes water such a unique chemical? <ul style="list-style-type: none">• Water, precipitation and solubility• Acids and bases• Redox chemistry• Stoichiometry• Volumetric analysis• Chromatography
Unit 3 How can chemical processes be designed to optimise efficiency? <ul style="list-style-type: none">• Energy from fuels• Galvanic and fuel cells• Rates of reaction• Equilibrium• Electrolysis	Unit 4 How are organic compounds categorised, analysed and used? <ul style="list-style-type: none">• Organic compounds and reaction pathways• Instrumental analysis• Structure and bonding in food molecules• Metabolism of food in the human body• Calorimetry

What type of things can I expect to do?

Conduct experiments. Present and analyse data. Use hands on materials. Write scientific reports. Design scientific posters. Learn scientific theory. Comprehend and apply concepts to new situations. Use scientific terminology. Complete tests and exams.

What can this lead to/be helpful for?

Chemistry is applied in many fields of endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

Possible pathway

Year	Courses Offered
YEAR 10	Core Science
YEAR 11	Chemistry Units 1 & 2
YEAR 12	Chemistry Units 3 & 4

Why choose this subject?

Choose this subject if you are a hard working student that is interested in science, how the Universe works and want to learn about : Atoms, materials, chemical bonding and reactions, electrochemistry, drug synthesis, analysis of organic molecules.

VCE ENGLISH UNITS 1-4

What is this course about?

English Units 1-4 involve reading and viewing a variety of texts and building a strong ability to analyse and explore the issues, themes and ideas present within them. Within the English course students will explore different cultures and historical events. They will participate in discussions around the creation of texts and debate the author's intentions based on the inclusion of specific language and content.

In addition, they will read and view current event media and explore the creation of arguments and how they position society to think and feel. They will use research skills to inform their own opinions and create thoughtful points of view and attempt to persuade their own target audiences.

What will I learn in each unit?

Unit 1 (New Study Design for 2024) <ul style="list-style-type: none">• Read and respond to texts analytically and personally• Read and respond to texts creatively. Using the crafting process to experiment with structure and language.• Justify authorial choices made in the crafting process	Unit 2 (New Study Design for 2024) <ul style="list-style-type: none">• Annotate the creation of arguments and use of language in texts• Analyse arguments and the use of persuasive language in texts• Create texts intended to position audiences• Read and respond to texts analytically
Unit 3 (Same Study Design for 2024) <ul style="list-style-type: none">• Read and respond to texts analytically• Read and respond to texts creatively• Analyse arguments and the use of persuasive language in texts	Unit 4 (Same Study Design for 2024) <ul style="list-style-type: none">• Compare the presentation of ideas, issues and themes in texts• Create an oral presentation intended to position audiences about an issue currently debated in the media

What type of things can I expect to do?

Read and view a variety of texts, complete text response essays, creative responses, oral presentations, analysis of articles and images in the media, persuasive writing, justifications of student's own authorial choices, multimedia presentations, listen to audiobooks.

What can this lead to/be helpful for?

If a university pathway is your career direction English is the most common prerequisite for university courses and essential for obtaining a VCE certificate for Tertiary studies. A sophisticated understanding of English will be crucial for courses such as; Journalism, Law, Education, Nursing, Medicine, Arts, Commerce, Science, Accounting, and Screen and Media.

Why choose this subject?

Learning to analyse literature effectively not only teaches you how to better enjoy books, music and film, but also how to better understand the causes and effects taking place in your family, neighbourhood and the world around you. If you hope to write emails that earn respect, to enter any career in which communication is essential or simply to express yourself with authority, learning to write and speak well is important. If completing VCE, English Units 1-4 are essential for obtaining a VCE certificate and pursuing the pathway of university.

VCE FOOD STUDIES UNITS 1- 4

What is this course about?

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. 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 and study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food.

What will I learn in each unit?

Unit 1	Unit 2
<ul style="list-style-type: none"> • Origins and cultural roles of food • Australian indigenous food prior to European settlement • influence of technology and globalisation on food patterns • preparation, cooking and presentation of food in a range of practical activities. 	<ul style="list-style-type: none"> • Commercial food production in Australia • Food production in small-scale domestic settings • Designing and adapting recipes • preparation, cooking and presentation of food in a range of practical activities.
Unit 3	Unit 4
<ul style="list-style-type: none"> • Science of food • Analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating • Influences on food choice • Preparation, cooking and presentation of food in a range of practical activities. 	<ul style="list-style-type: none"> • Global and Australian food systems. • Challenges of food security, food safety, food wastage • Individual responses to food information and misinformation • Contemporary food fads, trends and diets. • Environmental and ethical food issues • Preparation, cooking and presentation of food in a range of practical activities.

What type of things can I expect to do?

Cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

What can this lead to/be helpful for?

Food technologist, Nutritional therapist, Product/process development scientist, Quality manager, Regulatory affairs officer, Scientific laboratory technician, Technical brewer, Nutritionist and Dietician, Teaching, Health science, Health promotion, Food stylist, Chef, Food taster and demonstrator.

Possible pathway

Year	Courses Offered
YEAR 10	Social Food
YEAR 11	Food Studies Unit 1&2
YEAR 12	Food Studies Unit 3&4

Why choose this subject? If you are interested in learning about: investigate cheaper and faster ways of producing food, test the quality and safety or invent new 'recipes' for foods, make changes to foods, like creating sugar-free produce design processes and machines that make the products on a large scale, Food science, technical and practical skills of preparing food, diet and nutrition.

VCE HEALTH AND HUMAN DEVELOPMENT 1-4

What is this course about?

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health. Students investigate the World Health Organization's (WHO) definition and other interpretations of health and wellbeing. For the purposes of this study, students consider wellbeing to be an implicit element of health. Health and Human Development provides students with a broad understanding of health and wellbeing that reaches far beyond the individual. They learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing, and those that compromise it. The study provides opportunities for students to view health and wellbeing, and human development, holistically – across the lifespan and the globe, and through a lens of social justice.

What will I learn in each unit?

Unit 1	Unit 2
<ul style="list-style-type: none"> • Concepts of health • Youth health and wellbeing • Health and nutrition 	<ul style="list-style-type: none"> • Developmental transitions • Youth health literacy
Unit 3	Unit 4
<ul style="list-style-type: none"> • Understanding health and wellbeing • Promoting health in Australia 	<ul style="list-style-type: none"> • Global health and human development • Health and the Sustainable Development Goals

What type of things can I expect to do?

Case Study Analysis, Written Tests, Multimedia Presentation, Data Analysis, Research Assignments, Formal Exams

What can this lead to/be helpful for?

Nutritionist, Nursing, Childcare, Teaching, Youth/Welfare and Social Service, Health Science, Occupational Therapy, Health and Fitness Industry, Health Promotion

Possible pathway

Year	
Year 10	<ul style="list-style-type: none"> • Health Education • Food
Year 11	<ul style="list-style-type: none"> • Health and Human Development • VET Community Services
Year 12	<ul style="list-style-type: none"> • Health and Human Development • VET Community Services

Why choose this subject?

Choose this subject if you are interested in learning about: Health, Nutrition, Promotion of Health (Aust), Promotion of Health (Globally), Lifespan stages

VCE HISTORY UNITS 1- 4

What is this course about?

History can shape not only who we are, but also what we do with our future. Studying History encourages students to understand themselves and deepens their knowledge of humanity. It enables us to see the world through the eyes of others, appreciate the nature of change and consider how our past shapes our present.

What will I learn in each unit?

Unit 1 <ul style="list-style-type: none"> • Twentieth Century History 1918 - 1939 • World War I and post war treaties • Building tensions between Germany, the USSR, Japan and USA 	Unit 2 <ul style="list-style-type: none"> • Twentieth Century History 1945 - 2000 • The Cold War • Decolonisation and Independence
Unit 3 <ul style="list-style-type: none"> • American • The causes of the revolution • The consequences of the revolution 	Unit 4 <ul style="list-style-type: none"> • French Revolution • The causes of the revolution • The consequences of the revolution

What type of things can I expect to do?

In History students are encouraged to explain, analyse, compare and construct historical arguments and interpretations. It allows them to explore the conditions that provoked crucial events in history, as well as study the philosophies of social movements and key figures throughout history.

What can this lead to/be helpful for?

The study of History provides students with a range of transferrable skills and prepares them for a variety of study and career pathways including: Law, Journalism, Teaching, Policy Development, Archaeology, Office Management, Historical Research, Politics, Business, Marketing, Public Sector, and Conservation.

Possible pathway

Year	Courses Offered
YEAR 10	Humanities (Core)
YEAR 11	Twentieth Century History 1 & 2
YEAR 12	Revolutions 3 & 4

Why choose this subject?

Future generations need a thorough understanding of historical events and their impacts on societies in order to avoid repeating the mistakes of the past. Choosing to study history improves critical thinking skills, writing ability, social and cultural responsibilities as well as empathy. Students should choose this subject if they are interested in: Historical events, people and places, society and change, and cause and effect.

VCE LITERATURE UNITS 1-4

What is this course about?

Literature is for students who are avid readers and enjoy exploring the reasons behind the creation of classic literature. In Literature students will study the author's stylistic choices and how the views and values of both the reader and the author can be presented within a text. Literature enables students to make connections between literature and the issues within the world and how culture and history can be presented within a piece of work. Furthermore, literature studies the connections texts can have between one another and how they can be transformed and adapted into other forms.

What will I learn in each unit?

Unit 1	Unit 2
<ul style="list-style-type: none"> • Read and respond to a range of texts through close analysis. • Explore conventions common to a selected movement or genre • Engage with the ideas, concerns and representations from at least one complete text alongside multiple samples of other texts considered characteristic of the selected movement or genre. 	<ul style="list-style-type: none"> • Explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators. • Analyse and respond to the representation of a specific time period and/or culture explored in a text • Reflect or comment on the ideas and concerns of individuals and groups in that context.
Unit 3	Unit 4
<ul style="list-style-type: none"> • Consider how the form of a text affects meaning, and how writers construct their texts. • Investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. • Consider how the perspectives of those adapting texts may inform or influence the adaptations. • Draw on their study of adaptations and transformations to develop creative responses to texts. 	<ul style="list-style-type: none"> • Develop creative and analytic responses to texts and creative interpretations • Develop an informed and sustained interpretation supported by close textual analysis. • Analyse literary forms, features and language to present a coherent view of a whole text.

What type of things can I expect to do?

Students will participate in class discussions and explore the backgrounds of a variety of written and multimedia texts. They will respond analytically and creatively as well as create their own adaptation of a classic text. Literature involves researching the views and values of authors and exploring the process of creative Literature construction. In addition, students will identify connections between issues in classic texts and issues present in the world currently and historically.

What can this lead to/be helpful for?

English is the most common prerequisite for university courses and essential for obtaining a VCE certificate for Tertiary studies. Literature helps to improve one's understanding of English and other critical thinking focused subjects. A sophisticated understanding of English/Literature will be of benefit for careers in; Journalism, Writing, Publishing, Education, Archival Services, Law, Screen and Media, Business, Arts, Academic Research, or Commerce.

Why choose this subject?

Studying the Literature can enrich our lives in ways we never imagined. Beyond the simple entertainment of a good story, readers stand to gain compassion for a wide range of people across cultures and time periods.

VCE LEGAL STUDIES UNITS 1-4

What is this course about?

Legal Studies examines the justice system in Australia. Students learn about the concepts of justice and power, the origins and nature of Australia's legal system, law making bodies, criminal and civil laws, the court system, the jury and consequences for actions that breach laws. Students consider reasons why laws are necessary and the impact of the Commonwealth Constitution on the operation of the legal system. Students evaluate the strengths and weaknesses of lawmaking bodies, the processes used to influence change and reform and the effective operation of the Victorian legal system.

What will I learn in each unit?

Unit 1	Unit 2
<ul style="list-style-type: none"> • Legal foundations • Proving Guilt • Sanctions 	<ul style="list-style-type: none"> • Civil Liability • Remedies • Human Rights
Unit 3	Unit 4
<ul style="list-style-type: none"> • The Victorian Criminal justice system • The Victorian Civil justice system 	<ul style="list-style-type: none"> • The people and the law makers • The people and reform

What type of things can I expect to do?

Analyse case studies, presentations, debates, extended responses, evaluate and analyse and research assignments.

What can this lead to/be helpful for?

University and TAFE courses in: Law, Criminology, Legal Administration. Court Personnel, Solicitor, Policing, Law Enforcement.

Possible pathway

Year	Courses Offered
YEAR 10	Legal Studies
YEAR 11	Legal Studies
YEAR 12	Legal Studies

Why choose this subject?

Choose this subject if you are interested in learning about: Crime, Courts, Parliament, Dispute resolution, Justice and develop and apply reasoning skills.

VCE FOUNDATION MATHS UNITS 1 - 4

What is this course about?

Foundation Maths Units provide students with the mathematical knowledge, skills and understanding to solve problems in real life applications for a range of workplace, personal life and further learning. Students will use a standard Scientific Calculator to assist them in their learning and understanding.

What will I learn in each unit?

Unit 1	Unit 2
<ul style="list-style-type: none">• Core number skills in fractions, decimals, ratio• Data and Statistical Displays• Financial Mathematics• Units of Measurement and Calculations	<ul style="list-style-type: none">• Generalisations and Patterns in Maths• Data and Statistical Displays• Financial Mathematics• Geometric Principles in Application
Unit 3 & 4	
<ul style="list-style-type: none">• Number Operations• Data Collection and Analysis• Financial Mathematics• Units of Measurement and Calculations	

What type of things can I expect to do?

Students will apply techniques learnt to a range of everyday and life-life contexts. They will perform calculations both with and without the use of a scientific calculator or computer program, and use these skills for investigation, modelling or problem solving. They may investigate workplace requirements such as measurements and formulas required for specific jobs, planning trips, or calculating income tax.

What can this lead to/be helpful for?

Foundation Mathematics an excellent preparation for students considering studying Units 3 & 4 Foundation Mathematics. It can contribute to a students ATAR enabling University and TAFE entry. Studying Mathematics at Year 11 standard will assist students to feel confident with Numeracy once they leave school. A satisfactory result in Mathematics in Year 12 is also looked upon very favourably by employers.

Possible pathway

Year	Courses Offered
YEAR 10	Maths General
YEAR 11	Units 1 & 2 Foundation Maths
YEAR 12	Units 3 & 4 Foundation Maths

Why choose this subject?

Do you like practical applications of Maths but struggle with those that are not directly related to life? Are you able to see how maths is used in the workforce? Do you enjoy financial mathematics, problem solving and using your skills in practical ways? Do you want the opportunity of choosing Units 3 & 4 Foundation Mathematics in Year 12? Your maths teacher will recommend which subject is the right fit for you.

VCE GENERAL MATHS UNITS 1 - 4

What is this course about?

General Maths Units provides a general preparation for employment or further study, in particular where data analysis, recursion and number patterns are important. A computer algebra system (CAS) will be used by students to assist them in their learning and understanding.

What will I learn in each unit?

Unit 1	Unit 2
<ul style="list-style-type: none"> Investigating and Comparing Data Distributions Arithmetic and Geometric Sequences Financial Mathematics Linear Functions and Graphs Matrices 	<ul style="list-style-type: none"> Investigating Bivariate Data Graphs and Networks Modelling Non-Linear relationships Measurement and Trigonometry
Unit 3	Unit 4
<ul style="list-style-type: none"> Data Distributions Bivariate Data Linear Graphs and Models Recursion Financial Mathematics 	<ul style="list-style-type: none"> Matrices Graphs and Networks

What type of things can I expect to do?

Use statistical techniques, model relationships between data, correlations and regression of data, create graphs, investigate linear relationships and use the CAS calculator. Undertake an extended investigation in each unit.

What can this lead to/be helpful for?

General Mathematics an excellent preparation for students considering studying Units 3 & 4 General Mathematics, which fulfils many University and TAFE mathematics prerequisites. A satisfactory result in General Mathematics at Year 11 standard is looked at favourably by employers overall, and employers looking for new apprentices in particular.

Units 3&4 General Mathematics is often a prerequisite for many University courses. A satisfactory result in General Mathematics in Year 12 is also looked upon very favourably by employers.

Possible pathway

Year	Courses Offered
YEAR 10	Maths General or Maths
YEAR 11	Methods
YEAR 12	Units 1 & 2 General Maths
	Units 3 & 4 General Maths

Why choose this subject?

Do you like Maths but struggle to complete the more challenging questions involving complex algebra? Are you able to work with data and manipulate lists of numbers on a CAS calculator? Do you enjoy financial mathematics, problem solving and some algebraic representation? Do you want the opportunity of choosing Units 3 & 4 Further Mathematics in Year 12? Your maths teacher will recommend which subject is the right fit for you.

VCE MATH METHODS UNITS 1-4

What is this course about?

This study is designed to provide access to worthwhile and challenging mathematical learning in a way that takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

What will I learn in each unit?

Unit 1 <ul style="list-style-type: none"> Algebra Linear Equations Quadratics Graphing Functions and relations 	Unit 2 <ul style="list-style-type: none"> Polynomials Transformations Probability Differentiation Introduction to calculus
Unit 3 <ul style="list-style-type: none"> Algebra Quadratics and Polynomials Functions and relations Graphing Transformations 	Unit 4 <ul style="list-style-type: none"> Exponential and Circular Functions Differentiation and Integration Probability

What type of things can I expect to do?

Apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulations, equations, graphs, differentiation, anti-differentiation, integration and inference with and without the use of technology.

What can this lead to/be helpful for?

Mathematical Methods Units 3 & 4 is a prerequisite for many tertiary courses, especially Science, Engineering, Economics, Medicine, Physics, and Maths.

Possible pathway

Year	Courses Offered
YEAR 10	Maths Methods
YEAR 11	Maths Methods Units 1 & 2
YEAR 12	Maths Methods Units 3 & 4

Why choose this subject?

Is Maths one of your favourite and strongest subjects? Do you enjoy being challenged in mathematics and solving difficult and/or complex problems? Are you wishing to pursue a career that has Mathematical Methods as a prerequisite?

VCE SPECIALIST MATHEMATICS UNITS 1-2

(This subject is likely to be run by Distance Education in 2025)

What is this course about?

This study involves in-depth and challenging mathematics and is designed for students who intend to pursue careers involving a higher level of mathematics. It has an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning.

What will I learn in each unit?

Students will cover a selection of the following areas of study:

Units 1 & 2	
<ul style="list-style-type: none"> Arithmetic and structure Arithmetic and number Discrete Mathematics 	<ul style="list-style-type: none"> Geometry, measurement and trigonometry Graphs of linear and non-linear relations Statistics
Unit 3 & 4	
<ul style="list-style-type: none"> Functions and graphs Algebra Calculus Vectors 	<ul style="list-style-type: none"> Mechanics Probability and Statistics

What type of things can I expect to do?

Students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and inference with and without the use of technology.

What can this lead to/be helpful for?

This subject will open access to all VCE Mathematics pathways, as well as associated careers that require strong mathematical skills.

Possible pathway

Year	Courses Offered
YEAR 10	Math Methods
YEAR 11	Math Methods Units 1&2 and Specialist Maths Units 1&2
YEAR 12	Math Methods Units 3&4 and Specialist Maths Units 3&4

Why choose this subject?

Do you have a love of mathematics and you wish to explore the more rigorous aspects of mathematical structure and proof? Do you enjoy being challenged with difficult and complex mathematical problems? Are you willing to complete Mathematical Methods as well as Specialist Mathematics concurrently? Are you extremely well organised and prepared to dedicate the time to consolidating your understanding? Your maths teacher will recommend which subject is the right fit for you.

VCE MEDIA UNITS 1- 4

What is this course about?

VCE Media provides students with the opportunity to examine media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms.

Students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

What will I learn in each unit?

Unit 1 <ul style="list-style-type: none"> Media Forms Representations in Media Australian Contexts 	Unit 2 <ul style="list-style-type: none"> Narrative, style and genre Narratives in production Media and change
Unit 3 <ul style="list-style-type: none"> Narratives and their contexts Research, development and experimentation Pre-production planning 	Unit 4 <ul style="list-style-type: none"> Production Design Agency and Control

What type of things can I expect to do?

A folio of production samples, Film Studies, Movie production, Animation, Photography, Concept Development, Script writing, Storyboards, Australian film research, Sound Design, Media research and exploration.

What can this lead to/be helpful for?

Career Pathways include: Game Developer, Animator, Advertising, Film Specialist, Television Specialist, Director, Production Assistant, Broadcaster, Actor, Special Effects Editor, Radio Presenter, Photographer, Sound Designer.

Possible pathway

Year	Courses Offered
YEAR 10	Media
YEAR 11	VCE Media – Screen and Media
YEAR 12	VCE Media – Screen and Media

Why choose this subject?

If you have a passion for the visual arts and film, then this subject is for you! Do you like talking about films and discussing media trends? Have you wanted to make your own film or animation? Come examine the relationship between audience and the media and explore how the media is controlling you!

VCE OUTDOOR AND ENVIRONMENTAL STUDIES 1-4

What is this course about?

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. Outdoor and Environmental Studies provides students with the skills and knowledge to participate safely and sustainably in a range of outdoor experiences and environments. Through participation in outdoor experiences, students learn to respect and value these landscapes and their living cultural history.

What will I learn in each unit?

Unit 1	Unit 2
<ul style="list-style-type: none">• Our place in outdoor environments• Exploring outdoor environments• Safe and sustainable participation in outdoor experiences	<ul style="list-style-type: none">• Understanding outdoor environments• Observing impacts on outdoor environments• Independent participation in outdoor environments
Unit 3	Unit 4
<ul style="list-style-type: none">• Changing human relationships with outdoor environments• Relationships with Australian environments in the past decade	<ul style="list-style-type: none">• The importance of healthy outdoor environments• The future of outdoor environments• Investigating outdoor environments

What type of things can I expect to do?

Topic Tests, Structured Questions, Tests, Research assignments, Case studies, Canoeing, Mountain Bike Riding, Skiing, Bushwalking and Surfing.

What can this lead to/be helpful for?

Outdoor activities leader, outdoor education teacher, environmental science, park management, natural resource management.

Possible pathway

Possible Pathways	
Year	
Year 10	Outdoor & Environmental Studies (Elective)
Year 11	Outdoor & Environmental Studies (Unit 1 & 2)
Year 12	Outdoor & Environmental Studies (Unit 3 & 4)

Why choose this subject?

Choose this subject if you are interested in learning about: Outdoor activities, Environmental issues, Conservation, Outdoor Environments, Tourism

VCE PHYSICAL EDUCATION UNITS 1- 4

What is this course about?

VCE Physical Education explores the complex interrelationships between biophysical (anatomical, biomechanical, physiological and skill acquisition) and psychosocial (psychological and sociocultural) principles to understand their role in producing and refining movement for participation and performance in physical activity, sport and exercise. Physical Education enables students to integrate a contemporary understanding of the theoretical concepts of physical activity with practical application. This develops the knowledge and skills required to critically evaluate influences that affect their own and others' participation and performance in movement.

What will I learn in each unit?

Unit 1 <ul style="list-style-type: none"> How does the musculoskeletal system work to produce movement? What role does the cardiorespiratory system play in movement? 	Unit 2 <ul style="list-style-type: none"> How do physical activity, sport and exercise contribute to healthy lifestyles? What are the contemporary issues associated with physical activity and sport?
Unit 3 <ul style="list-style-type: none"> How are movement skills improved? How does the body produce energy? 	Unit 4 <ul style="list-style-type: none"> What are the foundations of an effective training program? How is training implemented effectively to improve fitness? Integrated movement experiences

What type of things can I expect to do?

Practical Laboratory, Data Analysis, Games Analysis, Investigation Projects, Training Programs, Peer Teaching, Coaching, Case Studies, Practical Classes

What can this lead to/be helpful for?

Physical Education Teacher, Fitness Industry / Instructor, Sports Coaching, Sports Administration, Sports Psychologist, Biomechanist, Sports Science

Possible pathway

Year	
Year 10	Physical Education PEAK Performance (elective)
Year 11	Physical Education Health and Human Development VET Community Services
Year 12	Physical Education Health and Human Development VET Community Services

Why choose this subject?

Choose this subject if you are interested in learning about: Human Body, Physical Activity, Energy and how it is produced, Analysing and enhancing performance and Recovery in Sport.

VCE PHYSICS 1- 4

What is this course about?

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world, which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

What will I learn in each unit?

Unit 1 What ideas explain the physical world?	Unit 2 What do experiments explain about the physical world?
<ul style="list-style-type: none"> • Thermodynamic principles and climate science • Models for electricity • Circuit electricity • Using electricity & electrical safety • Origins of atoms and particles in the nucleus • Energy from the atom 	<ul style="list-style-type: none"> • Concepts used to model motion • Forces and motion • Energy and motion • Optional study
Unit 3 How do fields explain motion and electricity?	Unit 4 How can two contradictory models explain both light and matter?
<ul style="list-style-type: none"> • Fields and interactions • Effects of fields • Application of field concepts • Generation of electricity • Transmission of electricity • Newtons laws of motion • Einstein's theory of special relativity • Relationships between force, energy and mass 	<ul style="list-style-type: none"> • Properties of mechanical waves • Light as a wave • Behaviour of light • Matter as particles or waves • Similarities between light and matter • Production of light from matter

What type of things can I expect to do?

Conduct experiments. Present and analyse data. Use hands on materials. Write scientific reports. Design scientific posters. Learn scientific theory. Comprehend and apply concepts to new situations. Use scientific terminology. Complete tests and exams.

What can this lead to/be helpful for?

Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, education, energy research, engineering, instrumentation, lasers and photonics, medical physics, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, geology, materials science, neuroscience and sports science.

Possible pathway

Year	Courses Offered
YEAR 10	Core Science
YEAR 11	Physics Units 1 & 2
YEAR 12	Physics Units 3 & 4

Why choose this subject?

Choose this subject if you are a hard working student that is interested in science, how the Universe works and want to learn to interpret the world around you in a more sophisticated way.

VCE PSYCHOLOGY UNITS 1- 4

What is this course about?

VCE Psychology enables students to explore the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life. Students will develop an understanding on the connection between the brain and behaviour through classical and contemporary research and the use of imaging technologies, models and theories. In addition, they will engage in a range of inquiry tasks.

What will I learn in each unit?

Unit 1 <ul style="list-style-type: none"> • The complexity of psychological development • Defining and supporting psychological development • Role of the brain in mental processes and behaviour • Brain plasticity and brain injury • Student directed research investigation 	Unit 2 <ul style="list-style-type: none"> • Social cognition • Factors that influence individual and group behaviour • Perception • Distortions of perception • student-adapted or student-designed scientific investigation
Unit 3 <ul style="list-style-type: none"> • Nervous system functioning • Stress as an example of psychobiological process • Approaches to understanding learning • The psychobiological process of memory • Student-designed scientific investigation 	Unit 4 <ul style="list-style-type: none"> • The demand for sleep • Importance of sleep to mental wellbeing • Defining mental wellbeing • Applications of a biopsychosocial approach to explain specific phobias • Maintenance of mental wellbeing • Student-designed scientific investigation

What type of things can I expect to do?

What type of things will I do?

Folio of activities, Visual and/or oral presentations, Tests, Practical activities, Media responses, Student directed research investigation, Reporting conventions

What can this lead to/be helpful for?

A career in the field of: Psychology or Psychiatry, Health Sciences, Education, Counselling, Sociology

Possible pathway

Year	Courses Offered
YEAR 10	Year 10 Science
YEAR 11	Psychology
YEAR 12	Psychology

Why choose this subject?

Choose this subject if you are interested in learning about: Develop knowledge about self and others, How groups can influence individuals, The brain and how it influences behaviour, Development across the lifespan, Memory reliability and decline, How people learn, Mental health disorders, Sleep (including sleep disorders).

VCE ARTS MAKING AND EXHIBITING 1- 4 (replacing Studio Arts)

What is this course about? Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists.

What will I learn in each unit?

Unit 1 – Explore, expand and investigate <ul style="list-style-type: none"> Explore materials, techniques, and processes in a range of artforms. Create individual artworks based on a set theme and complete at least one finished artwork. Explore the historical development of specific artforms, such as painting. Investigate the artworks of Australian artists from different contexts. 	Unit 2 – Understand, develop and resolve <ul style="list-style-type: none"> Develop an understanding of how artworks are displayed to audiences, and how ideas are represented to communicate meaning. Respond to a set theme and learn how to develop your ideas using materials, techniques and processes, and art elements and art principles. Plan and make finished artworks. Investigate how exhibitions are planned and designed and how spaces are organised for exhibitions.
Unit 3 – Collect, extend and connect <ul style="list-style-type: none"> Research artists, artworks and collect ideas Explore contexts, subject matter, and ideas to develop artworks Make artworks in specific art forms, prepare, and present a critique and reflect on feedback. visit at least two exhibitions over the year and research the exhibition of artworks in these exhibition spaces and the role a curator has in planning and writing information about an exhibition. 	Unit 4 – Consolidate, present and conserve <ul style="list-style-type: none"> Consolidating and extending your ideas and art making to further refine and resolve artworks in specific art forms and make new artworks. Review the methods used and considerations involved in the presentation, conservation, and care of artworks, including the conservation and care of your own artworks. Continue to engage with galleries, museums, other exhibition spaces and site-specific spaces and examine a variety of exhibitions.

What type of things can I expect to do?

Explore individual ideas and subject matter based on artistic influences. Keep a visual diary. Create artworks in a variety of media including drawing, painting, printmaking, mixed media and photography. Analyse artworks. Use art terminology. Investigate how artists have interpreted sources of inspiration and influences to create their artwork. Gain an understanding of how art is presented in a gallery and conserved for future generations. School Assessed Coursework. School Assessed Task. End of Year Exam

What can this lead to/be helpful for?

Career pathways include fine arts, illustrator, storyboard artist, gallery curator, gallery education officer, teacher, fashion design, design, animation, and advertising.

Possible pathway

Year	Courses Offered
YEAR 10	Studio Arts
YEAR 11 / 12	Arts Making and Exhibiting

Why choose this subject?

Choose this subject if you wish to learn more about how artist's work and how to create artworks based on your own ideas. Also if you want to learn more about how artworks are presented in exhibitions and the work people do to put together and host an exhibition.

VCE VISUAL COMMUNICATION AND DESIGN UNITS 1- 4

What is this course about?

Visual Communication is a bridge between an idea and its intended audience. In the fields of architecture, engineering, graphic, industrial and multimedia design, advertising and marketing, cartography and fashion, for example, visual communicators use text and/or image to communicate information. The production of visual communications involves the application of a design process in which final presentations are developed in response to needs identified in an initial brief. The vocabulary and grammar of visual communication is based on understanding and applying drawing and drawing conventions, design elements and design principles. This knowledge assists students in the generation of a range of visual communications. Students have the opportunity to investigate the work and practices of Australian and international designers from a variety of social, cultural, historical and contemporary contexts, through building an understanding of the important role of visual communication design within society.

What will I learn in each unit?

Unit 1	Unit 2
<ul style="list-style-type: none"> • Drawing as a means of communication • Design elements and design principles • Visual communications in context 	<ul style="list-style-type: none"> • Technical drawing in context • Type and imagery in context • Applying the design process
Unit 3	Unit 4
<ul style="list-style-type: none"> • Analysis and practice in context • Design industry practice • Developing a brief and generating ideas 	<ul style="list-style-type: none"> • Development, refinement and evaluation • Final presentations

What type of things can I expect to do?

Use the design process. Folio of observational, visualisation, technical and presentation drawings using manual and/or digital methods. Folio of typography and image ideas created using manual and digital methods. Written analysis of visual communications. School Assessed Coursework. School Assessed Task. End of Year Exam

What can this lead to/be helpful for?

Career Pathways include: product designer, graphic designer, architect, illustrator, storyboard artist, teacher, fashion design, animation, and advertising.

Possible pathway

Year	Courses Offered
YEAR 10	Visual Communication and Design
YEAR 11	Visual Communication and Design
YEAR 12	Visual Communication and Design

Why choose this subject?

Choose this subject if you are interested in design and want to learn more about: product design, architecture, advertising, packaging, poster design and magazine layouts and how to use Adobe Illustrator and Photoshop.

VCE/VET AUTOMOTIVE UNITS 1-4

What is this course about?

AUR20720 CERTIFICATE II IN AUTOMOTIVE VOCATIONAL PREPARATION

This course is a pre-qualification for an automotive career. You will learn essential theory and develop the following skills to prepare you for an automotive career: the basics of identifying and inspecting automotive mechanical and electrical components and systems, skills and knowledge required to perform minor maintenance and repair of an automotive vehicle body and an understanding of the type of work undertaken in this industry.

The Registered Training Organisation for this course is AIET (Australian Institute of Education and Training), RTO number 121314

What will I learn in each unit?

Unit 1 <ul style="list-style-type: none"> Apply Safe work practices Tools and Equipment Mechanical components Dismantle and Assemble Single cylinder engine 	Unit 2 <ul style="list-style-type: none"> Environment and Sustainability practices Servicing operations Electrical components Inspect, test, service batteries
Unit 3 <ul style="list-style-type: none"> Communicate effectively Solder electrical wires Construct electrical circuits Operate electrical test equipment 	Unit 4 <ul style="list-style-type: none"> Resolve problems in the workplace Remove and replace brakes Dismantle and assemble multi-cylinder engine

What type of things can I expect to do?

You will learn both hands on technical skills and the basic theory underlying mechanical systems. You will learn about the parts used in different vehicles and how to properly maintain and fix them and what tools are used on the job. There is a lot of hands on skills and also written and theory work required. You will be required to work in groups as well as individual work.

What can this lead to/be helpful for?

VCE VET Automotive program is a pre-employment course designed to meet the needs of students wishing to pursue a career in the automotive industry through study pathway options, such as an apprenticeship or higher education.

Possible pathway

Year	Courses Offered
YEAR 10	Auto/VET Auto
YEAR 11	VCE/VET Auto
YEAR 12	VCE/VET Auto

Why choose this subject?

This program is designed to allow students who have an interest in automotive to gain insight into what it is really like to have a career in the industry.

*Please note that additional fees apply to VET subjects.

VCE/VET COMMUNITY SERVICES UNITS 1- 4

What is this course about?

In VET Community Services, students have an opportunity to learn about the community services sector and explore specific contexts of work related to helping others in need e.g. children, the elderly, people with a disability or mental health problem. Students who complete Units 1-4 will gain nationally recognised entry level training in the community services industry and be awarded a Certificate II in Community Services CHC22015, with the possibility of some modules being transferable to other courses and qualifications. Students work collaboratively to implement projects and partnerships within the Benalla community throughout the course. The Registered Training Organisation for this course is IVET, RTO code 40548

What will I learn in each unit?

Unit 1 may include: <ul style="list-style-type: none"> Interact effectively with others at work Use strategies to respond to routine workplace problems Work with diverse people Communicate and work in health or community services 	Unit 2 may include: <ul style="list-style-type: none"> Organise and complete daily work activities Participate in workplace health and safety Provide first point of contact Manage personal stress in the workplace
Unit 3 may include: <ul style="list-style-type: none"> Respond to individual client needs in a range of scenarios (written and role-plays) Work within a community development framework 	Unit 4 may include: <ul style="list-style-type: none"> Implement community participation and engagement strategies Provide first aid

What type of things can I expect to do?

Students are rigorously assessed through the IVET online portal on their ability to answer multiple choice and short answer questions, extended answer questions and role-play scenarios. The program also provides students with opportunities to participate in a range of curriculum related exercises, for example, visiting primary schools, aged care centres, Benalla Rural City Council, a first aid incursion.

What can this lead to/be helpful for?

Completing VET Community Services provides students with the skills and credentials to continue with further study and enter the workforce in areas such as: child care, education, child protection, aged care, working with people with disabilities, youth services, drug and alcohol work, government agencies, nursing or allied health services, not-for-profit organisations and charities and social housing.

Possible pathway

Year	Courses Offered
YEAR 10	Humanities and Health
YEAR 11 /12	VET Community Services

Why choose this subject?

You should choose this course if you are a student with a strong sense of social justice, empathy and a desire to empower and strengthen your community and help those in need through a range of support services.

*Please note that additional fees apply to VET subjects.

VCE/VET SCREEN AND MEDIA UNITS 1- 4

What is this course about?

VCE VET Creative and Digital Media (CDM) program. CUA31015 Certificate III in Screen and Media.

The VCE VET Creative and Digital Media program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge to pursue a career or further training in related industries such as film and television production, animation, radio broadcasting and photography.

The Registered Training Organisation for this course is AIE (The Academy of Interactive Entertainment Ltd), RTO code 88021

What will I learn in each unit?

Year 1	Unit Codes
<ul style="list-style-type: none"> • Critical thinking skills • Follow a design process • Maintain interactive content • Participate in OHS • Prepare photo images • Work in screen and media • 3D modelling and design 	<ul style="list-style-type: none"> • BSBCRT301 • BSBWHS201 • CUAIND301 • CUAANM302 • CUADIG303 • BSBDES201 • CUADIG201
Year 2	Unit Codes
<ul style="list-style-type: none"> • Explore and apply the creative design process to 2D forms • Create 2D and 3D digital animations • Author interactive sequences • Create Visual Design components • Write content for a range of Media 	<ul style="list-style-type: none"> • BSBDES302 • CUAANM301 • CUADIG302 • CUADIG304 • CUAWRT301

What type of things can I expect to do?

VET Screen and Media is an Arts based subject with a folio of work to be developed.

Tasks may include: Web Design, OH&S risk assessment, Design briefs, A range of digital and traditional artwork creation, Internet research tasks, Presentations involving posters or multimedia, Oral presentations, 3D modelling, Animation, Film Production and Planning, Formal Exams.

What can this lead to/be helpful for?

Career Pathways include: Game Developer, Animator, Advertising, Film Specialist, Television Specialist, Director, Production Assistant, Broadcaster, Actor, Special Effects Editor, Radio Presenter, Photographer, Sound Designer.

Possible pathway

Year	Courses Offered
YEAR 10	Information and Communications Technology
YEAR 11 /12	VET Screen and Media

Why choose this subject?

This subject is built on developing practical skills and transferable skillsets to transition into the media industry, Skills that you will learn while completing a series of practical projects align with other media and arts-based subjects.

*Please note that additional fees apply to VET subjects.

VCE/VET SPORT AND RECREATION UNITS 1-4

What is this course about?

The Certificate III SIS30115 Sport and Recreation course provides students the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of sport, fitness, community and outdoor recreation. Leadership, organisational and specialist activity skills will be developed through theory and practical sessions.

The Registered Training Organisation (RTO) for the course is IVET, RTO code 40548

Excursions & Certificates include:

- 3 day Mt. Hotham Skiing (Yr 11 and 12, \$375.00 approx.)
- 2 day Mt Feathertop Bushwalk (Yr 11 \$35 approx.)
- 3 day Torquay Surfing (Yr 12 \$280.00 approx.)

What will I learn in each unit?

Unit 1 <ul style="list-style-type: none"> • Participate in workplace health and safety • Provide First Aid (Level 2 First Aid Certificate) • Respond to Emergency situations (Mt Feathertop bushwalk) • Book athlete travel and accommodation 	Unit 2 <ul style="list-style-type: none"> • Provide quality service • Organise personal work priorities and development • Use social media tools for collaboration and engagement • Conduct non-instructional sport, fitness and recreation sessions • Conduct sport, fitness or recreation events • Participate in conditioning for sport
Unit 3 <ul style="list-style-type: none"> • Educate user groups • Plan and conduct programs (3 day Torquay surf camp) • Participate in WHS hazard identification, risk assessment & risk control 	Unit 4 <ul style="list-style-type: none"> • Facilitate groups (3 day Mt Hotham Ski Camp) • Provide equipment for activities • Conduct sport coaching sessions with foundation level participants (sport coach unit)

What type of things can I expect to do?

Lead sport and recreation sessions, Play, umpire and coach a range of sports, Projects & Assignments, Internet research, Group work, First Aid, PT Training, Practical and written activities, Excursions.

What can this lead to/be helpful for?

Employment in aquatics centres, Employment in Fitness Centres, Sport and Recreation program leader, Personal Trainer.

Why choose this subject?

Choose this subject if you are interested in learning about: Fitness, Coaching, Sport, Umpiring, Personal Training, Leadership, Sport Science, Health, First Aid

*Please note that additional fees apply to VET subjects.

VCE/VET BUILDING AND CONSTRUCTION UNITS 1-2

What is this course about?

The VCE VET Building and Construction program is drawn from a national training package and from Victorian accredited curriculum, and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge to pursue a career or further training in a number of building trades within the building sector. The VCE VET Building and Construction program is designed to give students the opportunity to gain experience across a number of building trades including bricklaying, carpentry, painting and decorating, wall and ceiling lining, wall and floor tiling, solid plastering and stonemasonry.

What will I learn in each unit?

Core include:

- Work effectively and sustainably in the Construction Industry
- Plan and organise work
- Carry out measurements and calculations
- Undertake a basic construction project
- Apply WHS requirements, policies and procedures in the Construction Industry

Electives

- To achieve the award of 22614VIC Certificate II in Building and Construction Pre-apprenticeship (Version 1), complete all units of competency from ONE selected trade stream.
- Electives may be selected from multiple trade streams to provide up to a maximum of six VCE VET units of credit.

What type of things can I expect to do?

You will learn both hands on technical skills and the basic theory underlying different parts of the construction industry.

There are a lot of hands-on skills and also written and theory work required. You will be required to work in groups as well as individual work.

What can this lead to/be helpful for?

Employment in trades such as bricklaying, carpentry, painting and decorating, wall and floor tiling, wall and ceiling lining, solid plastering, stonemasonry, joinery, shopfitting and stairbuilding trades within the construction industry.

*Please note that additional fees apply to VET subjects.

BENALLA P-12 COLLEGE

YEAR 10 (2025) COURSE SELECTION FORM

Student Name: Student Phone Number:

Due date:

Core subjects

English	Humanities
Mathematics	Science
Health and Physical Education (One Semester)	

My preferred Maths option is:	Year 10 Maths General	Year 10 Maths Methods
School recommendation:	Year 10 Maths General	Year 10 Maths Methods

Please list your Elective preferences in order

1	
2	
3	
4	
5	
6	
7	

Fast-Tracking - Please note you need to fill out an application to fast track a VET/VCAL subject

I am interested in completing a School Based Apprenticeship/Traineeship in 2025/2026 **Yes** **No**

If so, list the area of interest.....

I am interested in Fast Tracking a VCE/VET subject in 2025

If so, list the area of interest.....

Student Signature **Date:**

Course Counsellor Signature..... **Date:**

Parent / Carer

I have discussed my child's course selections and am satisfied it is appropriate.

Signature: **Date:**

Submit to your Course Counsellor no later than Tuesday 30th July 2025

BENALLA P-12 COLLEGE

VCE and VCE/VET FAST TRACKING

APPLICATION FORM 2025

Name:

First Preference: Units 1 & 2

Second Preference: (optional)..... Units 1 & 2

All applications will be assessed based on the responses below and a range of data including **work habits (behaviour, effort, organisation), attendance, tests, literacy and numeracy levels (NAPLAN) and teacher judgement.**

Criteria	Student Response
<p>Career Aspirations – CAPS Plan Required Briefly outline your intended career and pathways plans for life after Benalla P-12 College as evidenced in your completed CAPS plan.</p>	
<p>Understanding of the subject Outline your knowledge of the subject/s requested and how it could assist your future aspirations or develop your knowledge and understanding.</p>	
<p>Commitment to study Tell us about your learning habits: Have you completed all/most class tasks on time this year? Have you regularly completed homework to revise and catch-up? Do you actively seek advice from your teacher about how you can improve?</p>	
<p>Readiness to undertake advanced learning demands. Do you have regular attendance in your classes? (90% preferred) Do you have good organisational and time-management skills? Have you shown that you can work well both independently and with others on class tasks?</p>	

Please turn over for page 2 of the form

BENALLA P-12 COLLEGE

VCE and VCE/VET FAST TRACKING

APPLICATION FORM 2025

<p>Comment from key teacher</p> <p>This teacher must know you well and have taught you a similar subject in Year 9 to the subject you are requesting to fast track in Year 10. They should comment on your work habits as well as your ability to complete the work.</p>	
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Agreed Understandings:

All students that are capable of fast tracking a VCE/VET subject should be given the opportunity to access this program with an aim of enhancing their ATAR. This opportunity to access this acceleration of learning must be approved by the relevant learning area teacher, the parent, the student, the Careers Practitioner and Year Level Coordinator. Only under special circumstances should students be allowed to undertake two or more acceleration subjects, as approved by the Faithful Campus Assistant Principal.

Guidelines:

1. Students must be willing and capable to complete the extra work involved in accelerating to VCE.
2. Parents should be committed to supporting and approving the application for their child to complete a VCE/VET subject when in Year 10.
3. Appropriate teachers must approve the acceleration of the student into the VCE/VET subject.
4. Pathways counselling must be undertaken to support the decision to be made regarding fast tracking.
5. The student applying to fast track a VCE/VET subject **must be able to meet the 90% attendance requirement.**

Implementation:

The Application to complete a VCE or VET subject needs to be completed and signed by the appropriate people to allow the application to be successful. This will take place during the course selection period each year. Please NOTE:

- It is expected that if a student accesses a study at the Unit 1 & 2 level, they will continue with this study as a subject at the Unit 3 & 4 level (subject to availability and performance).
- It is expected that students who fast track are still expected to complete a full program in Year 11 and 12. This would be 6 units per semester in Year 11 and 5 units per semester in Year 12.
- This application does not guarantee a VCE or VCE/VET Fast Tracking place. Students may not demonstrate the selection criteria and/or places may not be available.

I understand the expectations of VCE and VCE/VET Fast Tracking and support this application.

Parent/Carer Signature: **Date:**

I understand the expectations of VCE and VCE/VET Fast Tracking.

Student Signature: **Date:**

Submit to your Course Counsellor no later than Tuesday 30th July 2025

BENALLA P-12 COLLEGE

YEAR 11 (2025) VCE COURSE SELECTION FORM

Student Name: Student Phone Number:

Due date: Tuesday 30th July 2025

Previous and Current VCE / VET Enrolments (Fast-Tracking Subjects)

List all VCE / VET studies you may already completed and record if you have received a satisfactory completion where possible. (NOTE: These will be confirmed by VASS Admin.)

Subjects:						
Unit 1/2	1/2	1/2	1/2	1/2	1/2	1/2
Result:	S / N	S / N	S / N	S / N	S / N	S / N

Career Interests (Refer also completed CAPS Plan)

Your subject preferences should be based on your career interests. Please provide details about your career choices, possible courses and ANY **prerequisites** these courses require.

Career Name	Qualification Required	Provider (TAFE /Uni)	Prerequisite Subjects
1.			
2.			
3.			

To be completed by Course Counsellor for VCE students

Program includes 6 Unit 1&2 sequences and 5 Unit 3&4 sequences	YES / NO	Minimum of 4 units from the English Group	YES / NO
Course search prerequisites check at www.vtac.edu.au	YES / NO	Minimum of 16 VCE units	YES / NO
Maths selection initialled by Year 10 Maths teacher	YES / NO	Minimum of 4 Unit 3&4 sequences of study	YES / NO
Please ensure that you have read the VTAC Year 10 Guide issued in hard copy.		Counsellor's Name:
		Counsellor's Signature:

Please turn over for page 2 of the form

BENALLA P-12 COLLEGE YEAR 11 (2025)

VCE COURSE SELECTION FORM

Name _____ Form _____

Due date: Tuesday 30th July 2025

- English is compulsory
- We strongly recommend selecting a Maths in Year 11
- Record all other choices over the two years in **preferential** order including VET subjects.
- All students are expected to undertake 6 subjects in Year 11 and 5 subjects in Year 12. (This is even if they have fast-tracked subjects.)

English	Maths Preference	1 st preference	2 nd preference	3 rd preference	4 th preference
ENGLISH 1 & 2					
ENGLISH 3 & 4					

Spare subjects in order of preference:

- 1.
- 2.
- 3.

Student signature _____

Parent/Guardian Signature _____

Counsellor signature _____

BENALLA P-12 COLLEGE YEAR 11 (2025)

VCE VM COURSE SELECTION FORM

Student Name:Student Phone Number:

Due date: Tuesday 30th July 2025

Previous and Current VCE / VET Enrolments (Fast-Tracking)

List all VCE / VET studies you may already have completed and record if you have received a satisfactory completion. (NOTE: These will be confirmed by VASS Admin)

Subjects:						
Unit	1/2	1/2	1/2	1/2	1/2	1/2
Result:	S / N	S / N	S / N	S / N	S / N	S / N

Career Interests

Your subject preferences should be based on your career interests. Please provide details about your career choices, possible courses and ANY **prerequisites** these courses require.

Career Name	Qualification Required	Provider (TAFE /Uni)	Prerequisite Subjects
1.			
2.			
3.			

To be completed by Course Counsellor for VCE VM students

Program includes 6 Unit 1&2 sequences and 5 Unit 3&4 sequences	YES / NO	Minimum of 3 units from the English Group	YES / NO
Course search prerequisites check at www.vtac.edu.au	YES / NO	Minimum of 16 VCE VM units	YES / NO
Maths selection initialled by Year 10 Maths teacher	YES / NO	Minimum of 4 Unit 3&4 sequences of study	YES / NO
Please ensure that you have read the VTAC Year 10 Guide issued in hard copy.		Counsellor's Name:	
		Counsellor's Signature:	

Please turn over for page 2 of the form

BENALLA P-12 COLLEGE

YEAR 11 (2025) VCE VM COURSE SELECTION FORM

Name _____ Form _____

Due date: Tuesday 30th July 2025

Students undertaking a VCE VM course must meet the VCAA requirements. As such, Year 11 students need to complete English/Literacy, Maths, Work Related Skills, Personal Development Skills and a VET subject of their choice. Please select the appropriate English/Literacy and Maths classes on the sheet below and write in the VET and VCE subjects you would like to study. Please indicate three extra subjects in order of preference.

English/Literacy	Maths	PDS	WRS	VET	VCE
ENGLISH 1 & 2 LITERACY 1 & 2	GENERAL MATHS 1 & 2 FOUNDATION MATHS 1 & 2	PERSONAL DEVELOPMENT SKILLS 1 & 2	WORK RELATED SKILLS 1 & 2		
ENGLISH 3 & 4 LITERACY 3 & 4	GENERAL MATHS 3 & 4 FOUNDATION MATHS 3 & 4	PERSONAL DEVELOPMENT SKILLS 3 & 4	WORK RELATED SKILLS 3 & 4		

Wednesdays: VET Auto Other

Spare subjects in order of preference:

- 1.
- 2.
- 3.

Parent/Guardian Signature _____

Student signature _____

Counsellor signature _____

BENALLA P-12 COLLEGE

YEAR 12 (2025) VCE COURSE SELECTION FORM

Student Name: Student Phone No:

Due date: Tuesday 30th July 2025

Previous and Current VCE / VET / VCAL Enrolment

List all VCE / VET / VCAL studies you have completed and record if you have received a satisfactory completion.

Subjects:								
Units:								
Result:	S / N	S / N	S / N	S / N	S / N	S / N	S / N	S / N

Career Interests

Your subject preferences should be based on your career interests. Please provide details about your career choices, possible courses and ANY **prerequisites** these courses require. Please see Molly for assistance with this and search www.vtac.edu.au

Career Name	Qualification Required	Provider (TAFE/Uni)	Prerequisite Subjects
1.			
2.			
3.			

VCE Student Checklist:

Program includes 5 Unit 3&4 sequences for Year 12	YES / NO	Minimum of 4 units from the English Group over Year 11 & 12	YES / NO
Course search prerequisites check at www.vtac.edu.au	YES / NO	Minimum of 16 VCE units over Year 11 & 12	YES / NO
Undertaking two or more Year 12 subjects without having successfully completed the Year 11 component of the subject:	YES / NO	Must see Careers Coordinator and they sign below	YES / NO

BENALLA P-12 COLLEGE YEAR 12 (2025) VCE COURSE SELECTION FORM

Name _____ Form _____

English	1 st Preference	2 nd preference	3 rd preference	4 th preference
ENGLISH 3 & 4				

Spare subjects in order of preference:

- 1.
- 2.
- 3.



Student signature _____

Parent/Guardian Signature _____

Counsellor signature _____

Due date: Tuesday 30th July 2025



BENALLA P-12 COLLEGE YEAR 12 (2025)

VCE VM COURSE SELECTION FORM

Student Name:Student Mobile:.....

Due date: Tuesday 30th July 2025

Previous and Current VCE / VET / VCAL Enrolment

List all VCE / VET / VCAL studies you have completed and record if you have received a satisfactory completion.

Subjects:								
Units:								
Result:	S / N	S / N	S / N	S / N	S / N	S / N	S / N	S / N

Career Interests

Your subject preferences should be based on your career interests. Please provide details about your career choices, possible courses and ANY **prerequisites** these courses require. Please see Molly for assistance with this and search www.vtac.edu.au

Career Name	Qualification Required	Provider (TAFE/Uni)	Prerequisite Subjects
1.			
2.			
3.			

VCE Student Checklist:

Program includes 5 Unit 3&4 sequences for Year 12	YES / NO	Minimum of 3 units from the English Group over Year 11 & 12	YES / NO
Course search prerequisites check at www.vtac.edu.au	YES / NO	Minimum of 16 VCE VM units over Year 11 & 12	YES / NO
Undertaking two or more Year 12 subjects without having successfully completed the Year 11 component of the subject:	YES / NO	Must see Careers Coordinator and they sign below	YES / NO

BENALLA P-12 COLLEGE YEAR 12 (2025) VCE VM COURSE SELECTION FORM

Name _____ Form _____

YEAR 12 VCE Vocational Major Subject selection form.

Students undertaking a VCE VM course must meet the VCAA requirements. As such, Year 12 students need to successfully complete English/Literacy, Maths, Work Related Skills, Personal Development Skills and a VET subject of their choice at a Year 12 level. Please indicate the VET subject you will be studying in 2024.

English/Literacy	Maths	PDS	WRS	VET	VCE / SBAT
ENGLISH 3 & 4	GENERAL MATHS 3 & 4	PERSONAL DEVELOPMENT SKILLS 3 & 4	WORK RELATED SKILLS 3 & 4		
LITERACY 3 & 4	FOUNDATION MATHS 3 & 4				

Wednesdays: VET Auto Other

Student signature _____ Parent/Guardian signature _____

Counsellor signature _____

Due date: Tuesday 30th July 2025

