



SENIOR SUBJECT HANDBOOK

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Executive Principal's Welcome



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.

As your child enters their senior secondary years, this is a pivotal time in their educational journey. Whether they are aiming for further study, employment, or vocational training, selecting the right subjects is crucial for their future success.

This handbook has been designed to assist students in planning a course of study that aligns with their goals. Our staff will guide them through the subject selection process, ensuring they make well-informed choices. VET subjects are also available as part of the VCE and VCE/VM pathways.

Please note that not all subjects listed will be offered in 2025, as subject availability depends on student interest and other factors. It's important for students to have backup options in mind. Our team is here to support students in selecting courses that meet their future aspirations.

In addition to academics, we provide students with leadership opportunities, such as roles as House or School Captains, and have strong connections with universities to help ease the transition beyond school.

We emphasize the importance of attendance for success. To complete their courses, students must maintain a minimum of 90% attendance in Years 10–12. We also offer additional support through after-school study sessions and Year 12 holiday programs.

We value your support in helping your child make the most of these opportunities. Together, we can ensure they reach their full potential. We look forward to working with you and wish your child a successful year in 2025.

Executive Principal – Kylie Cotter

VCE and VCE-VM

The Victorian Certificate of Education (VCE) is a two-year certificate based around the successful completion of senior secondary school. The VCE provides pathways to further study at university, TAFE and to the world of work.

Benalla P-12 offers two pathway choices to students:

1. The Victorian Certificate of Education (VCE)
2. The Victorian Certificate of Education – Vocational Major (VCE-VM)

Vocational Education Training (VET) subjects can be undertaken as part of a VCE program and are an essential part of a VCE VM program.

School Based New Apprenticeships (SBAT) can be undertaken as part of a VCE or VCE-VM program.

Both VCE programs offered at Benalla P-12 are a two-year course. Students are required to successfully complete the first year (Units 1 and 2) before they proceed to the second year (Units 3 and 4). Students who are at risk of not completing the required Unit 1 and 2 units will be expected to attend a pathway meeting to discuss their pathway options.

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

Choosing the Correct Pathways:

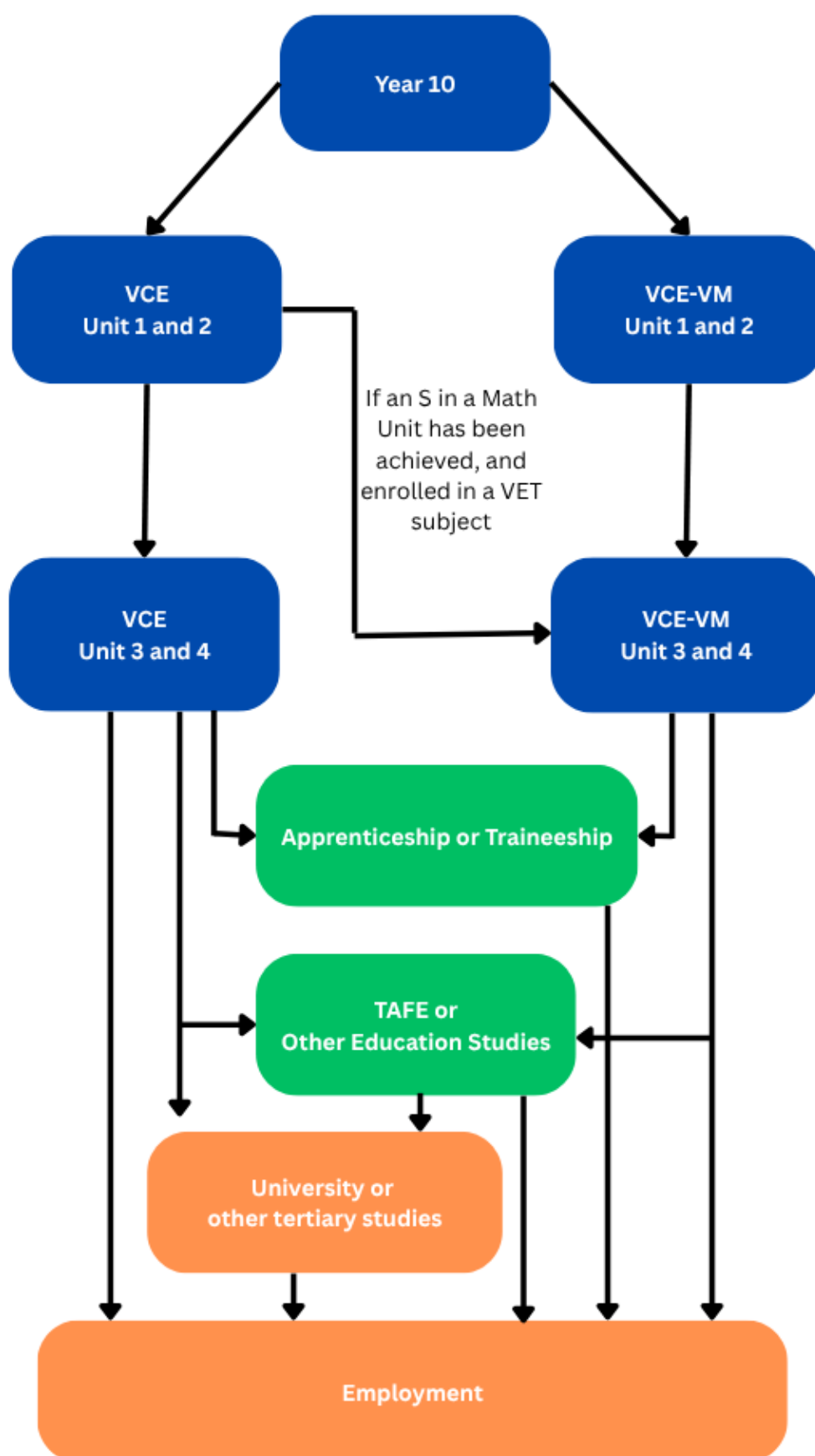
No destination has only one way of getting there. Pathways help us identify connections between VCE, TAFE, University and Employment. Exploring possible pathways towards the course or career of your choice helps you to:

- Understand the connection between your chosen program and future pathways.
- Provide greater purpose and improve motivation to succeed.
- More quickly identify alternative paths if changes are necessary.

Planning your program:

- Identify your interests and strengths and link these with appropriate work/career choices.
- Read the information on Pathways to get some ideas about how to select a VCE program that leaves your options open for University or TAFE.
- Consider subjects that you enjoy
- Seek help from the college's Careers Practitioners
- Read information about each program carefully.
- If you are interested in a Vocational Education and Training (VET) program, read the relevant sections.

Pathway Options



Year 10 Program

Semester 1	English	General Maths OR Mathematical Methods	Humanities	Science	Health & PE	Elective
Semester 2	English	General Maths OR Mathematical Methods	Humanities	Science	Elective	Elective

Health & PE will either be in semester 1 or semester 2 depending on which electives a student is allocated.

Available Elective Units

Health and PE	The Arts	Technology
Peak Performance	Art Making and Exhibiting	Food Technology
Outdoor Education	Visual Communication and Design	Media
	Fibres and Fashion	Automotive
	Music	Materials Technology – Wood
		Materials Technology - Metal

Fast-tracking

Students can also apply for the opportunity to ‘fast track’ a VCE or VCE VET subject in Year 10. Students who fast-track a subject will have one less elective per semester.

This option is best suited to students who:

- Are well organised, with demonstrated time management and a work completion record
- Are achieving above average grades within the subject or a similar subject area they would like to select as their fast-tracking unit

Students who are considering this option must complete an application form and have their choice approved by a teacher of that subject. All applications will be considered by the Curriculum Team, who will determine if this is a suitable pathway option for the student.

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.

Year 10 Mathematic Choices

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

Year 10 Electives

Year 10 Art Making and Exhibiting

Understanding and Creating Art

By the end of Year 10 students will investigate how and why artists use different techniques, materials and styles in their artworks. They will explore how artists from a wide range of cultures, historical periods, and places employ these approaches to communicate, challenge, and express ideas and meanings. This includes a focused study on the artworks and practices of Aboriginal and Torres Strait Islander artists. Students will also examine how art can represent, celebrate, and question what it means to be Australian, drawing on diverse cultural perspectives, particularly those of Aboriginal and Torres Strait Islander communities.

Creating and Responding to Art

Students will gather ideas and draw inspiration from a variety of sources to create their own artworks that express personal thoughts, feelings, and perspectives. Throughout the art-making process, they will keep records, reflect on their creative decisions, and explain the choices they make. Students will select and apply appropriate art skills, techniques, and materials to effectively communicate their ideas through their work. In addition, they will organise, evaluate, and participate in discussions and exhibitions of both their own and others' artworks, considering different settings and audiences in the presentation and interpretation of art.

Year 10 Fibres and Fashion

In this unit students will deepen their understanding of fibres, fabrics and fashion design. Students will create fashion items responding to two briefs: one focusing on sustainability and the other on creating a garment for a client. They will explore fabric and surface manipulation techniques such as printing, dying and sewing. They will further their understanding of terminology to describe the use of materials and techniques in their work as well as the work of others.

Year 10 Music

In this unit students will study the language of music through developing their listening skills and learning to read and write using musical notation. Students will learn to perform and compose music for solo and group performances.

Using music from different cultures, times and genres students will analyse and evaluate ways the elements of music and compositional devices are exploited to engage audiences in music they compose, perform and experience. They will investigate ways music from across cultures, times, places and other contexts communicates ideas, perspectives and meaning, including the practices of Aboriginal and Torres Strait Islander musicians. They will evaluate how music is used to celebrate and challenge perspectives of Australian identity, including those of Aboriginal and Torres Strait Islander Peoples.

Year 10 Visual Communication and Design

Understanding and Evaluating Design

In this unit students analyse and assess how and why ideas and information are communicated in visual communication designs. They will evaluate the work of designers from a range of fields, cultures, historical periods, geographic locations, and other contexts, including the practices of Aboriginal and Torres Strait Islander designers. Students will also examine how designers reflect, challenge, and celebrate different perspectives of Australian identity through visual communication across diverse fields and contexts.

Creating and Responding to Design

Students will select and apply visual language, as well as various methods, media, and materials, to generate design ideas, refine concepts, and present effective solutions. They will document their visual communication design processes through reflection and annotation, developing a deeper understanding of their practice. Additionally, students will apply the visual communication design process to address specific communication needs and create designs tailored to particular target audiences and users. By manipulating methods, media, and materials, students will use visual language purposefully to produce visual communication designs that respond directly to the identified needs of their audience.

Year 10 Automotive

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.

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.

Year 10 Media

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.

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.

Year 10 Metal

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

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.

Year 10 Woodwork

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.

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.

Year 10 Food Studies

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.

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.

Year 10 Peak Performance

Peak Performance focuses on building the basic skills and knowledge required in VCE PE and Sport and Rec subjects. Students focus on Human Body Systems, Skill Acquisition and Sports Coaching. During the Human Body Systems unit, students learn about the structure and function of the musculoskeletal and cardiovascular systems. In the Skill Acquisition unit, students investigate movement skills, stages of learning, practice strategies and feedback and practiced this in a range of practical activities. The Sports Coaching unit allows students to select a sport of their choice then plan, design, and conduct a coaching session. Their session includes a warmup, skill activities, main game and a cool down component. Students should expect to complete written tests, presentations, participate in practical activities and peer teach.

Year 10 Outdoor Education

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. Students can expect to be participate in a range of camps/excursions. Activities may include bushwalking, rafting, canoeing, and mountain bike riding. Students should expect to complete journals, research assignments, logistical planning and participate in practical activities.

VCE and VCE-VM Program

VCE	VCE-VM
<p>The minimum VCE requirement is satisfactory completion of 16 units that must include:</p> <ul style="list-style-type: none"> 3 units from English; including a Unit 3-4 sequence 3 other Unit 3-4 sequences <p>Most students do their VCE over two years, completing between 20 and 24 units.</p> <p>This usually means:</p> <ul style="list-style-type: none"> 6 Unit 1 and 2 subjects in Year 11 (12 units total) 5 Unit 3 and 4 subjects in Year 12 (10 units total). <p>Please note that fast-tracking subjects in year 11 does not give you additional free periods in Year 12.</p>	<p>The minimum VCE requirement is satisfactory completion of 16 units that must include:</p> <ul style="list-style-type: none"> 3 VCE VM Literacy units or units from other studies in the English group (including a Unit 3–4 sequence) 2 VCE Mathematics units 2 VCE VM Work Related Skills units 2 VCE VM Personal Development Skills units 2 VET credits (equivalent of two years study) at Certificate II level or above (180 nominal hours) <p>This usually means:</p> <ul style="list-style-type: none"> 6 Unit 1 and 2 subjects in Year 11 (12 units total) 6 Unit 3 and 4 subjects in Year 11 (12 units total) <p>Students who are completing an SBAT may be eligible for taking 5 subjects in year 12.</p>

Subjects Offered in VCE and VCE-VM

English	Mathematics	Science	Health and PE	Humanities	The Arts	Technology
English	Foundation Maths	Biology	Health and Human Development	Business Management	Art Making and Exhibiting	Food Studies
Literature	General Maths	Chemistry	Outdoor Education	History	Visual Communication and Design	Media
Literacy (VCE-VM only)	Mathematical Methods	Physics	Physical Education	Legal Studies	VET- Creative and Digital Media	VET - Building and Construction
	Specialist Maths*	Psychology	VET-Sport and Recreation	VET-Community Services		VET-Automotive
			Personal Development (VCE-VM only)	Work Related Skills (VCE-VM only)		

*This subject is likely to run by Distance Education in 2026

Course restrictions

Units offered throughout this Program Guide will only run if minimum class sizes are met and teachers are available.

VET Program

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 several Units of Competence.

Contribution to the VCE

- VET programs usually have a Unit 1 - 4 structure.
- Scored VET subjects can contribute towards an ATAR score.
- Scored VET subjects have an exam as part of the VCE exams

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 CAREERS TEAM

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.

Examples of VCE and VCE-VM Programs

These examples are NOT suggested programs; there are many possible scenarios. Each student must consult widely to select the best VCE or VCE-VM program for their own interests and skills.

Interested in studying engineering or physical sciences?

Year 11 (VCE)	English Unit 1 & 2	Mathematical Methods Unit 1&2	Physics Unit 1 & 2	Chemistry Unit 1 & 2	Biology Unit 1 & 2	Visual Communication and Design Unit 1 & 2
Year 12 (VCE)	English Unit 3&4	Mathematical Methods Unit 3&4	Physics Unit 3 & 4	Chemistry Unit 3 & 4	Biology Unit 3 & 4	Study Period

Interested in completing a trade in the building industry?

Year 11 (VCE-VM)	Literacy Unit 1 & 2	Foundation Maths Unit 1&2	Work Related Skills Unit 1 & 2	Personal Development Unit 1 & 2	VET- Building & Construction Unit 1 & 2	SBAT
Year 12 (VCE-VM)	Literacy Unit 3&4	Foundation Maths Unit 3&4	Work Related Skills Unit 3 & 4	Personal Development Unit 3 & 4	VET- Building & Construction Unit 1 & 2	SBAT

Interested in working in the Fitness Industry?

Year 11 (VCE)	English Unit 1 & 2	General Maths Unit 1&2	Health & PE Unit 1 & 2	Biology Unit 1 & 2	VET- Sport & Recreation Unit 1 & 2	Outdoor Ed Unit 1 & 2
Year 12 (VCE)	English Unit 3&4	General Maths Unit 3&4	Health & PE Unit 3 & 4	Biology Unit 3 & 4	VET- Sport & Recreation Unit 3 & 4	Study Period

OR

Year 11 (VCE- VM)	Literacy Unit 1 & 2	Foundation Maths Unit 1&2	Health & PE Unit 1 & 2	Personal Development Units 1 & 2	VET- Sport & Recreation Unit 1 & 2	SBAT
Year 12 (VCE- VM)	Literacy Unit 3&4	Foundation Maths Unit 3&4	Health & PE Unit 3 & 4	Work Related Skills Unit 3 & 4	VET- Sport & Recreation Unit 3 & 4	SBAT

Interested in a career in graphic design

Year 11 (VCE)	English Unit 1 & 2	General Maths Unit 1&2	Visual Communication and Design	Art Making and Exhibiting	VET Screen and Media
Year 12 (VCE)	English Unit 3&4	Visual Communication and Design	Art Making and Exhibiting	VET Screen and Media	Study Period

Interested in a career in art teaching

Year 11 (VCE)	English Unit 1 & 2	General Maths Unit 1&2	Art Making and Exhibiting	Visual Communication and Design	Psychology
Year 12 (VCE)	English Unit 3&4	General Maths Unit 3&4	Art Making and Exhibiting	Visual Communication and Design	Study Period

* You could fast-track Psychology in Year 10 and then complete Units 3&4 in Year 11.

Interested in a career in social work?

Year 11 (VCE)	English Unit 1 & 2	General Maths Unit 1&2	Health and Human Unit 1 & 2	Psychology Unit 1 & 2	Legal Studies Unit 1 & 2	PE Unit 1 & 2
Year 12 (VCE)	English Unit 3&4	General Maths Unit 3&4	Health and Human Unit 3 & 4	Psychology Unit 3 & 4	Legal Studies Unit 3 & 4	Study Period

Frequently Asked Questions

Q. Do I have to take English

A. English is a compulsory part of both the VCE and VCE-VM program. VCE students may choose to take English or Literature as their English subject. VCE-VM students may choose English, Literature or Literacy as their English subject.

Q. Do I have to take Maths

A. Students who choose to complete the VCE-VM Pathway are required to pass two units of maths to be awarded the VCE-VM certificate. These are usually chosen between Foundation Mathematics, or General Mathematics.

We strongly recommend that all VCE students take a Unit 1 and 2 (Year 11) mathematics subject, to ensure pathway options are kept open.

All students need to sit a numeracy part of the GAT.

Q. Can I take just Specialist Maths in Year 11 and Year 12?

A. Specialist Mathematics is only available to students who are also completing Math Methods.

Please note that Specialist Maths is likely to run through distance education.

Q. Can I change between VCE or VCE-VM?

A. Due to timetabling and unit requirements students may not be able to switch between VCE and VCE-VM during the school year. We recommend that students talk with the Course Counsellor, Sub-School Leader, Year Level Co-Ordinator to determine which pathway might be the most suitable pathway for them.

Q. Can I change my VCE course for the second semester?

A. Students who are in their first year of VCE or VCE-VM may be able to change units for semester 2. However, Units 3 and 4 must be completed as a sequence, so cannot be changed halfway through.

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

A. 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.

Students in Year 12 can only change at the beginning of the year. As Unit 3 and 4 must be taken as a sequence, students are unable to change subjects mid-year.

Curriculum Area – English

What is the difference between the Subjects?

English	Literature	Literacy
English and English as an Additional Language (EAL) involves the study of narrative, persuasive and informative texts. Students are required to study and create their own texts in a range of forms. English is a prerequisite for most tertiary studies. English and EAL can be taken as part of the VCE or VCE-VM program.	Literature is a subject for enthusiastic readers. This course involves the in-depth study and scrutiny of multiple literary works. Literature can be taken as an alternative to English and English as an Additional Language (EAL).	Literacy (VCE-VM) is focused on literacy in a real world context. This course involves the study of a range of texts that are relevant to developing practical skills and moving into the workplace. Literacy can only be taken as part of the VCE-VM course.

VCE English

The study of **English** empowers students to read, write, speak and listen in different contexts. Students work to collaborate and communicate widely, and to connect to others within our complex society with confidence. Through engagement with texts drawn from a range of times, cultures, forms and genres, including Aboriginal and Torres Strait Islander voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts.

Career pathways include:

Business, law, education, journalism, communications, media, advertising, publishing, writing, and public relations.

Unit 1 <ul style="list-style-type: none">• Read, comprehend and analyse a class novel• Explore how meaning is created in texts• Build personal connections to texts.• Experiment with a range of writing techniques• Create own texts designed for specific contexts	Unit 2 <ul style="list-style-type: none">• Explore and analyse features of a text• Develop and extend analytical writing skills• Consider different ways arguments are developed and delivered in a range of persuasive texts• Develop and present a persuasive oral presentation
Unit 3 <ul style="list-style-type: none">• Engage with a class novel and analyse how meaning is created through themes, characters, context, and ideas• Continue to build on sustained analytical writing skills• Engage with a range of mentor texts sharing a common theme• Explore features of different texts that are used to convey their intended purpose• Use a range of writing features to create texts	Unit 4 <ul style="list-style-type: none">• Consolidate ability to analyse a text through themes, characters, context, and ideas• Deepen understanding of ideas and values that texts convey• Refine analytical writing in response to a text• Analyse recent texts around a recently published issue• Develop and present a point of view in an oral presentation format

VCE Literature

The study of **VCE Literature** fosters students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling and enables students to participate more fully in the cultural conversations that take place around them. Throughout this study, students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices. This is a subject for enthusiastic readers.

Career pathways include:

Business, law, education, journalism, communications, media, advertising, publishing, writers, public relations, arts.

Unit 1 <ul style="list-style-type: none"> Analyse stylistic choices of authors Reflect on the cause of different interpretations of texts Explore text features of a particular literary movement Engage with ideas and concerns shared by texts 	Unit 2 <ul style="list-style-type: none"> Investigate and explore Aboriginal and Torres Strait Islander texts Explore the impact of significant historical events on the creation of texts by Aboriginal and Torres Strait Islander authors Recognize historical and cultural importance of language choices in texts Explore historical periods through texts
Unit 3 <ul style="list-style-type: none"> Explore adaptations and transformations of texts and how meaning changes with these adaptations Analyse aspects of texts for meaning Develop, consider and compare different interpretations of a text Consider own views and values as a reader 	Unit 4 <ul style="list-style-type: none"> Use imaginative techniques to create and recreate literary work Discover how authors develop representations of people, places and other text features Complete a detailed scrutiny of text features such as language and style Analyse how text features create meaning

VCE – VM Literature

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 texts drawn from daily life. This subject is founded on applied learning principles, making strong connections between students' lives and their learning. This ensures students feel empowered to make informed choices about the next stages of their lives through experiential learning and authentic learning experiences. This subject ensures students are supported with their literacy skills to make the transition from school to their desired vocational pathway.

This subject is only able to be taken by students completing a VCE-VM Pathway

Career pathways include:

Plumbing, building, electrical, carpentry, hairdressing, retail, hospitality.

Unit 1: <ul style="list-style-type: none"> • Study of the structures and features of a range of text types, including film texts • Read and assess the purpose of a range of texts within the context of their real lives; both their educational and workplace settings • Engage with digital texts that are relevant to their experiences and workplaces • Analyse features of digital texts • Explore ways to interact with digital texts in a safe and respectful manner 	Unit 2: <ul style="list-style-type: none"> • Explain purpose, audience and the main ideas of arguments in a range of text types • Practice note-taking and short answer responses • Formulate oral and written opinions • Develop reasoned and logical responses in a respectful and thoughtful manner • Use evidence to support opinions • Draft, revise and edit writing
Unit 3: <ul style="list-style-type: none"> • Become familiar with texts of an organisational, informational and procedural nature that reflect real life settings • Assess the purposes, features and audience of organizational, informational and procedural texts • Investigate texts about rights and responsibilities within organisations, workplaces and vocational groups • Demonstrate how technical content in texts contribute to organisations and workplaces 	Unit 4: <ul style="list-style-type: none"> • Investigate, analyse and create content for advocacy for self, a product or community • Research differences between texts • Use knowledge and understanding to complete an oral presentation • Reflect on learning and development

Curriculum Area – Mathematics

What is the difference between the Subjects?

Foundation Maths	General Maths	Maths Methods
<p>Focuses on practical mathematical skills and their real-world applications.</p> <p>Students learn concepts, do by hand calculations, and also explore technology resources such as calculators, computer spreadsheets, websites</p> <p>Suitable for students wanting to build their numeracy skills for employment.</p> <p>Can be part of VCE (and a study score) or VCE VM (no study score) pathway.</p>	<p>A broad study of topics, such as statistics, financial maths, and measurement.</p> <p>Has a mix of practical and theoretical mathematics. Students use the CAS calculator and other technology.</p> <p>Suitable for students seeking a broad understanding of mathematics for various purposes, including employment and further studies.</p> <p>Can be part of VCE (and a study score) or VCE VM (no study score) pathway.</p>	<p>Large emphasis on algebra and working without a calculator for fractions and decimals.</p> <p>Covers topics like calculus, functions, probability, and algebra.</p> <p>Suitable for students wanting to study in a science, engineering or medical field.</p> <p>Can be part of VCE (and a study score) or VCE VM (no study score) pathway although uncommon for VCE VM.</p> <p>Can significantly boost ATAR, as it scales well.</p>

Mathematics

VCE Foundation Maths

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.

Career pathways include:

Plumbing, building, electrical, carpentry, hairdressing, retail, hospitality.

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

Mathematics

VCE General Maths

VCE 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.

Career pathways include:

Teacher, Nurse, Bank office, Builder, Accountant, Valuer.

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

Mathematics

VCE Mathematical Methods

VCE Mathematical Methods 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.

Career pathways include:

Physiotherapist, Software designer, Architect, Financial Analyst, Investment banker, Statistician, Meteorologist, Scientist, Surveyor.

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

Mathematics

VCE Specialist Mathematics

(This subject is likely to be run by Distance Education in 2026)

VCE Specialist Mathematics involves in-depth and challenging mathematics and is designed to 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.


Career pathways include:

Engineering, Computer programmer, Actuary, Architect.

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

Curriculum Area – Science

What is the difference between the Subjects?

Biology	Chemistry
Biology is the study of living organisms, including their structure, function, growth, evolution, and interactions. It explores life at all levels, from cells and genes to ecosystems.	Chemistry focuses on the composition, structure, and properties of matter, and how substances interact, combine, and change through chemical reactions. 
Physics	Psychology
Physics is the study of matter, energy, and the fundamental forces of nature. It seeks to understand how the universe behaves, from the smallest particles to the largest galaxies.	Psychology is the scientific study of the mind and behaviour. It examines how people think, feel, and act, both as individuals and in groups, often linking mental processes to brain function.

VCE Biology

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.

Career pathways include:

Nursing, physiotherapy, sport science, medicine, microbiology, biochemistry, molecular genetics, ecology or environmental studies, forensics, veterinary science, marine biology or botany.

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

VCE Chemistry

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.

Career pathways include:

Agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

Unit 1: How can the diversity of materials 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

VCE Physics

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.

Career pathways include:

Acoustics, astrophysics and cosmology, atmospheric physics, computational physics, education, energy research, engineering, instrumentation, lasers and photonics, medical physics, nuclear science, optics, pyrotechnics, radiography, bushfire research, climate science, forensic science, geology, materials science, neuroscience and sports science.

Unit 1: What ideas explain 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 	Unit 2: What do experiments explain about the physical world? <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? <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 	Unit 4: How can two contradictory models explain both light and matter? <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

VCE Psychology

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.


Career pathways include:

Psychology or Psychiatry, Health Sciences, Education, Counselling, Sociology

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: How are organic compounds categorised, analysed and used? <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

Curriculum Area – Health and PE

What is the difference between the Subjects?

Physical Education (PE)	Health and Human Development
PE is the study of the body and how it works as part of physical exercise. This subjects studies different body systems and how they impact the movement of the body.	Health and Human Development focuses on the multidimensional nature of health and wellbeing. Students examine the biological, sociocultural, and environmental influences on health. 

Outdoor Education	VET Sports and Rec
Outdoor Education is the study of outdoor environments. Students will study in theory and hands-on activities practical skills, knowledge, and behaviours for safe, respectful, and sustainable engagement with outdoor spaces.	VET Sports and Rec is a VET subject. This subject allows students to acquire and develop the skills, knowledge and confidence to work in the areas of sport, fitness, community and outdoor recreation.

Health and PE

VCE Health and Human

VCE Health and Human Development explores the multidimensional nature of health and wellbeing, including physical, social, emotional, mental, and spiritual aspects. Students examine the biological, sociocultural, and environmental influences on health, build health literacy, and understand the Australian healthcare system. They apply social justice principles to address health inequities, evaluate global health initiatives like the UN's Sustainable Development Goals, and propose actions to improve health and human development at all levels.

Career pathways include:

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

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

Health and PE

VCE Physical Education

Physical Education immerses students in practical activities that combine theoretical knowledge with real-world movement experiences across all types and intensities. Students develop the skills to critically reflect on their participation and learning about movement.

Through hands-on practice, they explore how body systems work together to produce and refine movement. They also critically examine participation trends in physical activity, sport, and exercise from a psychosocial perspective. Additionally, students analyse movement skills using a biophysical lens and apply training principles and methods to enhance performance at individual, club, and elite levels.

Career pathways include:

PE teacher, Fitness Instructor, Sports Coach, Sports psychologist, Bio mechanist, Sports Administrator, Sports/Exercise Scientist

Unit 1: The human body in motion <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: Physical activity, sport, exercise and society <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: Movement skills and energy for physical activity, sport and exercise <ul style="list-style-type: none">• How are movement skills improved?• How does the body produce energy?	Unit 4: Training to improve performance <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

Health and PE

VCE Outdoor Education

Outdoor Education helps students build meaningful connections with outdoor environments through hands-on experiences of varying lengths. They explore the ecological, historical, cultural, economic, and social factors that have shaped—and continue to shape—the health of these environments.

Students develop practical skills, knowledge, and behaviours for safe, respectful, and sustainable engagement with outdoor spaces, both locally and beyond. They learn to identify, evaluate, and contribute to strategies that support the conservation and sustainable management of these environments.

The program also deepens students' understanding of the relationships that Indigenous peoples have with the land, including traditional knowledge systems and environmental management practices. Additionally, students examine the role of environmental policy and the ways public influence helps shape government decisions at local, state, and national levels.

Career pathways include:

Outdoor Activities Leader, PE Teacher, Environmental Scientist, Nature-based Tourism Operator

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

Health and PE

VET Sport and Recreation

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

Please note that this subject includes camps and daytrips which have an additional cost.

Career pathways include:

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

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 (for example 3 day Mt Hotham Ski Camp)• Provide equipment for activities• Conduct sport coaching sessions with foundation level participants (sport coach unit)

Health and PE

VCE-VM Personal Development

The VCE VM Personal Development Skills study helps students explore personal identity, build pathways to wellbeing, and develop active citizenship. Students investigate local and global communities, identify health and social issues, and take part in planning and leading community-based projects. They build leadership, teamwork, and problem-solving skills, while reflecting on how to improve community awareness and wellbeing.

Unit 1: Healthy Individuals <ul style="list-style-type: none">• Outcome One – Personal Identity and Emotional Intelligence• Outcome Two – Community Health and Wellbeing• Outcome Three – Promoting a healthy lifestyle	Unit 2: Connecting with the Community <ul style="list-style-type: none">• Outcome One – What is a community?• Outcome Two – Community Cohesion• Outcome Three – Engaging and supporting a community
Unit 3: Leadership and teamwork <ul style="list-style-type: none">• Outcome One – Social awareness and interpersonal skills• Outcome Two – Effective leadership• Outcome three – Effective teamwork	Unit 4: Community Project <ul style="list-style-type: none">• Outcome One – Planning a community project• Outcome Two – Implementing a community project• Outcome Three – Evaluating a Community Project

Curriculum Area – Humanities

What is the difference between the Subjects?

Legal Studies	Business Management
Legal Studies explores the legal system, laws, and the principles of justice. It focuses on how laws are made, interpreted, and applied, as well as the rights and responsibilities of individuals and institutions.	Business Management is the study of how businesses operate and are organized. It covers planning, leadership, decision-making, and strategies to manage people, resources, and operations effectively.?
History	VET Community Services
History is the study of past events, societies, and civilizations. It examines how historical developments have shaped the modern world, using evidence and sources to understand change over time.	VET Community Services is a VET subject. This certificate allows students to develop the skills and knowledge to undertake community services work such as providing support and assistance to a variety of clients including childcare, the elderly and the disability sector.

Humanities

VCE Legal Studies

The study of VCE Legal Studies enables students to become active and informed citizens by providing valuable insight into their relationship with the law and the legal system. Students develop knowledge and skills to enhance their confidence and ability to access and participate in the legal system. They will learn to appreciate the underlying principles of the rule of law, how legal systems and processes aim to achieve social cohesion, as well as how they themselves can affect positive change to laws and the legal system. A minimum of one excursion to a legal institution is organized over the two-year period.

Although advised, students do not have to have completed units 1 & 2 to take units 3 & 4. Types of assessments used include: structured questions, research tasks, portfolio of tasks, media analysis, extended response and case studies.

Career pathways include:

Solicitor, barrister, policy adviser, prosecutor, paralegal, legal assistant, politics, education, law enforcement.

Unit 1: The Presumption of Innocence <ul style="list-style-type: none">• Explore the foundations of the legal system in Australia and Victoria• Discover the purposes and key concepts of criminal law• Complete an in-depth study of two specific types of crime• Investigate the factors that are considered in sentencing an offender	Unit 2: Wrongs and Rights <ul style="list-style-type: none">• Discover the purposes and key concepts of civil law• Complete an in-depth study of two specific types of civil law• Investigate ways civil disputes can be resolved• Explore how civil disputes are resolved• Analyse the ways human rights are protected in Australia and complete an in-depth study into one human rights issue affecting Australians.
Unit 3: Rights and Justice <ul style="list-style-type: none">• Study the foundations of the criminal justice system in Victoria• Explore the ways the Victorian criminal justice system achieves justice• Investigate issues in the Victorian criminal justice system• Study the foundations of the civil justice system in Victoria• Explore the ways the Victorian civil justice systems resolves disputes• Investigate issues in the Victorian civil justice system	Unit 4: The People, the Law and Reform <ul style="list-style-type: none">• Explore the roles of parliament and the constitution in law-making in Australia• Investigate significant cases that have impacted law-making abilities in Australia• Discover factors that affect law-making in Australia• Explore the reasons for and ways to influence law reform, including constitutional reform• Investigate bodies and processes used to create law reform• Study examples of royal commissions, political committees and referendums

Humanities

VCE History

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. 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.

Career pathways include:

Law, Journalism, Teaching, Policy Development, Archaeology, Office Management, Historical Research, Politics, Business, Marketing, Public Sector, and Conservation.

Unit 1 - British Empire (1583–1788) <ul style="list-style-type: none">• Explain the significant features of The British empire and analyse its rise and expansion through essays and source analyses.• Analyse the challenges and changes faced by the British empire and evaluate the consequences of its imperial encounters in new territories and colonies, and on Indigenous peoples through essays and source analyses.	Unit 3 - American Revolution <ul style="list-style-type: none">• Analyse the causes of the American Revolution, and evaluate the contribution of significant events, ideas, individuals and popular movements through essays and source analyses.• Analyse the consequences of the French Revolution and evaluate the extent of continuity and change in the post-revolutionary society through essays and source analyses.
Unit 2 - French Empire (1605–1774) <ul style="list-style-type: none">• Explain the significant features of the French empire and analyse its rise and expansion through essays and source analyses.• Analyse the challenges and changes faced by the French empire and evaluate the consequences of its imperial encounters in new territories and colonies, and on Indigenous peoples through essays and source analyses.	Unit 4 - French Revolution <ul style="list-style-type: none">• Analyse the causes of the French Revolution, and evaluate the contribution of significant events, ideas, individuals and popular movements through essays and source analyses• Analyse the consequences of the French Revolution and evaluate the extent of continuity and change in the post-revolutionary society through essays and source analyses.

VCE Business Management

VCE Business Management introduces students to how businesses are planned, established, and managed. It covers key areas such as business planning, operations, stakeholder relationships, and adapting to change. Students learn through real-world case studies and develop problem-solving and decision-making skills. The subject prepares students for further study and careers in business by building knowledge in management, leadership, and ethical business practices.

Career pathways include: Business management, marketing, finance, human resources, entrepreneurship, accounting, administration, real estate, retail, law and economics.

Unit 1 <ul style="list-style-type: none"> • Businesses innovation and entrepreneurship • Importance of entrepreneurship and fostering new business ideas • Turning business ideas into reality through planning • Impact of internal and external environments on business planning • Role of the business sector in the national economy and society 	Unit 2 <ul style="list-style-type: none"> • Focus on the business establishment phase • Legal requirements for starting a business • Setting up financial record keeping systems • Staffing and building a customer base • Exploring effective marketing strategies • Analysing recent business case studies to understand management practices
Unit 3 <ul style="list-style-type: none"> • Efficient and effective management to achieve business objectives • Types of businesses, their objectives, and key stakeholders • Strategies for managing staff and operations • Challenges and complexities of business management • Comparison of theory and practice using recent case studies 	Unit 4 <ul style="list-style-type: none"> • The need for businesses to adapt and change to meet objectives • Reviewing key performance indicators (KPIs) to assess performance • Theoretical models and strategies for effective change management • Role of leadership in managing change, supported by recent case studies

VET Community Services

Certificate II in Community Services is an introductory level qualification designed for individuals who are interested in pursuing a career in the community services sector. This qualification provides a broad foundation of knowledge and skills required for entry-level roles in community services. This certificate allows students to develop the skills and knowledge to undertake community services work such as providing support and assistance to a variety of clients including childcare, the elderly and the disability sector. In year 1 students will work towards completing their Certificate II in Community Services (CHC22015). In year 2 students will begin work on their Certificate III in Community Services (CHC32015). Students are rigorously assessed through the IVET online portal on their ability to answer multiple choice and short answer questions. There are also extended response questions and role play scenarios. The program also provides students with the opportunities to participate in a range of curriculum related activities, such as first aid training.

Career pathways include:

Completing VET Community Services provides students with the skills and credentials to continue with further study and enter the workforce in areas such as community care worker, support worker, home care worker, community development worker, personal care worker, mental health support worker, disability support worker.

Year 1
<ul style="list-style-type: none">• Participate in workplace health and safety• Work with diverse people• Communicate and work in health or community services• Provide first aid• Provide first point of contact• Interact effectively with others at work• Be an effective volunteer• Organise and complete daily work activities• Manage personal stress in the workplace• Follow safe work practices for direct client care
Year 2
<ul style="list-style-type: none">• Respond to client needs• Work within a community development framework• Implement participation and engagement strategies

VCE-VM 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.

Unit 1 <ul style="list-style-type: none"> Identify and discuss likely growth areas in an industry of choice Investigate the labour market data and what it means for employment opportunities Create a career action plan and goal setting Identifying strengths and skills and how they relate to employment or further study 	Unit 3 <ul style="list-style-type: none"> Explore the roles of statutory and national policy bodies including the Fair Work Ombudsman, Worksafe Victoria and the Australian Human Rights Commission. Identify the features of a supportive and toxic workplace. Develop an understanding of the National Employment Standards. Recognising how the use of awards, agreements and contracts determine pay and conditions. Communication skills and working as a team
Unit 2 <ul style="list-style-type: none"> Distinguish between employability skills, job specific skills and personal interests Explore the changing nature of work. Create a resume and cover letter for employment. Participate in a mock job interview 	Unit 4 <ul style="list-style-type: none"> Exploring the purpose of a portfolio Determining the types of portfolios to use and the evidence included in them. Presentation of the portfolio to the appropriate audience. Participate in a mock job interview

Curriculum Area – Arts

What is the difference between the Subjects?

Art Making and Exhibiting	Visual Communication and Design
<p>Art Making and Exhibiting VCE Art Making and Exhibiting is about learning how artworks are created, displayed, and shared with others.</p> <p>Students explore and try out different materials, techniques, and processes to make their own art. They learn how to use art elements (like line, colour, and texture) and art principles (like balance and contrast) to create interesting and meaningful work.</p>	<p>VCD focuses on how we use visual language—like images, symbols, text, and layout—to communicate ideas, solve problems, and influence people.</p> <p>In this subject, students learn how to work with text, images and objects to design for different audiences, purposes, and situations. They use a mix of manual drawing methods and digital programs to create designs and prototypes.</p>

VCE Art Making and Exhibiting

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited.

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.

Students will visit and view exhibitions. This helps students understand how artworks are displayed, and exhibitions are curated. It can also have an influence on the students' own art making and encourages them to broaden and develop their own ideas and thinking around their own art making.

Career pathways include:

Professional artist, art director, graphic designer, art historian, art teacher, conservator, and curator, as well as roles in advertising and media.

Unit 1: Explore, expand and investigate <ul style="list-style-type: none"> • Explore – materials, techniques and art forms • Expand – make, present and reflect • Investigate – research and present 	Unit 2: Understand, develop and resolve <ul style="list-style-type: none"> • Understand – ideas, artworks and exhibition • Develop – theme, aesthetic qualities and style • Resolve – ideas, subject matter and style
Unit 3: Collect, extend and connect <ul style="list-style-type: none"> • Collect – inspirations, influences and images • Extend – make, critique and reflect • Connect – curate, design and propose 	Unit 4: Consolidate, present and conserve <ul style="list-style-type: none"> • Consolidate – refine and resolve • Present – plan and critique • Conserve – present and care

VCE Visual Communication and Design

Visual Communication Design teaches students how to use images, text, and layout to share ideas, solve problems, and influence others. They explore hand-drawn and digital tools, learning to apply design elements and principles for different audiences and purposes. Students work independently and in teams on real-world projects like logos, products, websites, and user experiences. They follow a design process—generating ideas, refining them, developing solutions, and presenting clearly—using sketches, models, and prototypes.

The course emphasizes feedback, reflection, and building design vocabulary. Students also consider what makes design effective and explore the impact of culture, environment, technology, and values. Ethical, sustainable, and inclusive design is encouraged, including respect for Aboriginal and Torres Strait Islander traditions.

Career pathways include:

Graphic Design, Illustration, Branding, Publication Design, Social Media Designer, Teacher, Architect, Interior Designer, Landscape Design, Advertising

<p>Unit 1: Finding, reframing and resolving design problems</p> <ul style="list-style-type: none"> Reframing design problems <i>How do designers find and reframe human-centred design problems?</i> Solving communication design problems <i>How can visual language communicate to audiences and shape behaviours?</i> Design's influence and influences on design <i>What influences design, and what does design influence?</i> 	<p>Unit 2: Design contexts and connections</p> <ul style="list-style-type: none"> Design, place and time <i>How does design reflect and respond to the time and place in which it is made?</i> Cultural ownership and design <i>How do designers evolve culturally appropriate design practices?</i> Designing interactive experiences <i>What is the role of visual communication in shaping positive and inclusive interactive experiences?</i>
<p>Unit 3: Visual communication in design practice</p> <ul style="list-style-type: none"> Professional design practice <i>What are the visual communication practices used by designers?</i> Design analysis <i>How do designers use visual language to communicate ideas and information to audiences or users?</i> Design process: defining problems and developing ideas <i>How do designers apply a design process to reframe problems and develop ideas?</i> 	<p>Unit 4: Delivering design solutions</p> <ul style="list-style-type: none"> Design process: refining and resolving design concepts <i>How do designers resolve design problems?</i> Presenting design solutions <i>How do designers propose solutions to communication needs?</i>

Curriculum Area – Technology

What is the difference between the Subjects?

Food Studies	VET Automotive
<p>VCE Food Studies explores food from a wide range of perspectives—cultural, historical, nutritional and environmental.</p> <p>Classes are a combination of theory and practical activities, allowing students to apply their learning through cooking tasks, experiments, and food design challenges.</p>	<p>VET Automotive equips students with foundational skills in vehicle maintenance, engine systems, workshop safety, and automotive tools. Designed for those who enjoy working with their hands and solving mechanical problems, this course is ideal for students looking to enter the automotive or transport industries.</p>
VET Building and Construction	VET Games Design
<p>VET Building and Construction gives students practical experience in carpentry, construction techniques, and workplace safety, including the opportunity to earn their White Card. Students learn to read plans, measure and cut materials, and use hand and power tools in a safe, structured environment. This course offers a strong foundation for students seeking apprenticeships in carpentry, plumbing, electrical work, or general construction.</p>	<p>VET Games Design gives students a practical introduction to game development, combining creativity and technology. Delivered in partnership with the Academy of Interactive Entertainment (AIE), students will learn to create 2D and 3D games using industry-standard software like Unity, Autodesk Maya, and Photoshop.</p>
VCE Media	
<p>VCE Media explores how media is produced, consumed, and used to shape meaning, culture, and audience understanding. Students develop practical and analytical skills as they plan, script, film, animate, photograph, and edit their own media products. It is ideal for those interested in careers in film production, photography, animation, content creation, marketing, design, or communication.</p>	

Technology

VCE Food Studies

WHERE SCIENCE, CULTURE AND CREATIVITY MEET ON THE PLATE.

VCE Food Studies explores food from a wide range of perspectives—cultural, historical, nutritional and environmental. Students will develop an understanding of food security and how to feed that world. There is a focus on food production, sustainability and indigenous food knowledge. Students also gain understanding of food safety practices along with catering for varied diets and health needs. This course is a combination of theory and practical classes. This subject suits students interested in health, wellbeing, hospitality, food science, or sustainable food systems. It provides a pathway to a variety of careers and courses in nutrition, health sciences, hospitality, food technology, events, and education.

Classes are a combination of theory and practical activities, allowing students to apply their learning through cooking tasks, experiments, and food design challenges.

Career pathways include:

Nutritionist, dietitian, health and food educator, food scientist, chef, food technologist, environmental health officer, hospitality and events manager, or further study in health sciences, education, and food-related industries.

Year 1	Year 2
Unit 1: Food Origins Explore the origins of food across different cultures and time periods. Students investigate indigenous food knowledge, traditional food production, and how global and Australian food systems have evolved. Practical tasks focus on traditional food preparation techniques and recipes from diverse cultures.	Unit 3: Food in Daily Life Explore how food meets individual needs, including health, nutrition and lifestyle. Students investigate the science of food, including digestion, energy, and how diet affects wellbeing. Practical work focuses on catering for specific dietary needs and evaluating food choices.
Unit 2: Food Makers Understand how food is produced in both small-scale and industrial settings. Students examine the role of technology in food manufacturing and prepare food products using various methods. Food safety, labelling and consumer rights are also explored.	Unit 4: Food Issues, Challenges and Futures Investigate current issues in food ethics, sustainability, and food security. Students evaluate how food choices are shaped by media, culture, environmental concerns, and policy. They also explore solutions for feeding the future population in sustainable and nutritious ways.

VET Automotive

HANDS-ON TRAINING FOR A FAST-MOVING, IN-DEMAND INDUSTRY.

VET Automotive equips students with foundational skills in vehicle maintenance, engine systems, workshop safety, and automotive tools. Designed for those who enjoy working with their hands and solving mechanical problems, this course is ideal for students looking to enter the automotive or transport industries. It provides a direct pathway into apprenticeships, pre-apprenticeship training, and further TAFE study in automotive technology, heavy vehicle Diesel, or light vehicle services. A great option for students aiming to become mechanics, auto electricians, or technicians.

This course prepares students for pathways into apprenticeships, pre-apprenticeship programs, or further TAFE study in automotive technology. It's an ideal option for students aiming to become mechanics, auto electricians, diesel technicians, or specialists in vehicle systems.

Career pathways include:

Apprenticeship in automotive technology, light vehicle or diesel mechanics, auto electrical trades, TAFE certificate or diploma in automotive, mechanical technician, service advisor, or transport sector specialist.

Year 1	Year 2
Unit 1: Workshop Basics and Safety Introduction to the automotive industry, including safe work practices, identification and use of basic tools and equipment, and compliance with occupational health and safety regulations.	Unit 3: Automotive Diagnostics and Repairs Introduction to fault-finding and basic diagnostic techniques. Students learn to follow servicing schedules, inspect vehicles, and carry out minor repairs under supervision.
Unit 2: Vehicle Systems and Servicing Students develop skills in identifying and servicing key automotive systems such as engines, cooling, suspension, and braking. Emphasis on preventative maintenance and correct workshop procedures.	Unit 4: Industry Readiness and Specialisation Focus on work-readiness, communication, and customer service in the automotive workplace. Students may complete structured workplace learning or practical projects aligned with specific industry roles.

VET Building and Construction

START BUILDING YOUR CAREER IN CONSTRUCTION WITH REAL-WORLD SKILLS.

VET Building and Construction gives students practical experience in carpentry, construction techniques, and workplace safety, including the opportunity to earn their White Card. Students learn to read plans, measure and cut materials, and use hand and power tools in a safe, structured environment. This course offers a strong foundation for students seeking apprenticeships in carpentry, plumbing, electrical work, or general construction. It's ideal for those interested in the building trades, project management, or civil construction industries.

Career pathways include:

Carpentry apprenticeship, plumbing or electrical trades, building and construction pre-apprenticeship, TAFE certificate in construction, project management, civil construction, or general building services.

Year 1	Year 2
Unit 1: Introduction to the Construction Industry Overview of construction industry roles, safety regulations, and the use of hand tools. Students learn basic measuring, marking, and material handling techniques.	Unit 3: Power Tools and Construction Practices Students develop competence in safely operating a range of power tools used in building and construction, including drills, saws, and nail guns. Emphasis on job planning and sequencing.
Unit 2: Carpentry and Framing Techniques Focus on timber construction skills, including framing, cutting, and assembling timber structures. Students complete basic construction tasks to industry standards.	Unit 4: Work Readiness and Site Experience Preparation for entry into apprenticeships or further training. Students may complete a workplace learning placement and undertake simulated construction tasks that reflect real job conditions.

Technology

VET Games Design

PREPARE FOR CAREERS IN ONE OF THE WORLD'S FASTEST-GROWING INDUSTRIES.

VET Games Design gives students a practical introduction to game development, combining creativity and technology. Delivered in partnership with the Academy of Interactive Entertainment (AIE), students will learn to create 2D and 3D games using industry-standard software like Unity, Autodesk Maya, and Photoshop. They'll explore concept development, level design, character creation, and animation—skills highly valued in the digital media sector. This course provides a direct pathway into further study or employment in game design, animation, or interactive media. Ideal for students who enjoy gaming, storytelling, and problem-solving in digital spaces.

Career pathways include:

Game designer, 3D modeller, level designer, concept artist, game programmer, animator, user interface (UI) designer, or further study at TAFE or university in game development, creative technologies or interactive media.

Year 1	Year 2
Unit 1: Game Concept Development Introduction to game genres, storytelling, design documentation, and early concept art. Students explore player interaction, game mechanics and visual style.	Unit 3: Game Engines and Interactivity Introduction to Unity and interactive design. Students build playable game levels, test their designs and gain skills in scripting and event programming.
Unit 2: 2D and 3D Game Art Focus on creating visual assets using Photoshop and Maya. Students develop original characters, environments and props suitable for game use.	Unit 4: Game Production and Project Development Students create a working game prototype, applying project planning, testing, and industry-style feedback cycles. Emphasis on refining and presenting a finished digital product.

Technology

VET Screen and Media (Creative Digital Media)

BUILD REAL-WORLD SKILLS AND UNLEASH YOUR CREATIVITY WITH VET SCREEN AND MEDIA

This hands-on course gives you the chance to explore the exciting world of screen, animation, game art and media production without leaving your school campus. With expert training provided by the Academy of Interactive Entertainment (AIE), you'll gain industry-relevant skills using tools like Adobe Photoshop, Premiere Pro, and Autodesk Maya. Learn how to design digital characters, edit video, develop game concepts, and bring your ideas to life. Whether you're into gaming, animation, film, or content creation, this course sets you on the path to creative industries, further study, or future employment in media and design fields. If you're ready to turn your creativity into real projects, this is your starting point.

Career pathways include:

Game designer, 3D modeller, level designer, concept artist, game programmer, animator, user interface (UI) designer, or further study at TAFE or university in game development, creative technologies or interactive media.

Year 1	Year 2
Unit 1: Introduction to Screen and Media Students explore foundational principles of digital media and storytelling, including visual composition, image editing and audio techniques.	Unit 3: Animation and 3D Design Students use Maya to develop 3D models and simple animations. Introduction to motion, lighting, and rendering for screen use.
Unit 2: Video and Digital Production Focus on camera work, video editing, and post-production using Premiere Pro. Students create short films, trailers or promotional content.	Unit 4: Portfolio and Industry Practice Students complete an extended media project while building a digital portfolio. Emphasis on workflow, planning, client briefs, and feedback cycles used in industry.

Technology

VCE Media

EXPLORE THE POWER OF STORYTELLING AND DIGITAL CREATIVITY
WITH VCE MEDIA. A CREATIVE AND ANALYTICAL SUBJECT WITH REAL-
WORLD APPLICATIONS.

VCE Media is a dynamic and creative subject that explores how media is produced, consumed, and used to shape meaning, culture, and audience understanding. Students develop practical and analytical skills as they plan, script, film, animate, photograph, and edit their own media products—ranging from short films and digital campaigns to photo essays, animations, and print media. The course examines media narratives, representations, technologies, and industry practices across film, television, social media, advertising, and journalism. Students build valuable capabilities in storytelling, critical thinking, communication, and digital production. VCE Media is ideal for those interested in careers in film production, photography, animation, content creation, marketing, design, or communication. It also offers strong pathways into university and TAFE courses in media, creative arts, screen studies, and digital design. If you're ready to create, communicate, and explore the media's impact on society, VCE Media has it all!

Career pathways include:

Media production, filmmaking, communications, advertising, journalism, social media management, screenwriting, design, and further study in creative arts or humanities.

Year 1	Year 2
Unit 1: Media Forms, Representations and Audiences Study how media texts are constructed and interpreted. Students explore representations in film, television, and online media and begin producing their own short media works.	Unit 3: Media Narratives and Pre-production Explore how media narratives are shaped by production and story elements. Students undertake the planning and pre-production of their major media product.
Unit 2: Narrative, Media and Production Analyse media narratives and genres. Students engage in practical workshops to develop production skills and create their own narrative-based media product.	Unit 4: Media Production and Issues in the Media Students complete and evaluate their media production, and investigate media regulation, ethics, globalisation, and the impact of new media technologies on society and culture.