



Whittlesea  
SECONDARY COLLEGE

# 2026 SUBJECT HANDBOOK



Attitude Achievement Application

# **SUBJECT SELECTION CURRICULUM REQUIREMENTS**

## **YEAR 7 STUDENTS VRQA CURRICULUM REQUIREMENT:**

All Requirements are satisfied as the Year 7 Student timetables are chosen for the year.

## **YEAR 8 STUDENTS VRQA CURRICULUM REQUIREMENTS:**

### **Students MUST Select:**

- **ONE** of any **MATHS** Subject
- **ONE** of any **ENGLISH** Subject
- A minimum of **ONE SEMESTER** of any **SCIENCE** Subject
- A minimum of **TWO** or more of any **HEALTH** and/or **PHYSICAL EDUCATION** Subjects

## **YEAR 9 STUDENTS VRQA CURRICULUM REQUIREMENTS:**

### **Students MUST Select:**

- **ONE** of any **MATHS** Subject
- **ONE** of any **ENGLISH** Subject
- A minimum of **ONE SEMESTER** of any **SCIENCE** Subject
- A minimum of **ONE SEMESTER** of any **HUMANITIES** Subject
- A minimum of **ONE SEMESTER** of any **PERFORMING** or **VISUAL ARTS** Subject
- A minimum of **ONE SEMESTER** of any **DESIGN TECHNOLOGY** or **FOOD** Subject
- A minimum of **TWO** or more of any **HEALTH** and/or **PHYSICAL EDUCATION** Subjects

## **YEAR 10 STUDENTS VRQA CURRICULUM REQUIREMENTS:**

### **Students MUST Select:**

**ALL** Year 10 Students **MUST** select a **MINIMUM** of:

**FOUR PRE VCE Subjects** or **FOUR PRE VCE VET Subjects**

- **ONE** of any **MATHS** Subject
- **ONE** of any **ENGLISH** Subject
- A minimum of **ONE SEMESTER** of **SCIENCE** Subjects, or **ONE YEARLY SCIENCE** Subject
- A minimum of **TWO SEMESTERS** of **PE/HEALTH** Subjects, or **ONE YEARLY PE/HEALTH** Subject
- Minimum **ONE SEMESTER** of a **HUMANITIES** Subject or **ONE YEARLY HUMANITIES** Subject



# SUBJECTS

- ▶ Digital Technologies
- ▶ English
- ▶ Health
- ▶ Humanities
- ▶ Languages
- ▶ Mathematics
- ▶ Performing Arts
- ▶ Physical Education
- ▶ Product Design and Technology
- ▶ Science
- ▶ Technology
- ▶ VCE Programs
- ▶ VET Programs
- ▶ Visual Arts



# DIGITAL TECHNOLOGIES

▶ **YEARS  
8-10**

## Middle Years Digital Technologies

Coding and Computers

▶ **YEARS  
11-12**

## Senior Years Digital Technologies

VCE VET Information & Communications  
Technology Certificate III - Year 1

VCE VET Information & Communications  
Technology Certificate III - Year 2

# DIGITAL TECHNOLOGY SUBJECTS

## ► CODING AND COMPUTERS

### Coding:

Students learn to design algorithms to solve real-world problems. They acquire new problem-solving skills coding programmable devices, prototype apps and simple programs using Python language. They create web pages using a range of web authoring applications and use mark-up language to develop their web page and collaborate on a variety of projects before publishing their creations online.

**Subject  
Duration**

Duration: 2 Terms- 1 Semester

Prerequisites: None

Possible Pathways:

VET Information and Communications Technology



# DIGITAL TECHNOLOGIES SUBJECTS



## VCE UNIT 1- 4 INFORMATION TECHNOLOGY VET CERTIFICATE III INFORMATION TECHNOLOGY RTO: IVET 40548

**VCE Information Technology: VET Certificate III in Information Technology** equips learners with future-ready ICT skills and knowledge to prepare them for a successful ICT career.

Students working at this level will support information technology activities in the workplace across a wide range of ICT areas, including technical support, network administration, software applications, web and digital media technologies. The course is delivered over two years in a series of competencies consisting of computer-based and practical tasks within a simulated IT environment.

**First year - Unit 1-2** coursework will include units such as:

- Working and communicating effectively in an ICT environment
- Running standard diagnostic tests
- Maintaining computer hardware
- Using computer operating systems
- Applying introductory programming techniques
- Managing personally identifiable information in the workplace

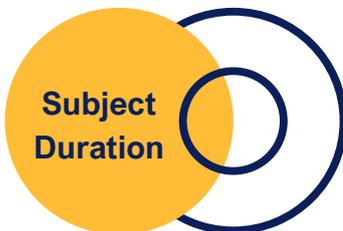
**Second year- Unit 3-4** coursework is **VCE scored assessed** and includes units such as:

- Installing, configuring and securing a SOHO network
- Providing ICT advice to clients
- Maintaining and repairing ICT equipment and software
- Providing basic system administration and identifying IP
- Ethics and privacy policies in ICT environments

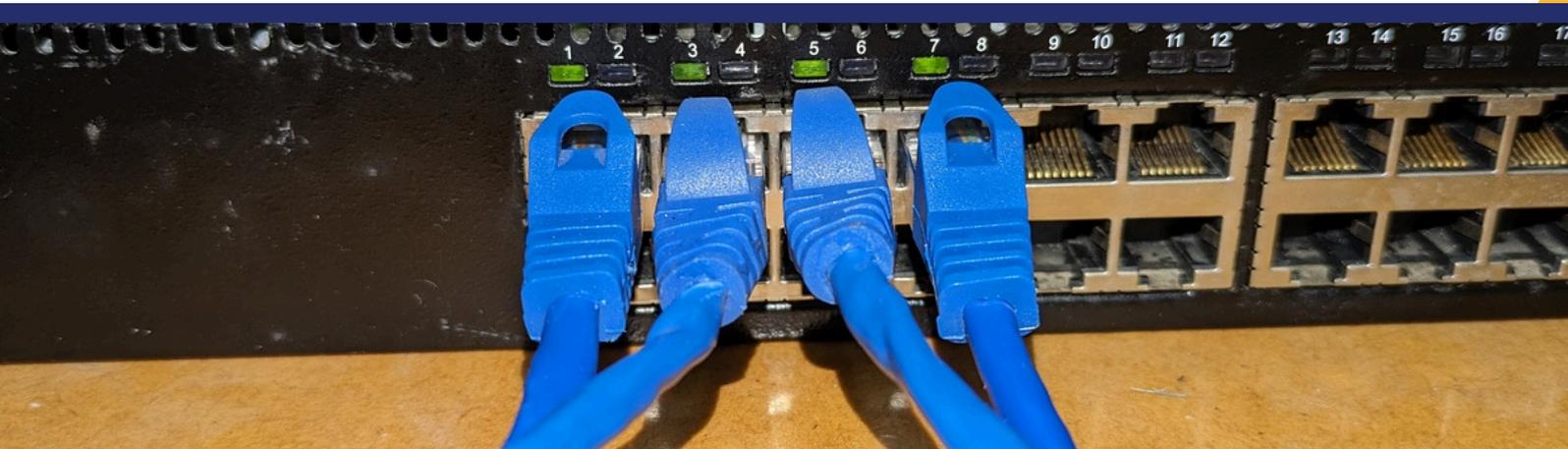
*Note:*

- This subject is embedded within the regular timetable as opposed to being across a single, whole day.
- Units 1-2 can be commenced in Year 10.
- Students will require their own school-approved BYOD.

**Assessment:** This subject is VCE scored assessed with a VCAA exam at the end of the second year.



Duration: 2 Year Subject  
Prerequisites: Coding and Computers





# ENGLISH

▶ **YEAR  
7**

## **Year 7 English**

Explore English

▶ **YEARS  
8-10**

## **Middle Years English**

General English 1  
Creative Writing  
When English Meets History

General English 2  
Advanced Creative Writing  
Pop Culture  
Pre-VCE English Literature/English  
Pre-VCE English  
Pre-VCE Foundation English

▶ **YEARS  
11-12**

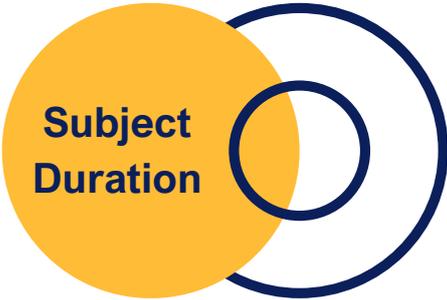
## **Senior Years English**

Unit 1 / 2 VCE English Literature  
Unit 1 / 2 VCE English  
Unit 3 / 4 VCE English Literature  
Unit 3 / 4 VCE English

# ENGLISH SUBJECTS

## ► EXPLORE ENGLISH

Students will build their reading and writing literacy skills by working with and responding to a range of texts including novels and film texts. Students will develop their knowledge of spelling, grammar and punctuation and extend their vocabulary through class, individual and small group activities. Students will develop their speaking and listening skills by participating in class discussions and presenting to other students. They will collaborate through small group work and activities, building their confidence to share their opinions and ideas including the ability to work in teams. Student will use computers to enhance learning and develop their digital literacy.



**Subject  
Duration**

Duration: Year-Long Subject

Prerequisites: None

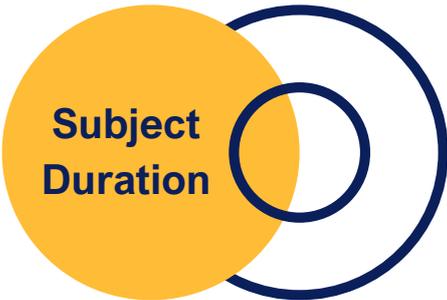
Possible Pathways:

General English 1 , Creative Writing or  
When English Meets History

## ► GENERAL ENGLISH 1

Students will cover the essential skills of the Victorian Curriculum 2.0 leading up to Level 8. Students will improve their skills initially in Language Conventions and Reading Comprehension and then transfer these skills to their reading and writing for a range of purposes. These will be explored through the Victorian Curriculum 2.0 strands of Language, Literature and Literacy. Students will also be given the opportunity to explore a passion of theirs in a self-directed enquiry unit.

**Assessment:** Students are expected to participate in class discussions, complete classwork, homework tasks, various project style tasks and a range of reading, writing and oral presentation tasks, and engage with the community.



**Subject  
Duration**

Duration: Year-Long Subject

Prerequisites: Explore English

Possible Pathways:

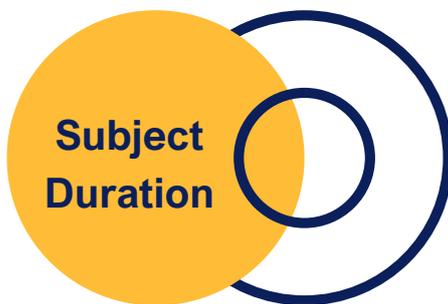
Advanced Creative Writing, Pop Culture or  
General English 2

# ENGLISH SUBJECTS

## ► CREATIVE WRITING

Students will cover the essential skills of the Victorian Curriculum 2.0 leading to level 8. Students will develop their Language, Literature and Literacy skills. They will develop their understanding of text construction, language features and conventions, and write in a range of forms (including essays, short stories, poetry and journalistic writing) for different audiences and purposes.

**Assessment:** Students are expected to participate in class writing workshops, process writing, homework tasks, various project style tasks and a range of reading and writing tasks, and engage with the community.



Duration: Year-Long Subject

Prerequisites: Explore English

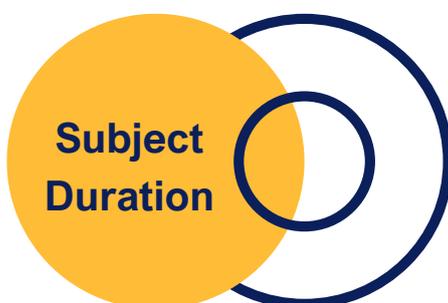
Possible Pathways:

Advanced Creative Writing, Pop Culture or General English 2

## ► WHEN ENGLISH MEETS HISTORY

This subject is a melting pot between English and History. Students explore historical content such as Ancient Egypt, Conquerors, Medieval Europe, World War I and World War II and they adapt this knowledge into English assessment tasks. Students study a novel about a Holocaust survivor and complete a text response essay on this material. To build on students' knowledge and understanding of this period in history, students analyse Nazi propaganda and the persuasive techniques used to sway German opinion. Students present a multimedia speech comparing their chosen historical issue with a present-day issue, for example the social response to the Black Death vs modern day responses to Covid 19. Students complete an Australian-based film study and assist in differentiating their assessment task options. Students are required to complete a creative response on the film studied, but can choose how they wish to present their work. If you enjoy History, then this is the English class for you!

**Assessment:** Students are expected to participate in class discussions, complete classwork, homework tasks, various project style tasks and a range of reading, writing and oral presentation tasks.



Duration: Year-Long Subject

Prerequisites: Explore English

Possible Pathways:

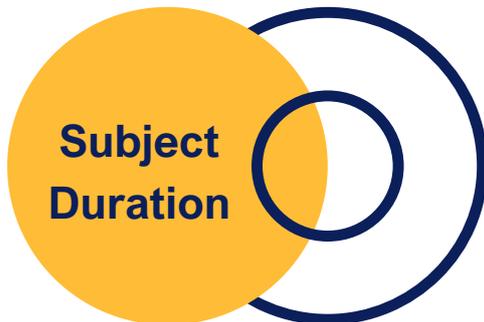
Advanced Creative Writing, Pop Culture or General English 2

# ENGLISH SUBJECTS

## ► GENERAL ENGLISH 2

In this subject, students will build essential skills aligned with the Victorian Curriculum 2.0, working towards Level 9 achievement standards. Learning will be shaped by the overarching theme '**Local and Global Communities**' as students deepen their abilities in text analysis and construction. They will critically evaluate and synthesise ideas from a range of Australian and international texts, developing personal interpretations of the world around them. A central text for the course is *The Happiest Man on Earth*, a memoir by Eddie Jaku. This moving narrative explores themes of resilience, forgiveness, and the transformative power of love and kindness in the face of the Holocaust's unimaginable horrors.

**Assessment:** Students will be assessed through active participation in class discussions, completion of classwork, homework assignments, project-based tasks, and a range of reading, writing, and oral presentation activities. Assessment tasks will involve students reading a syllabus text, analysing key scenes, characters, quotes, and themes, and responding with a thoughtful and analytical interpretation of the text.



**Subject  
Duration**

**Duration:** Year-Long Subject  
**Prerequisites:** General English 1, When English Meets History or Creative Writing  
**Possible Pathways:**  
Pre-VCE English or Pre-VCE Literature or Pre-VCE Foundation English.

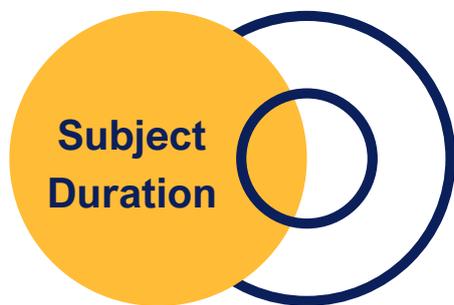


# ENGLISH SUBJECTS

## ► ADVANCED CREATIVE WRITING

Students will build on their skills as emerging writers by improving their command of language and by experimenting with various genres, literary devices and textual forms. Students will cover the essential skills of the Victorian Curriculum 2.0 leading up to Level 9. Students will advance their skills in language and text construction, and then transfer these skills to their reading and writing for a range of purposes. These will be explored through the Victorian Curriculum strands of Language, Literature and Literacy.

**Assessment:** Students are expected to actively participate in class writing activities, process writing, various larger project style tasks and a range of reading and writing tasks.

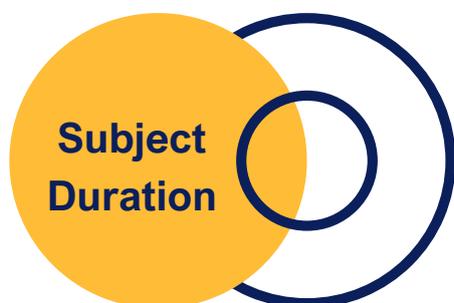


Duration: Year-Long Subject  
Prerequisites: General English 1, Creative Writing or When English Meets History  
Possible Pathways:  
Pre-VCE English, Pre-VCE Literature or Pre-VCE Foundation English

## ► POP CULTURE

In Pop Culture, students will develop their English skills by analysing and responding to popular cultural forms such as films and TV shows, music, graphic novels, video games, and social media. They will also look at popular media including news, sport and entertainment, and create their own narrative texts. Students will explore how texts are constructed and how these texts are 'consumed' by audiences. Students will explore a broad range of texts and will develop the ability to respond to texts in written, spoken and/or multimodal forms, and develop analytical responses exploring how different forms explore themes, values and ideas. Students will also develop their own creative and media texts, discussing how 'purpose' and audience' reflect their creative choices. Students will cover the essential skills of the Victorian Curriculum 2.0 leading up to Level 9.

**Assessment:** A variety of analytical / comparative and creative response tasks. Participation in class discussion and group work. Completion of class and homework tasks.



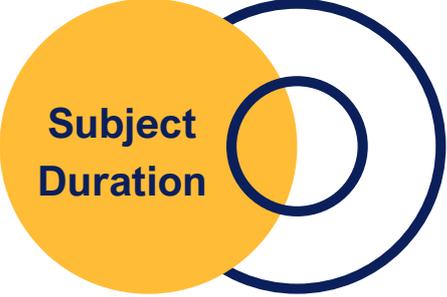
Duration: Year-Long Subject  
Prerequisites: General English 1, Creative Writing or When English Meets History  
Possible Pathways:  
Pre-VCE English, Pre-VCE Literature or Pre-VCE Foundation English

# ENGLISH SUBJECTS

## ► PRE-VCE ENGLISH

Students will explore how language is used to construct meaning in written, spoken, and multimodal texts. They will develop their ability to both analyse and create texts, progressing from interpretation to reflection and critical evaluation. Throughout the course, students will strengthen their skills in thinking, listening, speaking, reading, viewing, and writing.

**Assessment:** Students are expected to participate in class discussions, complete classwork, homework tasks and a range of reading, writing and oral presentation tasks, and engage with the community.



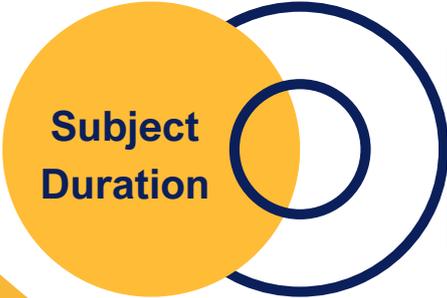
**Subject  
Duration**

Duration: Year-Long Subject  
Prerequisites: Advanced Creative Writing,  
Pop Culture or General English 2  
Possible Pathways:  
VCE English or VCE English Literature

## ► PRE-VCE LITERATURE / ENGLISH

This subject provides an introduction to both VCE Literature and VCE English, offering students insight into what to expect in each subject. In Pre-VCE Literature, students will explore texts in depth, examining their historical, social, and cultural contexts. Through a range of analytical and creative activities, students will present their interpretations and perspectives on the written texts and films studied. They will analyse how language is used to construct meaning across written, spoken, and multimodal texts, while also developing their own skills in creating and responding to texts. The course supports growth in critical thinking, reading, writing, viewing, speaking, and listening in preparation for future VCE studies.

**Assessment:** Students are expected to participate in class discussions, complete classwork, homework tasks and a range of reading, writing and oral presentation tasks, and engage with the community.



**Subject  
Duration**

Duration: Year-Long Subject  
Prerequisites: General English 2, Pop Culture  
or Advanced Creative Writing  
Possible Pathways:  
VCE English or VCE English Literature

# ENGLISH SUBJECTS

## ► PRE-VCE FOUNDATION ENGLISH

**Pre-VCE Foundation English** is a Year 10-level course designed to develop students' ability to communicate effectively through written, spoken, and multimodal texts of varying complexity. Students will engage with a diverse range of texts, both contemporary and historical, from Australian and global contexts. The course also includes the analysis and creation of persuasive texts, helping students build confidence in expressing ideas and opinions. Designed to support a wide range of student needs, this course caters to diverse learning goals and future pathways.

### Structure

The study is made up of two units:

**Unit 1: English for Review and Analysis.**

**Unit 2: English for Argument and Analysis.**

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

*Note: This subject cannot replace Unit 1 and 2 of English / English Literature*

**Subject  
Duration**

Duration: Year-Long Subject  
Prerequisites: General English 2,  
Pop Culture or Advanced Creative Writing  
Possible Pathways:  
VCE English or VCE English Literature



# ENGLISH SUBJECTS

## ► UNIT 1- 4 VCE ENGLISH

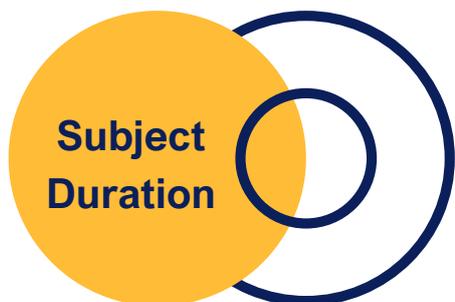
### Scope of Study:

VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument. The study is intended to meet the needs of students with a wide range of expectations and aspirations.

### Structure:

The study is made up of four units. Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit.

Each outcome is described in terms of key knowledge and key skills.



Duration: 2 Year Subject  
Prerequisites: Pre-VCE English or  
Pre-VCE Literature/English



# ENGLISH SUBJECTS

## ► UNIT 1- 4 VCE LITERATURE

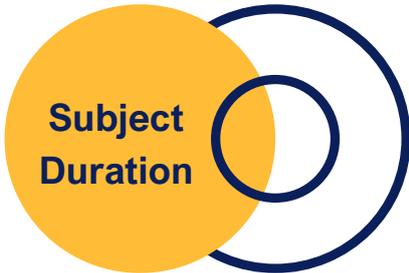
### Scope of study:

VCE Literature focuses on the meaning derived from texts, the relationship between texts, the contexts in which texts are produced and read, and the experiences the reader brings to the texts. In VCE Literature students undertake close reading of texts and analyse how language and literary elements and techniques function within a text. Emphasis is placed on recognition of a text's complexity and meaning, and on consideration of how that meaning is embodied in its literary form. The study provides opportunities for reading deeply, widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts. VCE Literature enables students to examine the historical and cultural contexts within which both readers and texts are situated. It investigates the assumptions, views and values which both writer and reader bring to the texts, and it encourages students to contemplate how we read as well as what we read. It considers how literary criticism informs the readings of texts and the ways texts relate to their contexts and to each other. Accordingly, the texts selected for study are drawn from the past through to the present, and vary in form and social and cultural contexts.

### Structure:

The Unit 1-4 Literature Subject is made up of four Units with two Areas of Study within each Unit:

Unit 1:	Reading practices.	Genre and Movements.
Unit 2:	Voices of Country.	The Text and its Context.
Unit 3:	Adaptations and Transformations.	Developing Interpretations.
Unit 4:	Creative Responses to Text.	Close Analysis.



Subject  
Duration

Duration: 2 Year Subject  
Prerequisites: Pre-VCE English or  
Pre-VCE Literature/English





# HEALTH

▶ **YEAR  
7**

## **Year 7 Health and Human Development**

Explore Health and Physical Education

▶ **YEARS  
8-10**

## **Middle Years Health and Human Development**

Healthy Minds  
Health Matters

Pre -VCE Health and Human Development

▶ **YEARS  
11-12**

## **Senior Years Health and Human Development**

VCE Unit 1 / 2 Health and Human Development  
VET Allied Health 1<sup>st</sup> Year  
VCE Unit 3 / 4 Health and Human Development  
VET Allied Health 2<sup>nd</sup> Year

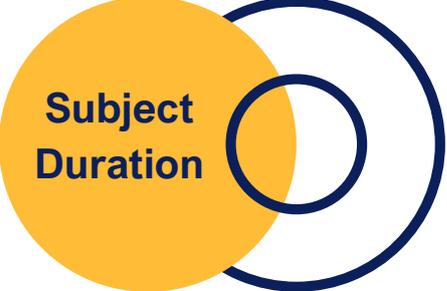
# HEALTH SUBJECTS

## ► EXPLORE HEALTH AND PHYSICAL EDUCATION

In Health classes students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. Students access, evaluate and absorb information that allows them to take positive action to protect, enhance and advocate for their own and others' health, wellbeing and safety.

Topics covered include Nutrition, Puberty, Respectful Relationships, Tobacco and many more.

**Assessment:** Student participation in practical and theory classes, completing a range of work requirements such as a written report, poster presentations and various forms of media presentations.



**Subject  
Duration**

Duration: Year-Long Subject

Prerequisites: None

Possible Pathways:

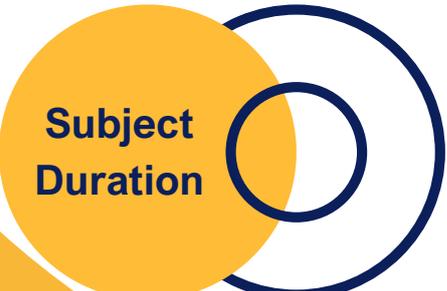
Healthy Minds, Health Matters

## ► HEALTHY MINDS

Mindfulness is one of the most effective ways of teaching us to focus. Millions of people use mindfulness in their lives as a way of reducing stress and managing emotions. In this unit students will be looking at a healthy mindset, meditation, yoga, tai chi, smiling minds and other relaxation techniques to help deal with the everyday stresses that life throws at you.

Students will also look at psychological techniques to aid themselves in sports performance. Available for students in Year 8 and 9 only.

**Assessment:** Student participation in practical and theory classes, completing a range of work requirements such as creating and running a lesson for the class.



**Subject  
Duration**

Duration: 2 Terms, 1 Semester

Prerequisites: Explore Health and Physical Education

Possible Pathways:

Pre-VCE Health and Human Development

# HEALTH SUBJECTS

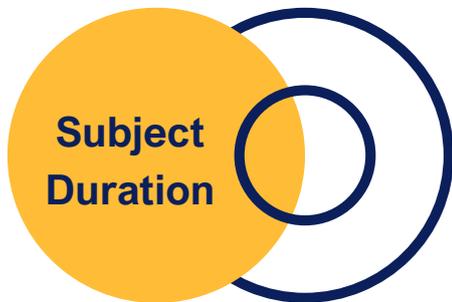
## ► HEALTH MATTERS

Students participate in a diverse range of classroom activities investigating issues around:

**Nutrition**                      **Puberty**                      **Youth Health**  
**Sexual Education**        **Illicit Drugs**                **Alcohol**  
**Tobacco**                      **Partying**

and the preventative measures that they can put in place to protect themselves in all stages of life. This class aims to help students develop competence in decision-making and taking action to promote a healthy and safe lifestyle.

**Assessment:** Student participation in theory and hands on classes, completing a range of work requirements such as a completing investigation assignments and awareness posters.

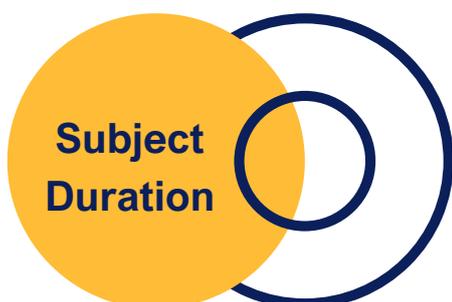


**Duration:**                      2 Terms, 1 Semester  
**Prerequisites:**                Explore Health and Physical Education  
**Possible Pathways:**  
Pre VCE Health and Human Development

## ► PRE VCE HEALTH AND HUMAN DEVELOPMENT

Students focus on developing their knowledge in basic Health and Wellbeing principles. It will form the basis of the theoretical content covered in VCE Health and Human Development including concepts of health and wellbeing, factors affecting the overall health of Australians, nutrition for optimal health, prenatal health and pregnancy, Australia's health care system and many other topics.

**Assessment:** Student participation in practical and theory classes, completing a range of work requirements such as completing the human lifespan characteristics timeline and creating health promotion programs.



**Duration:**                      Year- Long Subject  
**Prerequisites:**                Healthy Minds, Health Matters  
**Possible Pathways:**  
VCE Health and Human Development or  
VCE Physical Education

# HEALTH SUBJECTS

## ➤ UNIT 1 - 4 VCE HEALTH AND HUMAN DEVELOPMENT

### Scope of study:

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.

Students examine health (including the concepts of health and wellbeing, and health status) and Human Development as dynamic concepts that are subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be acted upon by people, communities and governments. Students consider the interaction between these factors and learn that health and human development is complex and influenced by the settings in which people are born, grow, live, work and age.

Students consider Australian and global contexts as they investigate health outcomes and examine the Australian healthcare system to help evaluate what is being done to address health inequity and inequality. They examine and evaluate the work of global health organisations and the Australian Government's overseas aid program.

This study presents concepts of health and wellbeing, and human development, from a range of perspectives: individual and collective; local, national and global; and across time and human lifespan. Students develop health literacy as they connect their learning to their lives, communities and world. They develop a capacity to critique and respond to health information, advertising and other media messages, which enables them to put strategies into action to address health and wellbeing at a personal, community and global level.

### Structure

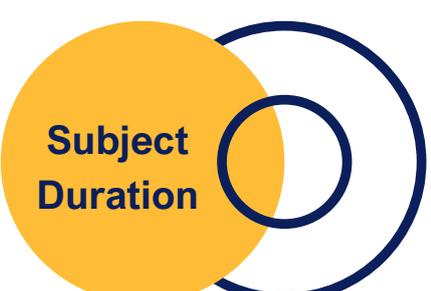
The study is made up of four units.

**Unit 1: Understanding Health and Wellbeing**

**Unit 2: Managing Health and Development**

**Unit 3: Australia's Health in a Globalised World**

**Unit 4: Health and Human Development in a Global context.**



**Subject  
Duration**

Duration: 2 Years

Prerequisites: Pre-VCE Health and Human Development

# HEALTH SUBJECTS

## ➤ VET ALLIED HEALTH- RTO: IVET 40548 CERTIFICATE III IN ALLIED HEALTH ASSISTANCE

Prepare for a career in the health sector, a sector which has many challenges and opportunities for new entrants' this is an employment entry level national qualification.

There are over 20 different health professions defined within Allied Health and there is significant variation across and within these professions. The Allied Health Assistant is seen as an integral part of the Healthcare network and is encouraged to continue to develop their skills through further post-school study and qualification.

The **VCE VET Allied Health program** aims to provide broad competencies of essential skills and knowledge such as:

- **Communication**                      **Working Safely**                      **Problem Solving**
- **Patient-Centred Care**              **Technical Skills**                      **Clinical skills**

This knowledge and skills that are transferable and relevant for work in clinics and hospital environments, aged and community care settings with variation across/within these professions. A minimum of 120 hours Structured Workplace Learning over the two-year period is a mandated requirement of this course, with and under the required SWL arrangements, completing a logbook recording days and hours worked, tasks, activities and observations experienced in the workplace recorded as evidence for assessment.

- - *The classes will run on a Wednesday (1<sup>st</sup> Year) and Friday (2<sup>nd</sup> year) from 9:00 am - 3:15 pm*
- - *This subject is VCE scored assessed with a VCAA exam at the end of the 2nd year.*
- - *Structured Workplace Learning (SWL) is required – 120 hours over 2 year course duration.*



Duration: 2 Years  
Prerequisites: None





# HUMANITIES

▶ **YEAR**  
**7**

## **Year 7 Humanities**

Explore Humanities

▶ **YEARS**  
**8-10**

## **Middle Years Humanities**

Heroes and Villians

I Know my Rights

Managing Money Matters

Planet Earth

Global Catastrophes

Big Business Ideas

Pre-VCE Legal Studies/Business Management

Pre-VCE Geography/History

▶ **YEARS**  
**11-12**

## **Senior Years Humanities**

VCE Unit 1 / 2 Modern History

VCE Unit 1 / 2 Legal Studies

VCE Unit 1 / 2 Business Management

VCE Unit 1 / 2 Geography

VCE Unit 3 / 4 Revolutions

VCE Unit 3 / 4 Legal Studies

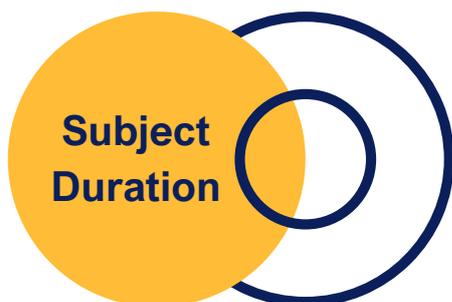
VCE Unit 3 / 4 Business Management

VCE Unit 3 / 4 Geography

# HUMANITIES SUBJECTS

## ► EXPLORE HUMANITIES

In this subject, students will explore elements of history, geography, civics and business to make informed choices on their Humanities area of passion moving forward. Students will explore societies, people, and their cultures to develop understandings about how the world has changed, how it has stayed the same, and how we can protect it into the future. Students will complete projects, models, maps and reports to showcase their understanding of ancient societies, changing landscapes and developments in the legal system to recognise human rights.



**Subject  
Duration**

Duration: Year-Long Subject

Prerequisites: None

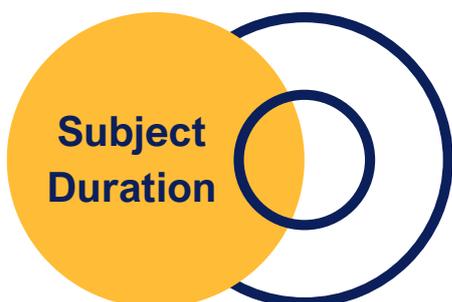
Possible Pathways:

All Humanities Subjects

## ► HEROES AND VILLIANS

In this subject students will explore key leaders throughout History who have shaped the modern world. Many leaders supported their people while others had ulterior motives. Students will explore inspiring, controversial, and radical leaders throughout history including Hitler and Martin Luther King as they explore the effects of their regimes and policies.

Students will explore modern day leaders, engaging with digital media to explore the work of figures including Donald Trump and Greta Thunberg giving their view on who is a hero and who is villain.



**Subject  
Duration**

Duration: 2 terms, 1 Semester

Prerequisites: Explore Humanities

Possible Pathways:

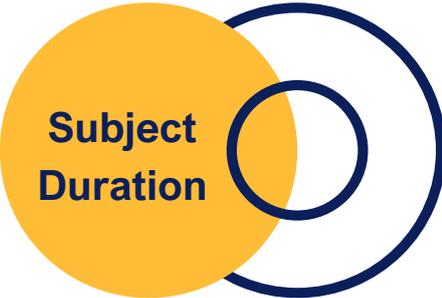
Pre-VCE Geography/ History



# HUMANITIES SUBJECTS

## ► I KNOW MY RIGHTS

In this subject students develop a foundational understanding of the Australian Legal System understanding their rights and responsibilities today. Students will explore what it means to be an active citizen, understanding their role in voting and influencing changes in the law. Students will explore both the civil and criminal justice system applying their knowledge to investigate real and hypothetical cases on topics such as discrimination, driving laws, workplace laws and international issues.



**Subject  
Duration**

Duration: 2 Terms, 1 Semester.

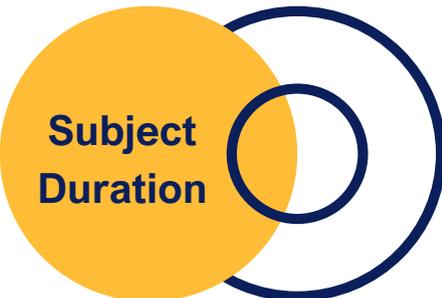
Prerequisites: Explore Humanities

Possible Pathways:

Pre- VCE Legal Studies, Pre-VCE Business Management

## ► MANAGING MONEY MATTERS

In this subject, students develop a foundational understanding of Business and Economics. Students explore key concepts such as supply and demand and marketing. Students look at enterprising and employability skills, understanding your rights and responsibilities in the current Australian workforce. Incursions and digital games provide students with the opportunity to investigate financial risks and rewards as they explore bank accounts, assets, the share market and mechanisms for growing money.



**Subject  
Duration**

Duration: 2 Terms, 1 Semester.

Prerequisites: Explore Humanities

Possible Pathways:

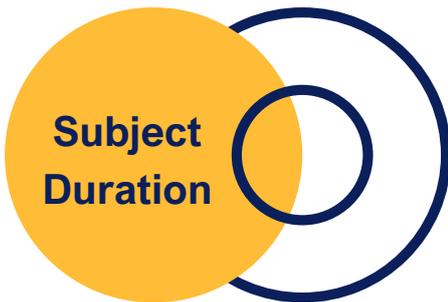
Pre- VCE Legal Studies/Business,  
Pre- VCE Business Management



# HUMANITIES SUBJECTS

## ▶ PLANET EARTH

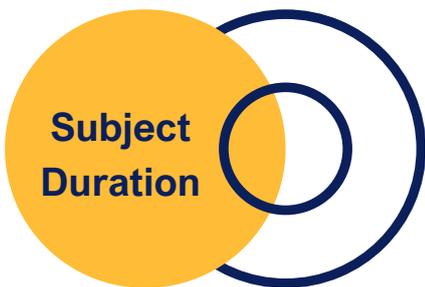
Our world is always changing. Students will develop an in-depth understanding of urban development and the impact it has on different societies around the world, in particular looking at areas of Africa. Students will study Australian migration patterns, especially from China and use case studies to explore the different urbanisation patterns and outcomes of these movements. Students will use global case studies to look at different levels of human wellbeing and its connection to urbanisation. Students will explore geomorphic processes that produce landforms and the environmental changes that impact them.



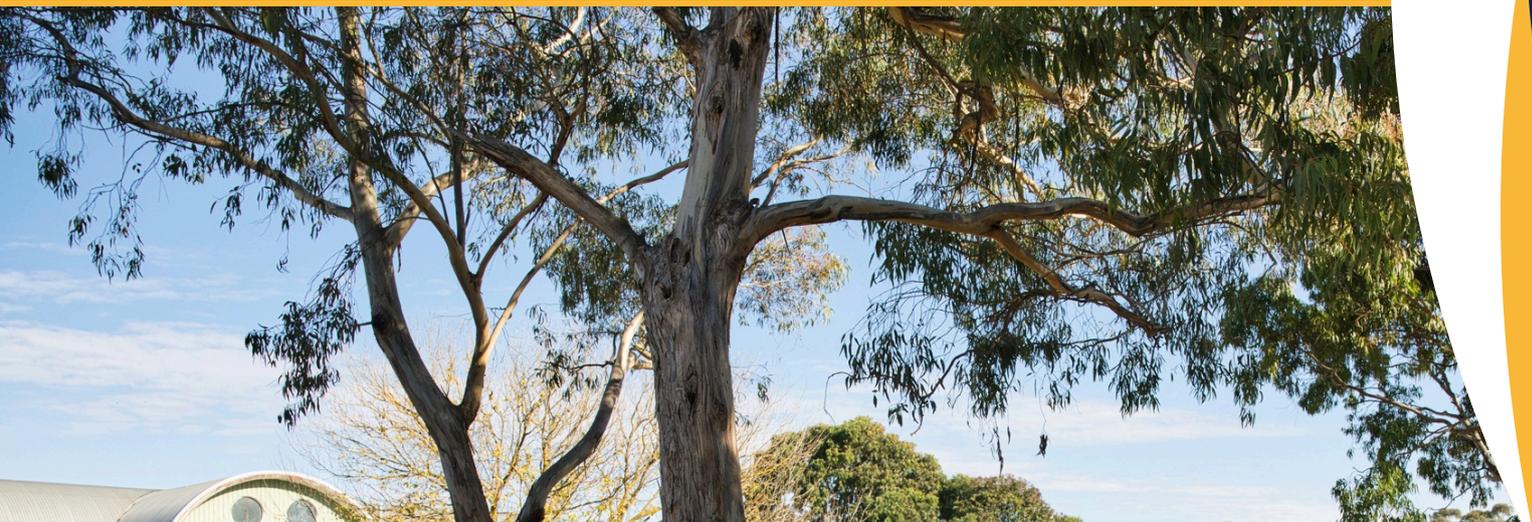
Duration: 2 Terms, 1 Semester  
Prerequisites: Explore Humanities  
Possible Pathways:  
Pre-VCE Geography/History

## ▶ GLOBAL CATASTROPHES

In Global Catastrophes, students explore the level 9/10 Victorian Curriculum standards across History, Geography, and Economics & Civics. Students will explore the Holocaust through the 10 Stages of Genocide and investigate how these stages presented in other 20th century genocides. Students will also investigate the impacts of natural and man-made disasters and explore how society responds to such disasters, and how our responses have changed over time. Finally, students will explore the volatility of the financial markets and how businesses and Governments respond to a crisis.



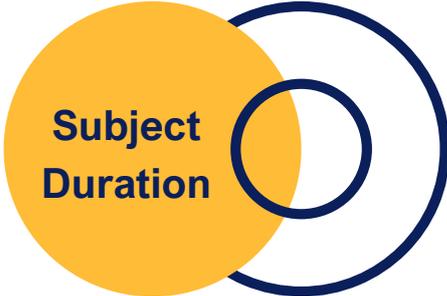
Duration: 2 Terms, 1 Semester  
Prerequisites: Explore Humanities  
Possible Pathways:  
Pre-VCE Geography/History  
Pre-VCE Legal/Business



# HUMANITIES SUBJECTS

## ▶ AUSTRALIA AT WAR

This subject will focus on the history of Australia in conflicts both global and domestic. Students will explore the lived experience of Australian army personnel in both World Wars using primary sources to analyse the impact of the war. In shaping the Australian identity, students will look at the experience of First Australian's; both in wars and in their own struggles for rights on the Homefront. Students will then look at the changing Australian views and values as they encountered conflict in other wars such as Vietnam and Iraq.



**Subject  
Duration**

Duration: 2 Terms, 1 Semester

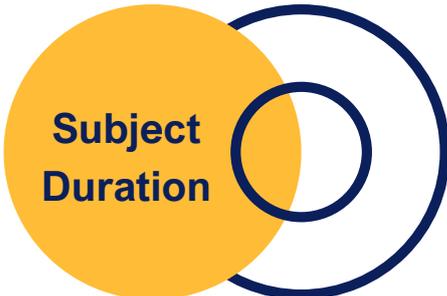
Prerequisites: Explore Humanities

Possible Pathways:

Pre- VCE Geography/ History

## ▶ BIG BUSINESS IDEAS

In this subject, students explore the key concepts of businesses and business management. Students will engage with concepts of setting up businesses, looking at different business types, business legal and financial requirements and management of staff. Students will look at recent case studies to investigate what makes a successful business and develop their own business ideas.



**Subject  
Duration**

Duration: 2 Terms, 1 Semester

Prerequisites: Explore Humanities

Possible Pathways:

Pre-VCE Geography/History

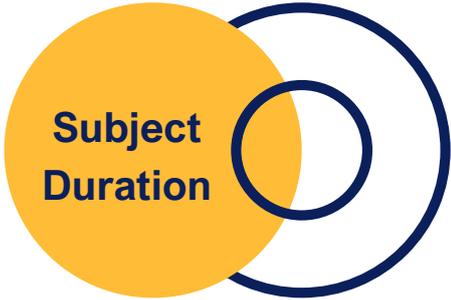


# HUMANITIES SUBJECTS

## ➤ PRE-VCE LEGAL STUDIES/ PRE-VCE BUSINESS MANAGEMENT

In **Pre-VCE Business**, students will build on their analysing and evaluating skills by investigating Australia as a trading nation and its place within Asia and the global economy. Students will identify and explain the indicators of economic performance and examine how Australia's economy is performing. By conducting research into entrepreneurship, students will explore the nature of innovation and discuss how businesses seek to create and maintain a competitive advantage in the market.

In **Pre-VCE Legal** students will focus on aspects of being an informed citizen by exploring Australia's political system compared to other systems of Government. Students will explore different legal rights and responsibilities examining the criminal justice system and the roles of courts and parliamentary bodies in upholding fairness. Students will learn about the civil justice system through analysing case studies and class actions. Lastly, students will look at international issues and how they present in an Australian context.



**Subject  
Duration**

Duration: Year-Long Subject

Prerequisites: Explore Humanities

Possible Pathways:

VCE Business Management, VCE Legal Studies



# HUMANITIES SUBJECTS

## ▶ PRE-VCE GEOGRAPHY /PRE-VCE HISTORY

In **Pre-VCE Geography** unit students will explore Geographies of Human Wellbeing, looking at measures of wellbeing, inequality and how wellbeing can be improved across nations. They will study the geography of interconnections looking at global trade and the effects on food and technology, conducting fieldwork on the global clothing industry. Students will investigate biomes and food security which will take them on an exploration of the interconnection between food production, land and water degradation and identify the biomes in Australia and overseas that produce the foods and plant material people consume.

In **Pre-VCE History** students will focus on source analysis, looking at imagery, text and music on the suffragette and feminist movement over the last 50 years. Students will explore Australia's involvement in World War 2, focusing on the Kokoda Campaign and explore the impact of World War 2 on Australia and our international standing amongst foreign nations. Lastly, students will focus on the Rights and Freedoms of Indigenous Australians looking at Freedom Rides, the Wave Hill Walk off and the Referendum culminating in a presentation on a significant individual from the movement.



**Subject  
Duration**

Duration: Year-Long Subject  
Prerequisites: Explore Humanities  
Possible Pathways:  
VCE Geography, VCE History



# HUMANITIES SUBJECTS

## ▶ UNIT 1- 4 VCE MODERN HISTORY AND REVOLUTIONS

History is a dynamic discipline that involves structured inquiry into the human actions, forces and conditions that have shaped the past and present: Social, Political, Economic, Cultural, Environmental, Technological elements. To make meaning of the past, historians use historical sources, which include primary sources and historical interpretations. Historians analyse and evaluate evidence and use this when constructing historical arguments. As historians ask new questions, revise interpretations, or discover new sources, fresh understandings about the past come to light.

Modern History examines the causes and consequences of conflict and change in the Modern Era. Revolutions explores the causes and consequences of significant social upheaval (America, France, Russia and China) in the modern period.

### Structure:

#### MODERN HISTORY

Unit 1: Change and Conflict

Unit 2: The changing world order Revolutions

#### REVOLUTIONS HISTORY

Unit 3: Causes and Consequences of Revolutions

Unit 4: Causes and Consequences of Revolutions

Subject  
Duration

Duration: 2 Years  
Prerequisites: Pre VCE Geography/History



# HUMANITIES SUBJECTS

## ► UNIT 1- 4 VCE LEGAL STUDIES

### Scope of study:

VCE Legal Studies examines the institutions and principles that are essential to the Australian legal system. Students develop an understanding of:

- The Rule of Law
- Law-makers
- Legal institutions
- The relationship between the People and the Australian Constitution
- The protection of rights in Australia
- The Victorian Justice system

Through applying knowledge of legal concepts and principles to a range of actual and / or hypothetical scenarios, students develop an ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They develop an appreciation of the ability of people to actively seek to influence changes in the law and analyse both the extent to which our legal institutions are effective, and whether the Victorian justice system achieves the principles of justice.

### Structure:

**Unit 1: The Presumption of Innocence**

**Unit 2: Wrongs and Rights**

**Unit 3: Rights and Justice**

**Unit 4: The People, the Law and Reform**

Subject  
Duration

Duration: 2 Year Subject  
Prerequisites:  
Pre-VCE Legal Studies/Business Management



# HUMANITIES SUBJECTS

## ► UNIT 1- 4 VCE BUSINESS MANAGEMENT

### Scope of study:

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

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

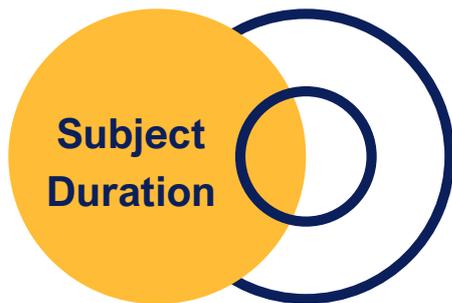
### Structure :

**Unit 1: Planning a Business**

**Unit 2: Establishing a Business**

**Unit 3: Managing a Business**

**Unit 4: Transforming a Business**



Duration: 2 Year Subject  
Prerequisites:  
Pre-VCE Legal Studies/ Business Management



# HUMANITIES SUBJECTS

## ► UNIT 1-4 VCE GEOGRAPHY

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

Interpretative and analytical skills enable students to interpret information presented in a variety of formats including maps, graphs, diagrams and images. These skills encourage students to critically evaluate information for its validity and reliability.

Presentation and communication skills enable students to communicate their knowledge and understanding in a coherent, creative and effective manner, with the use of appropriate geographic terminology. The skills developed in investigation, collection of data, interpretation, analysis and communication of geographic information are enhanced through the use of geospatial technologies, both in the classroom and in the field. The geospatial industry is evolving and students with spatial skills continue to be in high demand, with the potential for a variety of career pathways.

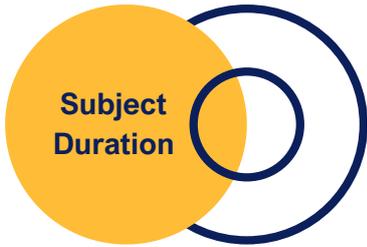
### Structure:

**Unit 1: Hazards and Disasters**

**Unit 2: Tourism**

**Unit 3: Changing the Land**

**Unit 4: Human Population – Trends and Issues**



**Subject  
Duration**

**Duration:** 2 Years

**Prerequisites:** Pre-VCE Geography/History





# LANGUAGE

▶ **YEAR  
7**

## **Year 7 Language**

Explore Italian

▶ **YEARS  
8-10**

## **Middle Years Language**

Italian for Everyday Life

Italian for the Past

Pre-VCE Italian (Offered 2027)

▶ **YEARS  
11-12**

## **Senior Years Language**

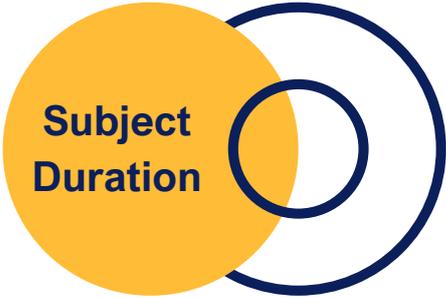
VCE Unit 1 / 2 Italian ( Offered in 2028)

VCE Unit 3 / 4 Italian (Offered in 2029)

# LANGUAGE SUBJECTS

## ► EXPLORE ITALIAN

Students will develop their understanding of the Italian language and culture by engaging with a range of authentic Italian resources including films, songs, games, and stories. They will learn how to exchange simple personal information such as greetings, introductions, and their age. Students will also learn high frequency classroom phrases. Students will also undertake a cultural research task on a region of Italy.



**Subject  
Duration**

Duration: 1 term.

Prerequisites: None

Possible Pathways:

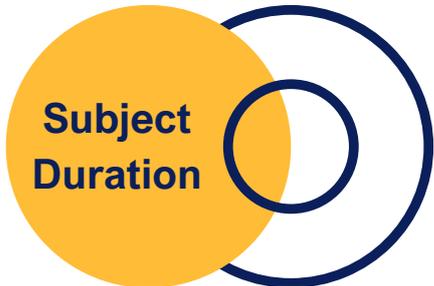
Italian for Everyday Life

## ► ITALIAN FOR EVERYDAY LIFE

Students will immerse themselves in the Italian language, learning how to describe themselves with greater detail. They will explore the similarities and differences between the lives of teenagers in Italy and Australia through a study of our free time, hobbies and interests, and school life. Students will also develop the ability to interact with Italians in café and restaurant situations in the present tense.

This will be achieved through the Victorian Year 8 Curriculum essential skills of:

- Reading Italian
- Writing Italian
- Listening in Italian
- Speaking in Italian



**Subject  
Duration**

Duration: 2 Terms, 1 Semester

Prerequisites: Explore Italian

Possible Pathways:

Italian for the Past



# LANGUAGE SUBJECTS

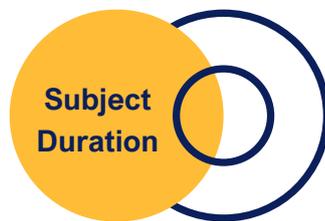
## ▶ ITALIAN FOR THE PAST

Students will continue to immerse themselves in the Italian language, learning how to discuss recent past and historic past events. Students will explore the ways in which the Italian languages discusses recent events in our personal lives.

Students will develop the ability to discuss their own life experiences, and the experiences of others present perfect tense. Students will explore the history of Italian migration to Australia, as well as the immigrant experiences of others who now call Australia home.

Students will develop the ability to explain the catalysts for immigration and discuss the experiences of Australia's immigrant communities.

This will be achieved through the Victorian Year 9 Curriculum essential skills of reading, writing, listening, and speaking.



Duration: 2 Terms, 1 Semester

Prerequisites: Explore Italian

Possible Pathways:

Pre- VCE Italian

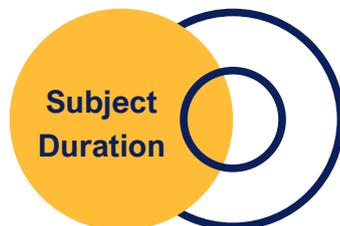
## ▶ PRE-VCE ITALIAN

Students will extend their immersion in the Italian language by developing the ability to discuss future events. Students will explore the topic of our environment and develop the ability to discuss their opinions for potential solutions of current environmental issues.

Students will further explore their own futures, including their future goals and desires, and be able to explain their long-term goals.

These abilities will be developed and demonstrated in the future and conditional tenses.

This will be achieved through the Victorian Curriculum essential skills of reading, writing, listening, and speaking.



Duration: 2 Terms, 1 Semester

Prerequisites: Explore Italian

Possible Pathways:

Pre- VCE Italian



# LANGUAGE SUBJECTS

## ► UNIT 1- 4 VCE ITALIAN

**VCE Italian** focuses on student participation in:

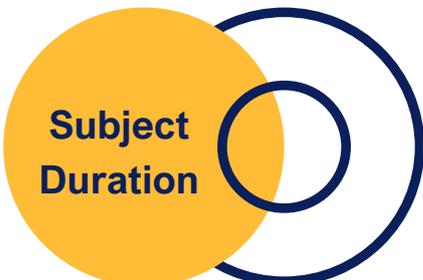
- Interpersonal communication
- Interpreting the language of other speakers
- Presenting information and ideas in Italian on a range of themes and topics.

Students develop and extend skills in listening, speaking, reading, writing and viewing in Italian in a range of contexts and develop cultural understanding in interpreting and creating language. Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

The study is made up of four units. Each unit deals with language and specific content contained in the areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills. **VCE Italian** is designed for students who have typically studied the language for at least 200 hours prior to the commencement of Unit 1.

Through the four units of VCE Italian, students will study the following themes and topics

- **The Individual**
  - Personal identity and lifestyles
  - Relationships
  - Education and Aspirations
- **The Italian-Speaking Communities**
  - The Italian cultural heritage
  - Historical and contemporary people and events
  - Living in an Italian Community
- **The World Around Us**
  - Global and contemporary society
  - Communication and media
  - The influence of science and technology



**Subject  
Duration**

Duration: 2 years  
Prerequisites: Pre-VCE Italian



# MATHEMATICS

▶ **YEAR  
7**

## Year 7 Mathematics

Explore Maths

▶ **YEARS  
8-10**

## Middle Years Mathematics

General Maths 1

Advanced Maths 1

General Maths 2

Advanced Maths 2

Pre-VCE Foundation Maths

Pre-VCE General Maths

Pre-VCE Maths Methods

▶ **YEARS  
11-12**

## Senior Years Mathematics

VCE Unit 1 / 2 Foundation Maths

VCE Unit 1 / 2 General Maths

VCE Unit 1 / 2 Maths Methods

VCE Unit 1 / 2 Specialist Maths

VCE Unit 3 / 4 Foundation Maths

VCE Unit 3 / 4 General Maths

VCE Unit 3 / 4 Maths Methods

VCE Unit 3 / 4 Specialist Maths

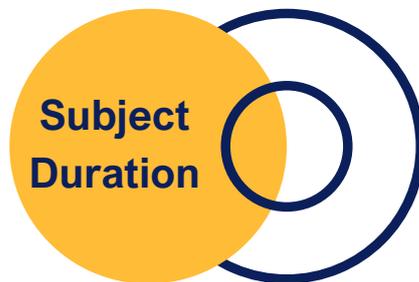
# MATHEMATICS SUBJECTS

## ► EXPLORE MATHS

Students will learn topics such as:

- Number Properties & Patterns
- Geometric Reasoning & Angles
- Fractions & Percentages
- Algebra
- Statistics & Probability
- Measurement

**Assessment:** Students are required to complete a range of tasks including bookwork from the prescribed text, worksheets, online diagnostics, tests and a project style assessment task.



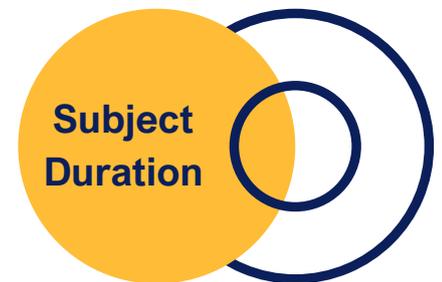
Duration: Year-Long Subject  
Prerequisites: None  
Possible Pathways:  
General Maths 1, Advanced Maths 1

## ► GENERAL MATHS 1

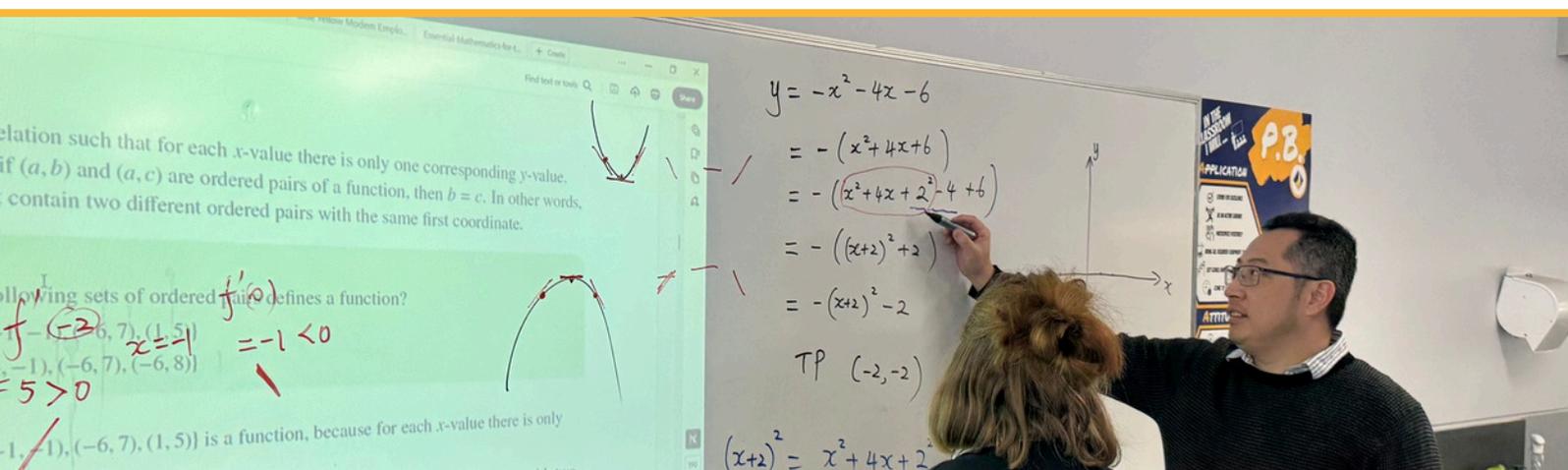
Students will cover topics such as:

- Measurement
- Geometry
- Statistics & Probability
- Algebra
- Fractions & Percentages
- Linear Graphs

**Assessment:** Students are required to complete a range of tasks including bookwork from the prescribed text, worksheets, online diagnostics, tests and a project style assessment task.



Duration: Year-Long Subject  
Prerequisites: Explore Maths  
Possible Pathways:  
General Maths 2, Advanced Maths 2



# MATHEMATICS SUBJECTS

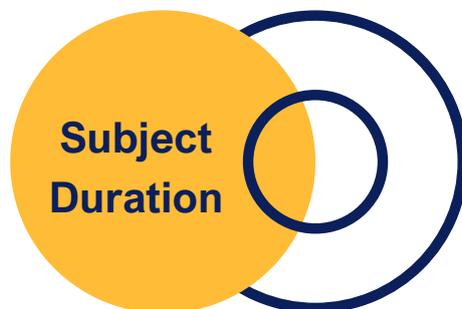
## ▶ ADVANCED MATHS 1

Students will cover topics such as:

- Algebra Techniques
- Statistics & Probability
- Linear Relationships
- Geometry
- Measurements and Pythagoras' Theorem
- Rates & Ratios

These are at the Level 8 standard with a focus on application style questions and extension work.

**Assessment:** Students are required to complete a range of tasks including bookwork from the prescribed text, worksheets, online diagnostics, tests and a project style assessment task.



Duration: Year Long Subject

Prerequisites: Explore Maths

Possible Pathways:

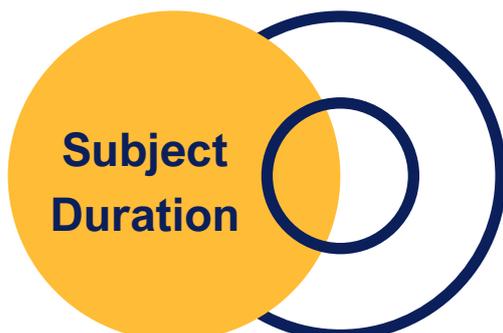
General Maths 2, Advanced Maths 2

## ▶ GENERAL MATHS 2

Students will cover topics such as:

- Algebra
- Linear Relationships
- Pythagoras' Theorem & Trigonometry
- Statistics & Probability
- Financial Maths
- Geometry

**Assessment:** Students are required to complete a range of tasks including bookwork from the prescribed text, worksheets, online diagnostics, tests and a project style assessment task.



Duration: Year Long Subject

Prerequisites: General Maths 1,  
Advanced Maths 1

Possible Pathways:

Pre-VCE General Maths,

Pre-VCE Foundation Maths,

Pre-VCE Foundation Maths

# MATHEMATICS SUBJECTS

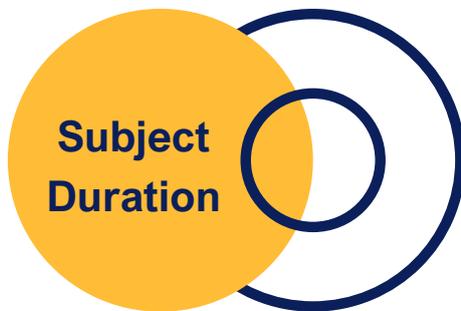
## ▶ ADVANCED MATHS 2

Students will cover topics such as:

- Indices & Surds
- Geometry
- Linear Relations
- Probability & Statistics
- Expressions & Algebra
- Pythagoras & Trigonometry

These are at the Level 9 standard with a focus on application style questions and extension work.

**Assessment:** Students are required to complete a range of tasks including bookwork from the prescribed text, worksheets, online diagnostics, tests and a project style assessment task.



Duration: Year Long Subject  
Prerequisites: Advanced Maths 1

Possible Pathways:

Pre-VCE General Maths,  
Pre-VCE Maths Methods\*  
VCE General Maths\*

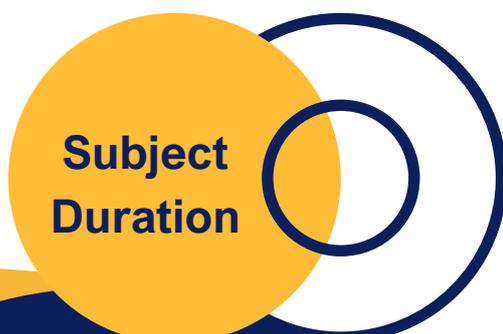
\*Note: Must purchase a CAS calculator

## ▶ PRE VCE GENERAL

Students will cover topics such as:

- Statistics & Probability
- Measurement
- Algebra & Indices
- Pythagoras & Trigonometry
- Consumer Arithmetic
- Straight-line graphs

**Assessment:** Students are required to complete a range of tasks including bookwork from the prescribed text, worksheets, online diagnostics, tests and a project style assessment task.



Duration: Year Long Subject  
Prerequisites: General Maths 2,  
Advanced Maths 2

Possible Pathways:

Pre-VCE General Maths  
VCE Foundation Maths  
VCE General Maths\*

\*Note: Must purchase a CAS calculator

# MATHEMATIC SUBJECTS

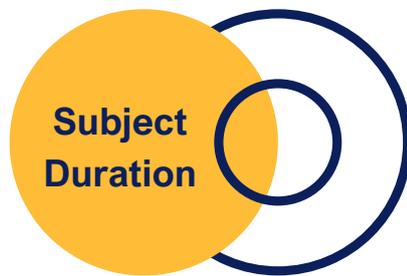
## ► PRE-VCE FOUNDATION MATHS

Students will cover the essential mathematical skills required to prepare them for the VCE Foundation Maths Units 1&2 course with a focus on practical mathematics applications.

Students will cover topics such as:

- Financial Mathematics
- Reviewing Number
- Measurement
- Statistics & Probability
- Geometry

**Assessment:** Students are required to complete a range of tasks including bookwork from the prescribed text, worksheets, online diagnostics, tests and a project style assessment task.



Duration: Year Long Subject  
Prerequisites: General Maths 2  
Possible Pathways:  
Pre-VCE Foundation Maths

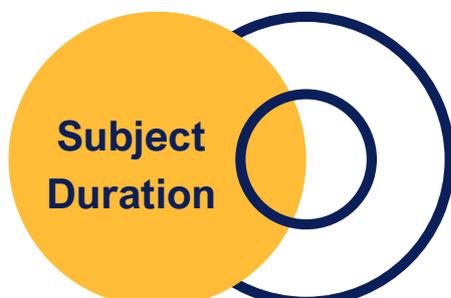
## ► PRE-VCE MATHS METHODS

Students will cover the essential mathematical skills required to prepare them for the Mathematical Methods Units 1&2 course. This includes:

- Quadratic Expressions & Equations
- Parabolas & Rates of Change
- Indices, Exponentials and Logarithms
- Algebra, Equations & Linear Relations
- Statistics & Probability
- Geometry & Networks

All these topics are at Level 10 standard with a focus on application style questions and extension work. Students will be required to purchase a CAS calculator for this course.

**Assessment:** Students are required to complete a range of tasks including bookwork from the prescribed text, worksheets, online diagnostics, tests and school-based assessment tasks (SAC's)



Duration: Year Long Subject  
Prerequisites: Advanced Maths 2  
Possible Pathways:  
VCE General Maths, VCE Maths Methods  
and/or VCE Specialist Maths

# MATHEMATICS SUBJECTS

## ► UNIT 1- 4 VCE MATHEMATICS: FOUNDATION, GENERAL, METHODS, SPECIALIST

### Scope of study:

Mathematics is the study of function and pattern in number, logic, space and structure, and of randomness, chance, variability and uncertainty in data and events. It is both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. Mathematics also provides a means by which people can understand and manage human and natural aspects of the world and inter-relationships between these. Essential mathematical activities include: conjecturing, hypothesising and problem posing; estimating, calculating and computing; abstracting, proving, refuting and inferring; applying, investigating, modelling and problem solving.

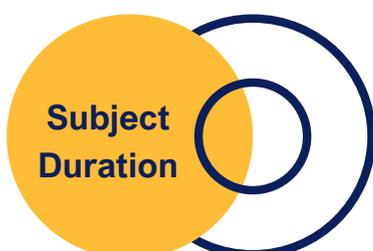
### Structure:

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

**General Mathematics Units 1–4** provide for the study of non-calculus and discrete mathematics topics. They are designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important. Students who have done only Mathematical Methods Units 1&2 will have had access to assumed key knowledge and key skills for General Mathematics Units 3&4 but may also need to undertake some supplementary study.

**Mathematical Methods Units 1–4** provide for the study of simple elementary functions, transformations and combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, technology, engineering and mathematics (STEM), humanities, economics and medicine.

**Specialist Mathematics Units 1–4** provide for the study of various mathematical structures, reasoning and proof. The areas of study in Units 3&4 extend content from Mathematical Methods Units 3&4 to include rational and other quotient functions as well as other advanced mathematics topics such as logic and proof, complex numbers, vectors, differential equations, kinematics, and statistical inference. They also provide background for advanced studies in mathematics and other STEM fields. Study of Specialist Mathematics Units 3&4 assumes concurrent study or previous completion of Mathematical Methods Units 3&4.



Duration: 2 Years

Prerequisites: Appropriate 'Pre-Level' subject or demonstrated skills in consultation with Careers Advisor and Mathematics Leader. Subject can be undertaken in Year 10.

General, Methods & Specialist Maths require the purchase of a CAS calculator.



# PERFORMING ARTS

▶ **YEAR  
7**

## **Year 7 Performing Arts**

Year 7 Performance

Year 7 Music

▶ **YEARS  
8-10**

## **Middle Years Performing Arts**

Triple Threat

Rock through the Ages

Music Performance and Industry

Drama

Dance

Pre-VCE Theatre Studies

Pre-VCE Music

▶ **YEARS  
11-12**

## **Senior Years Performing Arts**

VCE Unit 1 / 2 Music

VCE Unit 1 / 2 Theatre Studies

VCE Unit 3 / 4 Music

VCE Unit 3 / 4 Theatre Studies

# PERFORMING ARTS SUBJECTS

## ▶ YEAR 7 PERFORMANCE

In their Performance sessions, students combine Drama, Dance, Movement and Vocals to build confidence in performing. They develop their expressive skills through:

- Mime
- Improvisation
- Group Performances

Subject  
Duration

Duration: 1 Term

Prerequisites: None.

Possible Pathways:

Triple Threat, Music Performance, Rock through the Ages

## ▶ YEAR 7 MUSIC

In this unit, students learn the foundations of music theory and performance. Students learn the skills required to analyse, compose, and perform music using practical applications in small groups. This is a practical subject and requires student participation for satisfactory completion.

Subject  
Duration

Duration: 1 Term

Prerequisites: None.

Possible Pathways:

Triple Threat, Music Performance, Rock through the Ages



# PERFORMING ART SUBJECTS

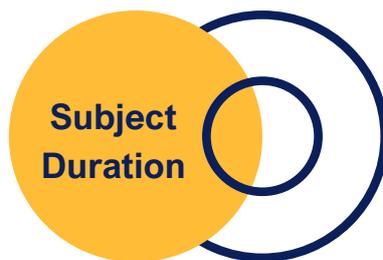
## ▶ TRIPLE THREAT

This subject is designed to develop your skills in acting, drama skills, improvisation, storytelling and collaborative theatre making while introducing you to essential theatre concepts aligned with the VCAA Theatre Studies curriculum.

Triple Threat focuses on building your abilities across three key performance disciplines:

- **Voice**
- **Acting**
- **Dance and Movement**

This integrated approach helps you develop versatility and confidence on stage, essential for musical theatre and beyond. Students are introduced to a broad range of theatre forms, styles, and performance techniques and you will engage in practical workshops, script work, and live performance analysis. You'll participate in creative projects that enhance your confidence, teamwork, and critical thinking. This is a practical subject and requires student participation for satisfactory completion.



Duration: 2 Terms, 1 Semester

Prerequisites: None.

Possible Pathways:

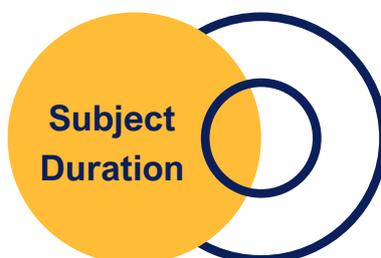
VCE Theatre Studies

## ▶ MUSIC PERFORMANCE AND INDUSTRY

In this subject students develop their understanding of performance through rehearsal and performance of ensemble repertoire. Students develop technical skills on instruments through classroom activities and refine their skills on analysis and theory through the study of:

- **Repertoire**
- **Composition**
- **Musical interaction**

Students learn the skills of the music industry by using digital tools to record, present, and compose music. The aim of this unit is to further develop skills in ensemble and solo performance, extend their understanding of music theory and learn the beginnings of industry skills outside of practical music making. This is a practical subject that requires student participation for satisfactory completion.



Duration: 2 Terms, 1 Semester

Prerequisites: None.

Possible Pathways:

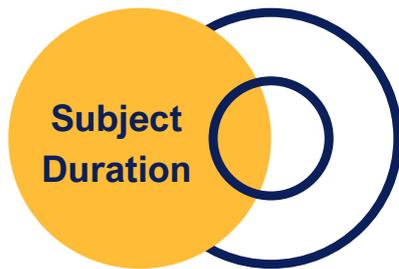
Rock Through the Ages, Pre-VCE Music, VCE Music

# PERFORMING ARTS SUBJECTS

## ► ROCK THROUGH THE AGES

In this subject, students work collaboratively to research, explore and create music in the Rock genre. Beginning in the 1950s and continuing to modern day music, students learn about the development of Rock over the decades. Students learn about the genre by recreating songs through performance and analysing and researching artists and bands. Group performance requires some prior learning on drums, guitar, bass guitar, keyboards and vocals and will extend their skills in ensemble collaboration.

This is a practical subject and requires student participation for satisfactory completion.



Subject  
Duration

Duration: 2 Terms, 1 Semester

Prerequisites: None.

Possible Pathways:

Music Performance and Industry, Pre-VCE Music, VCE Music

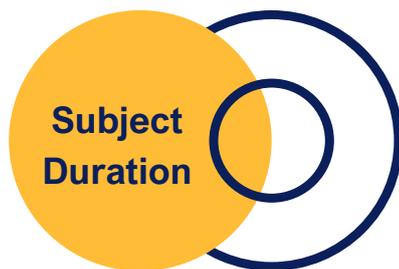


# PERFORMING ARTS SUBJECTS

## ► DANCE

Students will learn, choreograph, rehearse and perform dances, demonstrating safe dance practice, technical and expressive skills appropriate to the style and genre. They evaluate the impact of dance from different cultures, times and locations. They extend their understanding and use of the elements of dance to communicate ideas and intentions.

**Assessment:** Learning an Ensemble Dance, Choreographing, Analysing Dance



Duration: 2 Terms, 1 Semester  
Prerequisites: Explore Music and Performing Arts  
Possible Pathways:  
VCE Theatre Studies



# PERFORMING ARTS SUBJECTS

## ► PRE-VCE MUSIC

This subject is designed to bridge middle and senior secondary music learning. It aims to support students in building the foundational knowledge, skills, and understanding needed to succeed in VCE Music – Contemporary Performance. Students will develop their performance and technical skills on a chosen instrument or voice, expand their music theory and aural skills, analyse diverse musical works, and engage in composition and/or improvisation. The course mirrors the outcomes of VCE Music – Contemporary Performance Units 1 & 2 but aligns assessment with Level 10 of the Victorian Curriculum 2.0. Students are encouraged to have prior skills on an instrument or voice; however, it is not a prerequisite. This is a practical subject and requires student participation for satisfactory completion.

**Unit 1:**                      **Organization in Music**

**Unit 2:**                      **Effect in Music**

**Unit 3 and 4:**            **Music – Contemporary Performance**

This study offers pathways for students whose performance practice includes embellishment and/or improvisation, uses collaborative and aural practices in learning, often takes recordings as a primary text, and projects a personal voice. Students study the work of other performers and analyse their approaches to interpretation and how personal voice can be developed through reimagining existing music works.

**Subject  
Duration**

Duration:            Year Long Subject.  
Prerequisites:    None.



# PERFORMING ARTS SUBJECTS

## ► PRE-VCE THEATRE STUDIES

**Pre VCE Theatre studies** introduces students to performance skills, play-making techniques and an understanding of theatre production processes. Students will engage in creative activities like devising, rehearsing, and designing performances, while also researching and analysing plays and theatre styles. This prepares them for VCE Theatre Studies where students need to develop performance abilities, critical thinking skills, and the ability to interpret and analyse theatre scripts and productions. They also need to be confident in expressing their creative ideas and working collaboratively within a production team in various production roles, such as actor, director, and designer.

**Subject  
Duration**

**Duration:** Year Long Subject.  
**Prerequisites:** Performing Art/Music/Triple Threat



# PERFORMING ARTS SUBJECTS

## ► UNIT 1- 4 VCE THEATRE STUDIES

In **VCE Theatre Studies** students interpret scripts from the pre-modern era to the present day and produce theatre for audiences. Through practical and theoretical engagement with scripts they gain an insight into the origins and development of theatre and the influences of theatre on cultures and societies. Students apply dramaturgy and work in the production roles of actor, director and designer, developing an understanding and appreciation of the role and place of theatre practitioners. Throughout the study, students work individually and collaboratively in various production roles to creatively and imaginatively interpret scripts and to plan, develop and present productions. Students study the contexts – the times, places and cultures – of these scripts, as well as their language.

They experiment with different possibilities for interpreting scripts and apply ideas and concepts in performance to an audience. They examine ways that meaning can be constructed and conveyed through theatre performance. Students consider their audiences and, in their interpretations incorporate knowledge and understanding of audience culture, demographic and sensibilities. Students learn about innovations in theatre production across different times and places and apply this knowledge to their work. Through the study of plays and theatre styles, and by working in production roles to interpret scripts, students develop knowledge and understanding of theatre, its conventions and the elements of theatre composition.

Students analyse and evaluate the production of professional theatre performances and consider the relationship to their own theatre production work. Students learn about and demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in Theatre production.

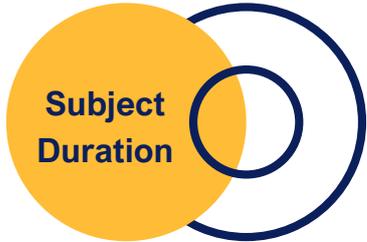
### Structure :

**Unit 1: Pre-modern Theatre styles and conventions**

**Unit 2: Modern Theatre styles and conventions**

**Unit 3: Producing Theatre**

**Unit 4: Presenting an Interpretation**



**Subject  
Duration**

Duration: 2 Years  
Prerequisites: None.



# PERFORMING ARTS SUBJECTS

## ➤ UNIT 1-4 VCE MUSIC

### Scope of study:

VCE Music is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators and music makers. Students explore, reflect on and respond to the music they listen to, create and perform. They analyse and evaluate live and recorded performances, and learn to incorporate, adapt and interpret musical practices from diverse cultures, times and locations into their own learning about music as both a social and cultural practice. Students study and practise ways of effectively communicating and expressing musical ideas to an audience as performers and composers and respond to musical works as an audience. The developed knowledge and skills provide a practical foundation for students to compose, arrange, interpret, reimagine, improvise, recreate and critique music in an informed manner. In this study students are offered a range of pathways that acknowledge and support a variety of student backgrounds and music learning contexts, including formal and informal.

*Note: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.*

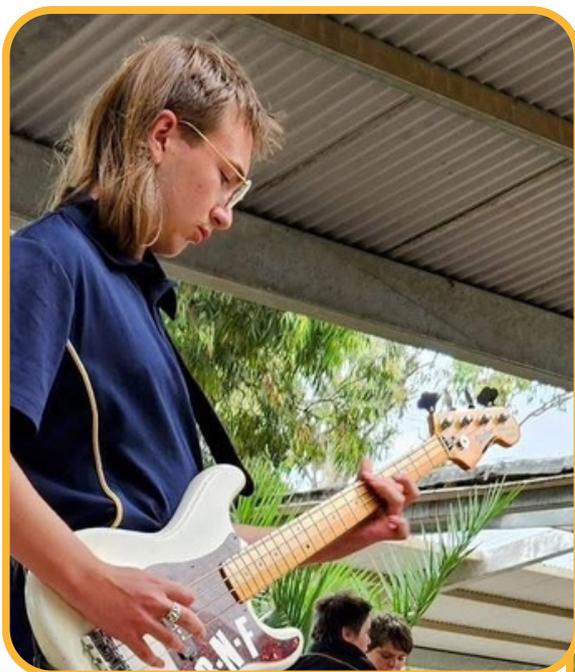
### Structure:

**Unit 1:** Organisation in Music

**Unit 2:** Effect in Music

**Unit 3 and 4:** Music- Contemporary Performance

This study offers pathways for students whose performance practice includes embellishment and/or improvisation, uses collaborative and aural practices in learning, often takes recordings as a primary text, and projects a personal voice. Students study the work of other performers and analyse their approaches to interpretation and how personal voice can be developed through reimagining existing music works. They refine selected strategies to enhance their own approach to performance.



Subject  
Duration

Duration: 2 Years  
Prerequisites: None.



# PHYSICAL EDUCATION

▶ **YEAR  
7**

## **Year 7 Physical Education**

Explore Health and Physical Education

▶ **YEARS  
8-10**

## **Middle Years Physical Education**

General Physical Education

Football Codes and Team Sports

Basketball Academy

Sports Psychology

Train Like a Pro

Girls Fitness and Training

Pre- VCE Physical Education

Pre- VCE Outdoor Education

▶ **YEARS  
11-12**

## **Senior Years Physical Education**

VCE Unit 1 / 2 Physical Education

VCE Unit 1 / 2 Outdoor Environmental Studies

VCE VET Sport and Recreation 1<sup>st</sup> Year

VCE Unit 3 / 4 Physical Education

VCE Unit 3 / 4 Outdoor Environmental Studies

VCE VET Sports and Recreation 2<sup>nd</sup> Year

# PHYSICAL EDUCATION SUBJECTS



## EXPLORE HEALTH AND PHYSICAL EDUCATION

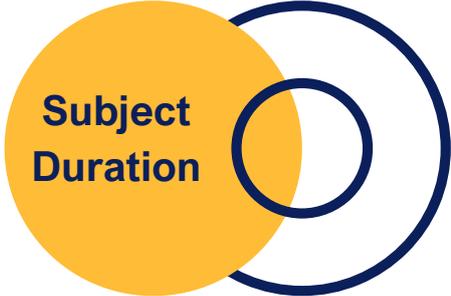
In Physical Education classes, students will build their movement skills and develop their understanding of concepts and strategies to enable them to confidently, competently and creatively participate in a range of physical activities. Students will participate in a variety of classical and diverse games and activities, as well as ball sports that will encourage students to move and be active with the focus on fun and enjoyment.

Sports included in this unit:

- **Cricket**      **Volleyball**      **Netball**
- **Basketball**      **Aussie Rules**      **Soccer**
- **Badminton**      **Hockey**      **Minor Games**

(and many other fun and engaging activities)

**Assessment:** Student participation in practical and theory classes, completing a range of work requirements such as a written report, poster presentations and various forms of media presentations.



**Subject  
Duration**

Duration:      Year Long Subject

Prerequisites:      None

Possible Pathways:

All Physical Education and Health Electives



# PHYSICAL EDUCATION SUBJECTS

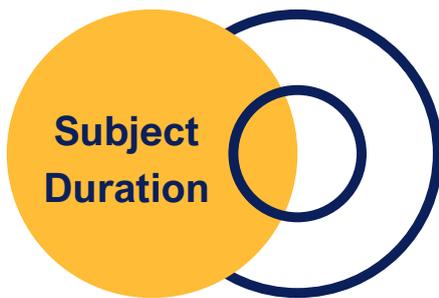
## ► GENERAL PHYSICAL EDUCATION

General Physical Education follows a program structured the same as 'Explore Physical Education' with students covering a wide variety of sports and activities that traditional PE lessons provide. Students will participate in a variety of classical and diverse games, activities, ball sports that encourage students to move and be active with the focus on being fun and enjoyment.

Sports included in this Subject:

- Dodgeball
- Kickball
- Badminton
- Cricket
- Tennis
- Hockey
- Netball
- Speedball
- Basketball
- Tennis

**Assessment:** Student participation in practical and theory classes, completing a range of work requirements such as a create a sport folio and a peer teaching assignment.



Duration: 2 Terms, 1 Semester  
Prerequisites: Explore Health and Physical Education  
Possible Pathways:  
Pre-VCE Physical Education, VET Sports and Recreation

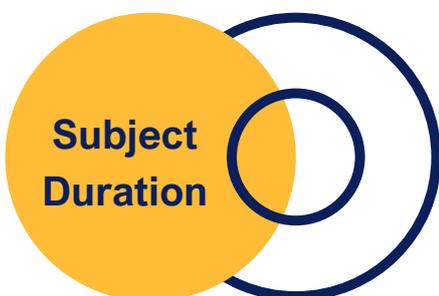
## ► FOOTBALL CODES & TEAM SPORTS

Students will be exposed to a variety of sports ranging from invasion games, striking, fielding, football codes and net sports, learning the importance of teamwork to be successful in sport.

Sports included in this Subject:

- Basketball
- Volleyball
- Netball
- European Handball
- AFL Football
- Indoor Soccer
- Gridiron and many more.

**Assessment:** Student participation in practical and theory classes, completing a range of work requirements such as a games analysis and sports coaching assignment.



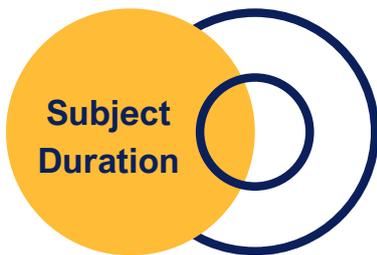
Duration: 2 Terms, 1 Semester  
Prerequisites: Explore Health and Physical Education  
Possible Pathways:  
Pre-VCE Physical Education, VET Sports and Recreation

# PHYSICAL EDUCATION SUBJECTS

## ► SPORTS PSYCHOLOGY

Students will take a unique look at the psychology and science behind physical activity and exercise. Through a combination of practical and theoretical lessons students will study psychological factors that affect performance and how participation in sport and exercise affects psychological and physical factors.

**Assessment:** Student participation in practical and theory classes, completing a range of work requirements such as case studies and research assignments.



Duration: 2 Terms, 1 Semester  
Prerequisites: Explore Health and Physical Education  
Possible Pathways:  
VCE Physical Education, VCE Psychology,  
VET Sports and Recreation

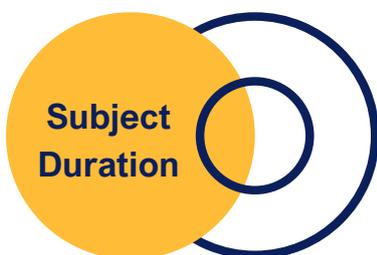
## ► BASKETBALL ACADEMY PROGRAM

Students will participate in a program that focuses on improving and excelling their Basketball skills, movement techniques, knowledge and basketball specific fitness components.

Students will not only participate in training sessions and match play but take part in an education program that offers a wide range of experiences for students to become involved in:

- Coaching
- Umpiring
- Sports Journalism
- Statistics
- Fixturing
- Tournament Management

**Assessment:** Student participation in practical and theory classes, completing a range of work requirements including participation in an education Basketball program.



Duration: 2 Terms, 1 Semester  
Prerequisites: Explore Health and Physical Education  
Possible Pathways:  
Pre-VCE Physical Education, VET Sports and Recreation

# PHYSICAL EDUCATION SUBJECTS

## ► TRAIN LIKE A PRO

Students take an in depth look into the basic training principles required to create an effective fitness program. Students will analyse different types of training methods and learn the broad meaning of the word “fit”.

They will learn lifelong lessons as they spend time in the College weights shed working on muscle groups they never knew existed and participating in practical sports lessons to build upon their fitness. Available for Year 8 and 9 students only.

**Assessment:** Student participation in practical and theory classes, completing a range of work requirements such as a training journal and developing a personal fitness program.

**Subject  
Duration**

Duration: 2 Terms, 1 Semester

Prerequisites: Explore Health and Physical Education

Possible Pathways:

Pre-VCE Physical Education, VET Sports and Recreation



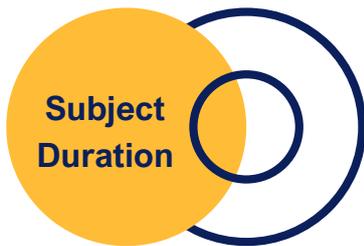
# PHYSICAL EDUCATION SUBJECTS

## ► GIRLS FITNESS AND TRAINING

This subject gives female students a safe and supportive environment as well as an opportunity to build confidence in their ability to improve their fitness and overall health and wellbeing. Female students will learn lifelong lessons as they spend time in the College weights shed and local recreational facilities participating in practical sports lessons.

*Note: Available for Year 8 and 9 female identifying students only.*

**Assessment:** Student participation in practical and theory classes, completing a range of work requirements such as a training journal and developing a personal fitness program.



Duration: 2 Terms, 1 Semester  
Prerequisites: Explore Health and Physical Education  
Possible Pathways:  
Pre-VCE Physical Education, VET Sports and Recreation

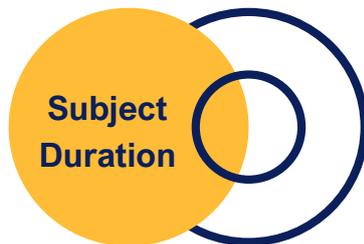
## ► PRE-VCE OUTDOOR EDUCATION

This subject gives students the opportunity to experience a wide range of outdoor environments and activities. These could include:

- Bushwalking
- Bike Riding
- Lifesaving
- Rock Climbing
- Camp Cooking
- Archery
- Sailing
- Surfing
- High Ropes
- Kayaking
- Orienteering
- Swimming
- Overnight Camp

Students will engage in the VCE units linking to motivations for outdoor experiences and influences of outdoor experiences. Students can develop their skills in goal setting, communication, planning, team building, evaluating and safety.

**Assessment:** Participation in all class activities, whether on College campus or outside campus.



Duration: 2 Terms, 1 Semester  
Prerequisites: None.  
Possible Pathways:  
VCE Unit 1/ 2 Outdoor Environmental Studies



# PHYSICAL EDUCATION SUBJECTS

## ► PRE-VCE PHYSICAL EDUCATION

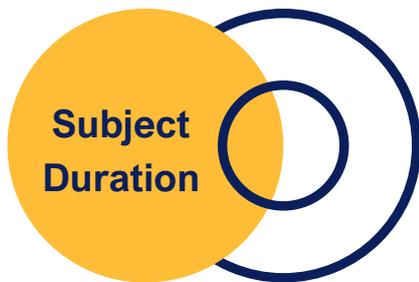
Students will be introduced to a variety of VCE Physical Education concepts such as:

- Fitness Components
- Energy Systems
- Training Methods
- Skill Acquisition
- Sports Injuries
- Drugs in Sports

This enables the integration of theoretical knowledge with large amounts of practical application through participation in physical activities and laboratory experiments.

*Note: Year 10 Students only.*

**Assessment:** Student participation in practical and theory classes, completing a range of work requirements such as biomechanical and movement data analyses.



Duration: Year-long Subject.

Prerequisites: General Physical Education, Train like a Pro, Team Sports and Football Codes, Girls Fitness, Sports Psychology

Possible Pathways:

VCE Unit 1/ 2 Physical Education



# PHYSICAL EDUCATION SUBJECTS

## ► VCE UNIT 1- 4 PHYSICAL EDUCATION

### Scope of study:

**VCE Physical Education** explores the complex interrelationships between:

- **Biophysical**  
(anatomical, biomechanical, physiological and skill acquisition)
- **Psychosocial**  
(psychological and sociocultural)

principles to understand their role in producing and refining movement for participation and performance in physical activity, sport and exercise.

Through physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of participation and performance in physical activity, sport and exercise. Integrating theoretical understanding and practice is central to the study of VCE Physical Education. Theoretical knowledge and skills are developed and utilised in and through practical activities, which can be opportunistic, structured or investigative experiences. Practical activities challenge students to reflect on and share their participatory perspectives, while emphasising the educational value of human movement to develop theoretical understanding. These opportunities ultimately help students to develop deeper holistic connections that support their understanding of biophysical and psychosocial movement concepts.

### Structure:

The study is made up of four units.

**Unit 1: The Human Body in Motion**

**Unit 2: Physical Activity, Sport and Society**

**Unit 3: Movement skills and energy for Physical activity, Sport and Exercise**

**Unit 4: Training to improve Performance**



**Subject  
Duration**

Duration: 2 Year Subject  
Prerequisites: Pre-VCE Physical Education

# PHYSICAL EDUCATION SUBJECTS

## ► UNIT 1- 4 VCE OUTDOOR AND ENVIRONMENTAL STUDIES

### Scope of study:

**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 from protected wilderness to those heavily impacted by human practices. The subject enables students to make critically informed comments on outdoor environmental issues, including asking questions about environmental sustainability and human connections to Country, both past and present. Students are able to understand the importance of change to environmental health from human and/or natural influences.

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

Outdoor experiences suited to this subject are a range of guided activities in areas such as farms, mining/logging sites, interpretation centres, coastal areas, rivers, mountains, bushlands, forests, urban parks, cultural and historical sites, and state or national parks.

Activities undertaken could include bushwalking, cross-country skiing, canoe touring, cycle touring, conservation and restoration activities, marine exploration, and participation in community projects. Outdoor experiences that use weapons or motorised devices to replace human effort are not suitable for this study. The duration of activities undertaken include a range of multi-day/journey-based activities, half/whole-day activities and class-time activities on College campus grounds, or in the nearby local environment.

### Structure

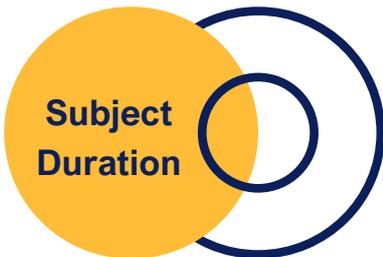
The study is made up of four units.

**Unit 1: Exploring Outdoor experiences**

**Unit 2: Discovering Outdoor environments**

**Unit 3: Relationships with Outdoor environments**

**Unit 4: Sustainable Outdoor relationships.**



**Subject  
Duration**

Duration: 2 Year Subject  
Prerequisites: Pre-VCE Outdoor Education



# PHYSICAL EDUCATION SUBJECTS

## ► VCE VET CERTIFICATE III IN SPORT AND RECREATION RTO: SAVILLE TRAINING 45452

**VCE VET Sport and Recreation** provides students, through theory and practical sessions, the opportunity to develop the skills and knowledge required to support the operation of facilities and assist in conducting Sport and Recreation programs as well as develop a comprehensive understanding of the Sport and Recreation Industry. The course is delivered over two years and includes activities such as:

- Planning a session and facilitating groups
- Developing knowledge of coaching practices
- Conducting recreational programs
- Safety and the sport environment
- Managing conflict and responding to emergency situations

Students will achieve their First Aid Certificate in the first year with a CPR update in their second year. Students will have the opportunity to participate in a number of excursions and activities across the duration of this course. Students will receive a statement of attainment for competencies achieved within the course units.

*Note:*

- This subject is embedded within the timetable.
- This subject is VCE scored assessed with a VCAA exam at the end of the second year.



Duration: 2 Year Subject  
Prerequisites: Pre-VCE Outdoor Education





# PRODUCT DESIGN & TECHNOLOGY

▶ **YEAR  
7**

## Year 7 Design and Technology

Explore Design Technology

▶ **YEARS  
8-10**

## Middle Years Design and Technology

Jewellery  
Industrial Design  
Robotics  
Fibres and Threads  
Pre- VCE Design and Engineering  
Pre- VET Wood  
Pre- VET Engineering  
Pre- VET Automotive

▶ **YEARS  
11-12**

## Senior Years Design and Technology

VCE Unit 1 / 2 Product Design and Technology  
VCE Unit 1 / 2 Systems Engineering  
VCE VET Certificate II Construction Pathways- Yr 1  
VCE VET Certificate II Engineering - Yr 1  
VCE VET Certificate II Automotive- Yr 1  
VCE Unit 3 / 4 Product Design and Technology  
VCE Unit 3 / 4 Systems Engineering  
VCE VET Certificate II Construction Pathways- Y 2  
VCE VET Certificate II Engineering - Yr 2  
VCE VET Certificate II Automotive- Yr 2

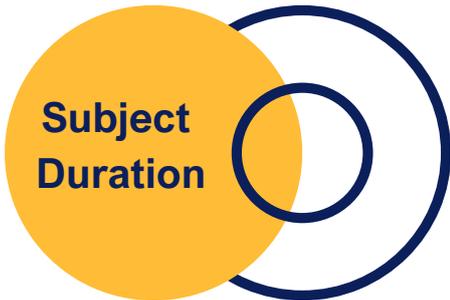
# PRODUCT DESIGN AND TECHNOLOGY SUBJECTS

## ► EXPLORE TECHNOLOGY

An introductory subject to Design Technology where students learn basic hand tool processes and explore different materials. Student will do some investigations into the properties of different materials and their uses.

Assessment: Students will produce a design brief documenting the design process and a prototype of their design.

*Note: Students undertaking this course are required to use equipment, tools and machinery that requires their own personal protective equipment (PPE) including footwear, glasses, and hearing protection.*



Subject  
Duration

Duration: 1 Term.

Prerequisites: None

Possible Pathways:

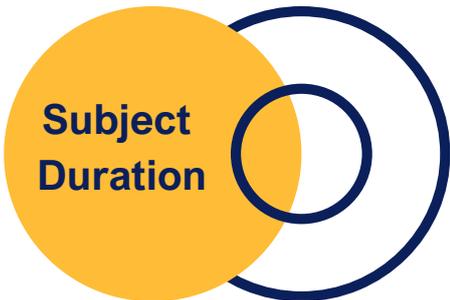
Fibre and threads, Jewellery,  
Industrial Design and Robotics

## ► DESIGN AND TECHNOLOGY: INDUSTRIAL DESIGN

Industrial Design focuses on developing and extending your knowledge of and ability to solve problems. Design your future by exploring objects and environments. Students will investigate a design problem, identify issues, develop solutions, and produce a prototype or model using various materials (metals, timbers, plastics, resins, composites etc.) and manufacturing processes (machining, welding, jointing, forming, 3D-printing, laser cutting, etc.) all whilst developing visual communication and design skills.

**Assessment:** Students will produce a portfolio documenting the design process, including research ideas, experimenting with building prototypes and different design options materials, manufacturing techniques, and material finishes and create a finished model or product. Students will also investigate and report on sustainability, future technologies or a professional designer.

*Note: Students undertaking this course are required to use equipment, tools and machinery that requires their own personal protective equipment (PPE) including footwear, glasses, and hearing protection.*



Subject  
Duration

Duration: 2 Terms, 1 Semester

Prerequisites: Explore Design Technology

Possible Pathways:

Fibre and threads, Jewellery, Robotics  
Pre-VCE Design and Engineering,  
Pre-VET Automotive, Pre-VET Wood,  
Pre-VET Engineering

# PRODUCT DESIGN AND TECHNOLOGY SUBJECTS

## ► JEWELLERY

From bold fashion statements to sentimental, Jewellery is a universal form of adornment. Over the course of this subject students will learn:

- **The design process**
- **Safe workshop practices**
- **Using hand tools**
- **Jewellery making techniques**

Students will develop their ideas through a design brief, sketches, design thinking and a visual diary. In creating their individual pieces, students will investigate a variety of materials such as acrylic, copper and resin.

**Assessment:** Students will produce a portfolio documenting the design process, including research ideas, experimenting with design options, materials, manufacturing techniques, and material finishes and create a finished model or product.

*Note: Students undertaking this course are required to use equipment, tools and machinery that require their own personal protective equipment (PPE) including footwear, glasses, and hearing protection.*

**Subject  
Duration**

Duration: 2 Terms, 1 Semester

Prerequisites: Explore Design Technology

Possible Pathways:

Visual Arts, VCE Product Design and Technology



# PRODUCT DESIGN AND TECHNOLOGY SUBJECTS

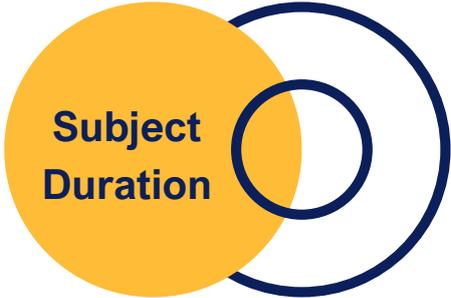
## ► FIBRES AND THREADS

Whilst studying textiles students can work with a variety of fabrics while developing skills and confidence in the manipulation and use of a range of:

- **Textile Materials**
- **Textile Equipment**
- **Cultural Embellishment Techniques**
- **The Principles of Design**

Students will improve practical skills and become more confident using a sewing machine and hand sewing techniques while producing several items. Students will be able to use individual creative skills to explore, design and produce textile products while using recycling and repurposing techniques. Students explore sustainable issues and the ramifications this has on society and the environment.

**Assessment:** Students will produce a portfolio documenting the design process, including research ideas, experimenting with design options, materials, manufacturing techniques, and material finishes and create a finished model or product. Students will also investigate and report on sustainability, future technologies, or a professional designer.



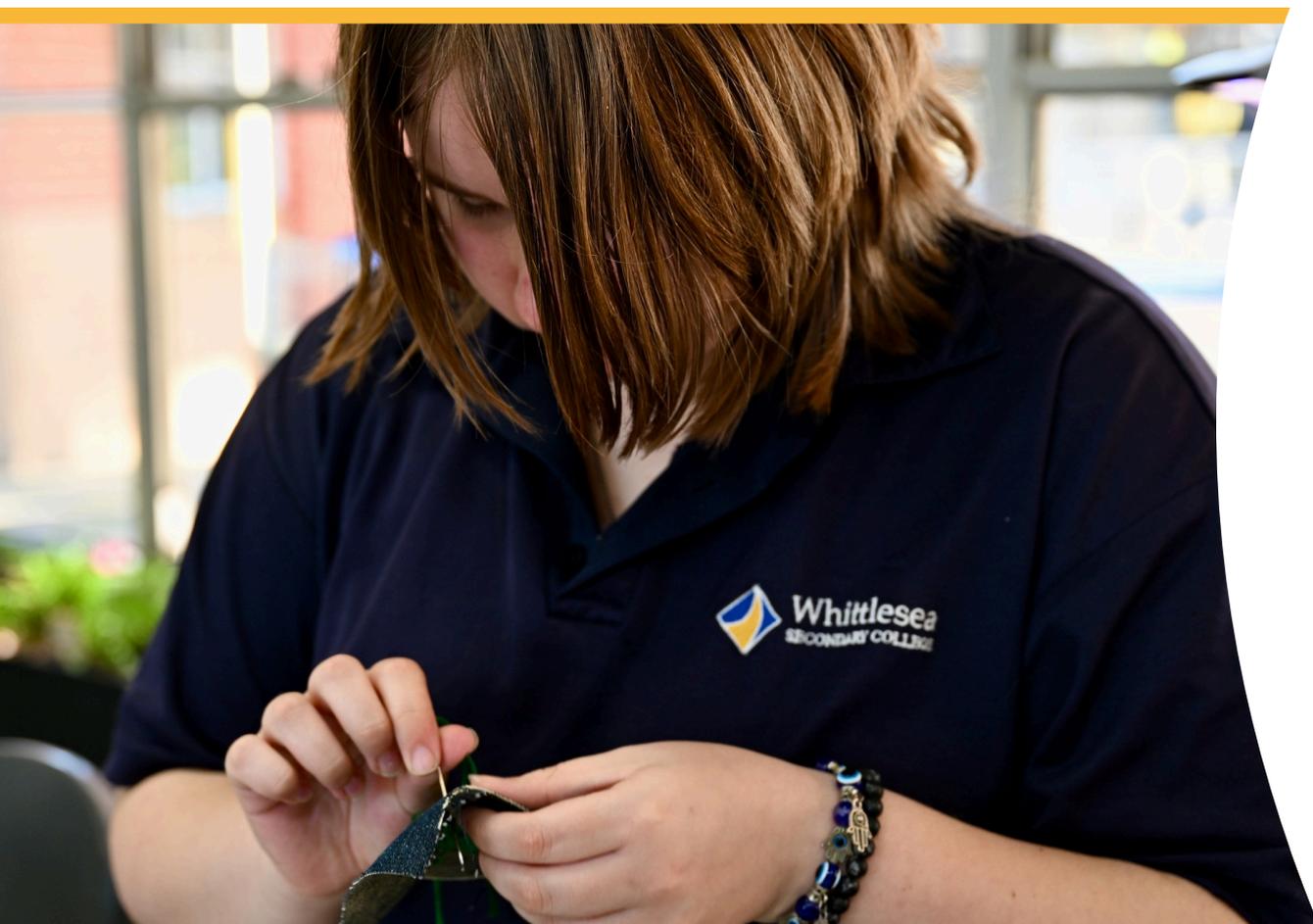
**Subject  
Duration**

Duration: 2 Terms, 1 Semester

Prerequisites: None.

Possible Pathways:

Pre-VCE Design and Technology



# PRODUCT DESIGN AND TECHNOLOGY SUBJECTS

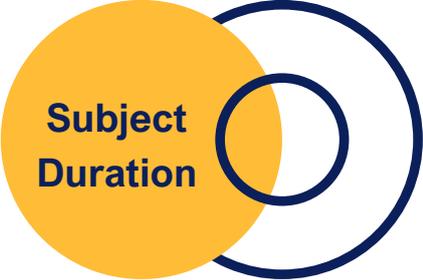
## ▶ ROBOTICS

Students will investigate and learn how to investigate a design problem, explore its issues, develop practical solutions, and produce a working prototype or model using VEX robotics. Throughout your self-directed learning journey, you will investigate various systems such as:

- Levers, Pulleys, belts, Wheels, Gears etc
- Coding Languages (python, C++)
- Manufacturing processes (cutting, drilling, 3d printing, construction etc.)
- Programming skills
- Visual Communication skills
- Vocational Trade skills
- Design skills to solve problems based on Engineering systems and Electro-technology

**Assessment:** Students will produce a portfolio documenting the design process, including research ideas, experimenting with design options, materials, manufacturing techniques, and material finishes and create a finished model or product. Students will also investigate and report on sustainability, future technologies or a professional designer.

*Note: Students undertaking this course are required to use equipment, tools and machinery that requires their own personal protective equipment (PPE) including footwear, glasses, and hearing protection.*



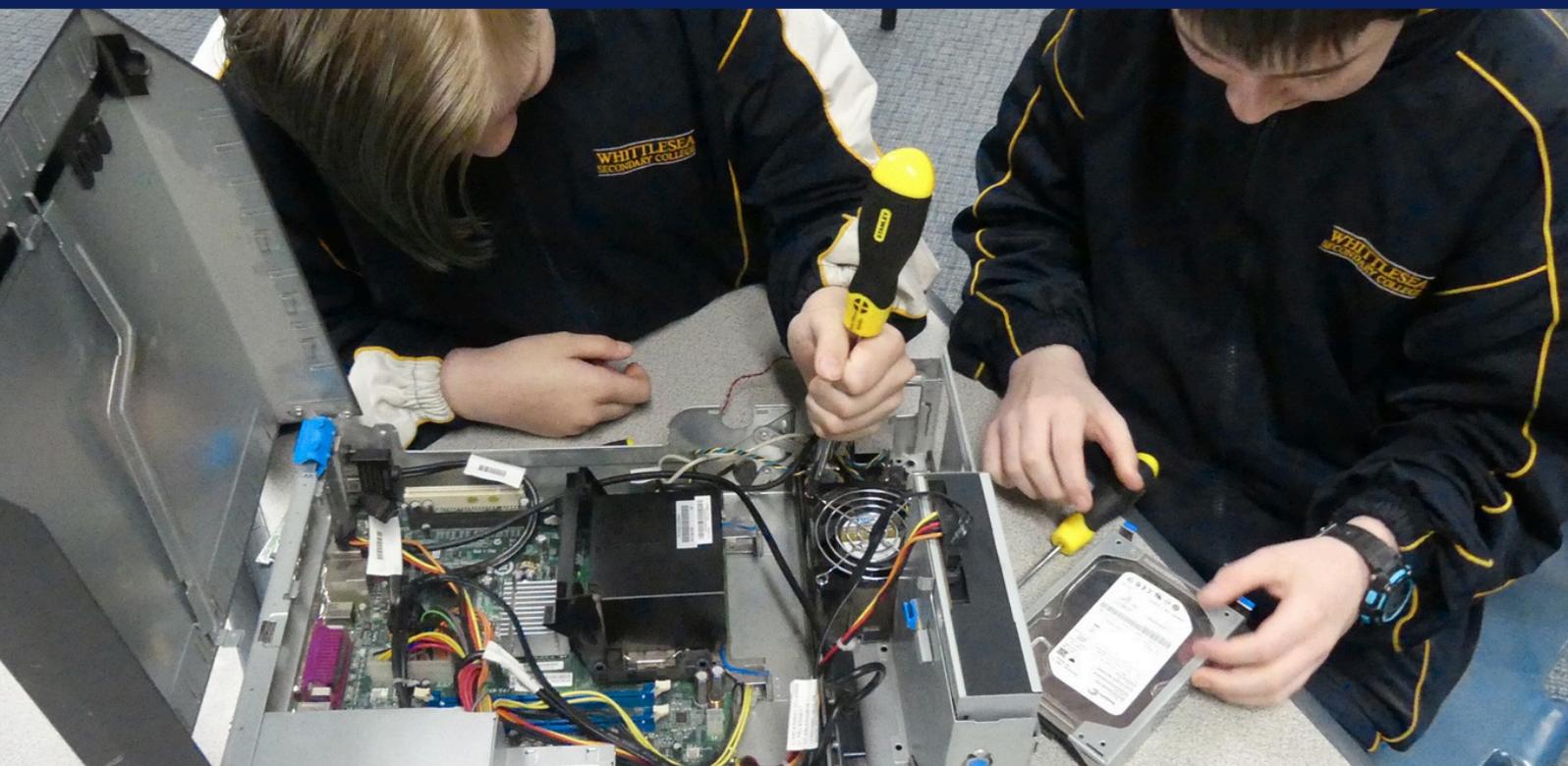
**Subject  
Duration**

Duration: 2 Terms, 1 Semester

Prerequisites: Explore Design Technology

Possible Pathways:

Industrial Design, Jewellery, Fibres and Threads, Robotics, Pre-VCE Design and Engineering, Pre-VET Wood, Pre-VET Automotive, Pre-VET Engineering



# PRODUCT DESIGN AND TECHNOLOGY SUBJECTS

## ► PRE-VET ENGINEERING

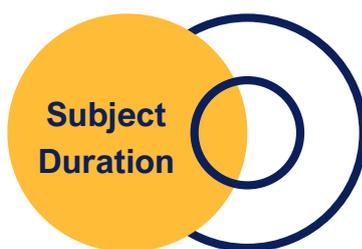
This subject is designed to prepare students for VET Engineering. Students will participate in range of practical and theoretical tasks. This subject provides you with an intensive introduction to:

- **Working Rights and Duties**
- **Occupational Health and Safety skills**
- **Essential applied Literacy and Numeracy skills.**

You will be able to experience a practical exposure to different aspects of the welding and fabrication industries.

**Assessment:** A portfolio that documents the student's critical reflection and journey of experiences. The portfolio should demonstrate the student's ability to show maturity in a simulated workplace, work safely, and undertake tasks. The portfolio should also include an understanding of their chosen pathway, a resume, and completed certificates of attainment.

*Note: Students undertaking this course are required to use equipment, tools and machinery that requires their own personal protective equipment (PPE) including footwear, glasses, and hearing protection.*



Duration: Year-Long Subject

Prerequisites: Industrial Design, Robotics or Jewellery

Possible Pathways:

VCE System Engineering, VCE Product Design and Technology



# PRODUCT DESIGN AND TECHNOLOGY SUBJECTS

## ► PRE- VET WOOD

This Subject is designed to prepare students for VET Construction Pathways.

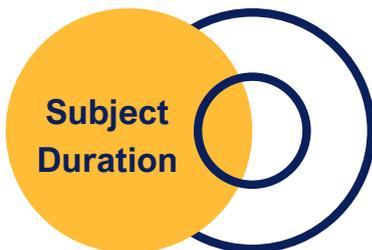
Students will participate in range of practical and theoretical tasks. This subject provides you with an intensive introduction to:

- **Working Rights and Duties**
- **Develop Occupational Health and Safety skills**
- **Essential Applied Literacy and Numeracy skills**

Students will be able to experience a practical exposure to different aspects of the Building and Construction industry.

**Assessment:** A portfolio will be produced that documents the student's critical reflection and journey of experiences. The portfolio will demonstrate the student's ability to show maturity in a simulated workplace, work safely, and undertake tasks. The portfolio should also include an understanding of their chosen pathway, a resume, and completed certificates of attainment.

*Note: Students undertaking this course are required to use equipment, tools and machinery that requires their own personal protective equipment (PPE) including footwear, glasses, and hearing protection.*



Duration: 2 Terms- 1 Semester.

Prerequisites: Explore Design Technology, Robotics, Jewellery  
Possible Pathways:

VET Automotive, VET Construction Pathways, VET Engineering



# PRODUCT DESIGN AND TECHNOLOGY SUBJECTS

## ► PRE- VET AUTOMOTIVE

This subject is designed to prepare students for **VET Automotive**. Students will participate in range of practical and theoretical tasks.

This subject provides students with an intensive introduction to

- **Working Rights and Duties**
- **Develop Occupational Health and Safety skills**
- **Essential applied Literacy and Numeracy skills**

You will be able to experience a practical exposure to different aspects of the mechanics and automotive industries.

**Assessment:** A portfolio that documents the student's critical reflection and journey of experiences. The portfolio will demonstrate the student's ability to show maturity in a simulated workplace, work safely, and undertake tasks. The portfolio will also include an understanding of their chosen pathway, a resume, and completed certificates of attainment.

*Note: Students undertaking this course are required to use equipment, tools and machinery that requires their own personal protective equipment (PPE) including footwear, glasses, and hearing protection.*



Subject  
Duration

Duration: 2 Terms, 1 Semester  
Prerequisites: Industrial Design, Robotics or Jewellery  
Possible Pathways:  
VCE System Engineering, VCE Product Design and Technology



# PRODUCT DESIGN AND TECHNOLOGY SUBJECTS

## ► PRE VCE DESIGN AND ENGINEERING

Hone your skills and knowledge in preparation for your pathway into Product Design & Technology or Systems Engineering.

For **Product Design**, students will source their own client / user to identify a unique design need. Students will use the design process to develop a high-quality product while drawing from a variety of materials and manufacturing processes.

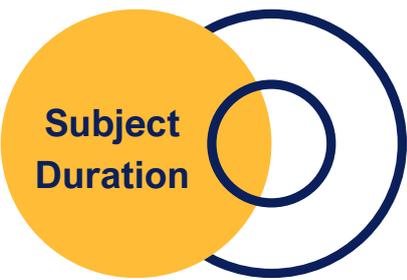
For **Systems Engineering**, students will identify an engineering problem that requires the use of mechatronics, electrotechnology and digital technologies. Students will develop knowledge about forces, electro-circuitry and programming.

Students will be exposed to a variety of vocational skills including:

- **Researching**
- **Sketching**
- **Drawing**
- **Computer-aided Design**
- **Manufacturing Processes related to the development of a product or engineering solution.**

**Assessment:** Students will produce a portfolio that documents their journey through the Design and Systems engineering process to investigate and resolve a client / user's problem. This also includes the ability to understand a user's problem, research ideas, explore and experiment with design options, materials, manufacturing techniques, and material finishes in order to create a finished model or product. Students will also investigate and report on sustainability, future technologies or a professional engineering / designer.

*Note: Students undertaking this course are required to use equipment, tools and machinery that requires their own personal protective equipment (PPE) including footwear, glasses, and hearing protection.*

A graphic consisting of two overlapping circles. The left circle is solid orange and contains the text 'Subject Duration'. The right circle is a dark blue outline. The circles overlap in the center.

**Subject  
Duration**

Duration: 2 Terms, 1 Semester  
Prerequisites: Industrial Design, Robotics or Jewellery  
Possible Pathways:  
VCE Systems Engineering

# PRODUCT DESIGN AND TECHNOLOGY SUBJECTS

## ► UNIT 1- 4 VCE PRODUCT DESIGN AND TECHNOLOGY

### Scope of study

Product Design is a response to changing needs and to improving quality of life by designing creative, innovative and sustainable products. Product design is enhanced through knowledge of :

- **Social**
- **Technological**
- **Economical**
- **Historical**
- **Ethical**
- **Legal**
- **Environmental**
- **Cultural**

These factors influence the aesthetics, form and function of products. Central to **VCE Product Design and Technology** is Design Thinking, which is applied through the product design process providing a structure for creative problem solving. The design process involves identification of a real need, problem or opportunity that is then articulated in a design brief. The need, problem or opportunity is investigated and informed by research to aid the development of solutions that take the form of physical, three-dimensional products. Development of these solutions requires the application of technology and a variety of cognitive and physical skills including:

- **Design Thinking**      **Drawing and Computer-aided Design**      **Testing Processes and Materials**
- **Planning**              **Construction**                                      **Fabrication and Evaluation**

For **VCE Product Design and Technology** students assume the role of a designer-maker. In adopting this role, they develop and apply knowledge of factors that influence design and address the design factors relevant to their design situation. The knowledge and use of resources is integral to product design. These resources include a range of materials, and the tools, equipment and machines needed to safely transform these materials into products.

Increasingly, the importance of sustainability is affecting product design and development and so this is at the forefront throughout the product's life cycle.

### Structure:

The study is made up of four units.

**Unit 1: Sustainable Product Redevelopment**

**Unit 2: Collaborative Design**

**Unit 3: Applying the Product Design Process**

**Unit 4: Product Development and Evaluation.**



**Subject  
Duration**

Duration: 2 Years  
Prerequisites: Pre VCE Design and Engineering



# PRODUCT DESIGN AND TECHNOLOGY SUBJECTS

## ► VCE VET CERTIFICATE II CONSTRUCTION PATHWAYS RTO: AEIT 121314

CPC20220 Certificate II in Construction Pathways is a nationally recognised qualification that provides a foundation for entry into various trades within the construction industry. (excluding plumbing)

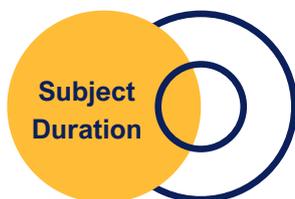
Its designed to introduce students to the fundamentals of construction, offering a pathway towards further training and apprenticeships. This subject equips students with practical skills and theoretical knowledge, making it a suitable starting point for those considering a career in construction.

The subject emphasises hands-on experience, allowing students to learn through practical application and real-world scenarios. This course provides a strong foundation for those looking to pursue an apprenticeship in a specific trade such as Carpentry, bricklaying or other related areas.

The course includes:

- **Workplace Health and Safety (WHS and OHS)**
- **Foundational skills in Construction**
- **Working Safely**
- **Communicating Effectively**
- **Understanding Construction Materials**

Students will gain practical experience through hands-on activities, such as building structures, working with tools, and applying construction techniques.



Duration: 2 Year Subject  
Prerequisites: None.



# PRODUCT DESIGN AND TECHNOLOGY SUBJECTS

## ▶ VCE VET CERTIFICATE II AUTOMOTIVE RTO: AEIT 121314

Certificate II in Automotive Vocational Preparation (pre apprenticeship) is an industry standard qualification designed for students who have an interest in commencing careers in Automotive or similar industry sectors, or students who wish to learn more about the industry and what it has to offer. The certificate is delivered over two years, in a series of competencies consisting of E-learning theoretical modules and practical tasks, which are commonplace in the automotive industry. Learning is largely self-paced; students will perform work in a simulated automotive workshop and will carry out units of competence such as:

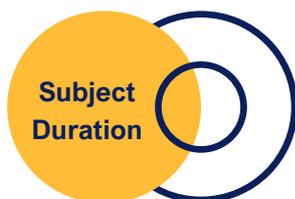
- **Apply safe working practices**
- **Use and maintain workplace tooling and equipment**
- **Dismantle and assemble manual transmissions**
- **Remove and replace cylinder heads**

This 2 year subject combines a total of 12 compulsory units and electives over the two years. The Automotive course is provided by the school in partnership with the RTO – AIET.

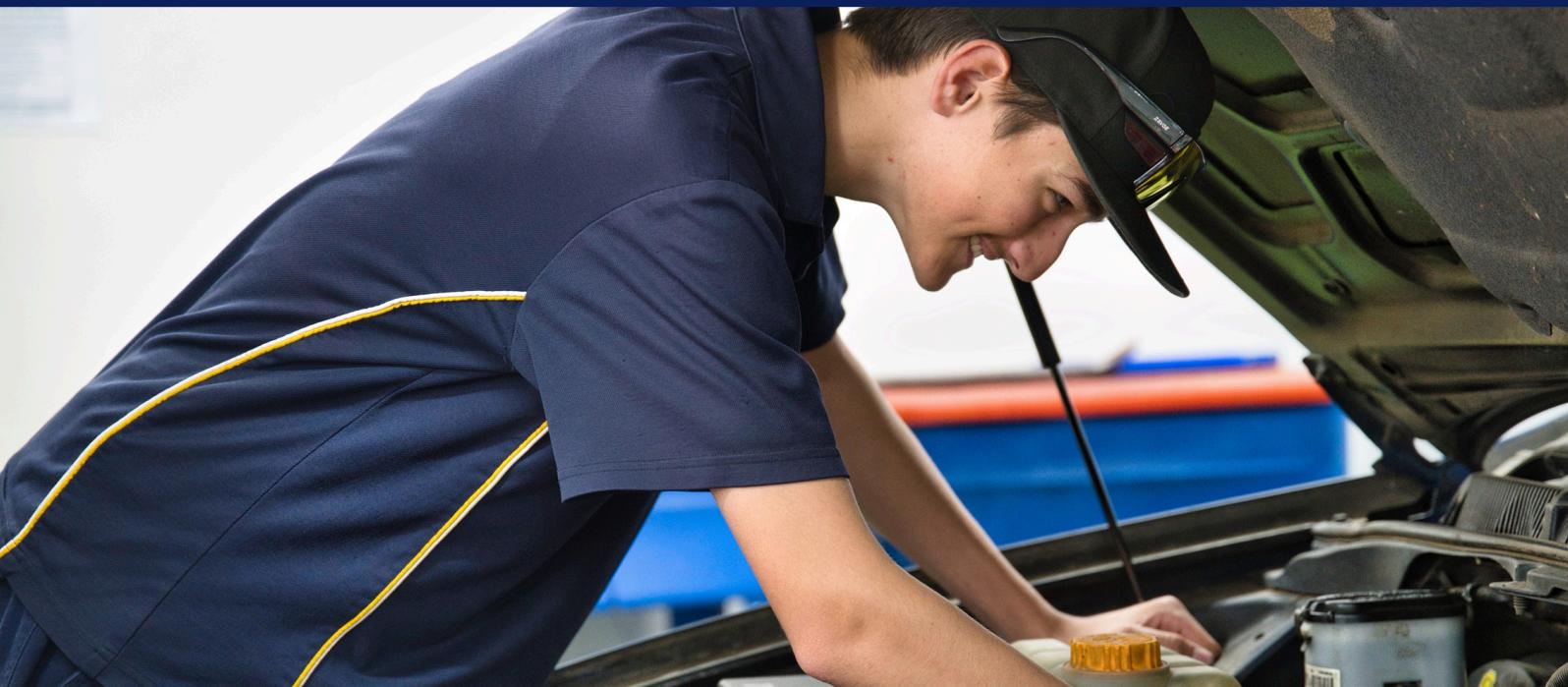
On successful completion of the VCE VET Automotive program, students will be eligible for the award of AUR20720 Certificate II in Automotive Vocational Preparation with recognition of up to four VCE units of credit and contributes to VCE VM.

*Note:*

- *This subject runs as an all-day class, once a week throughout the senior school years.*
- *This subject contributes a 10% increment to the primary four subjects in VCE*
- *Structured Workplace Learning (SWL) is compulsory – 160 hours over 2 year course duration.*



Duration: 2 Year Subject  
Prerequisites: None.





# SCIENCE

▶ **YEAR  
7**

## Year 7 Science

Explore Science

▶ **YEARS  
8-10**

## Middle Years Science

Under the Sea  
Living World  
Gross me Out  
Getting under your Skin  
Eruptions, Explosions and everything in Between  
CSI Detectives  
Out of this World & How We Get There  
Pre- VCE Psychology  
Pre- VCE Biology  
Pre-VCE Physics  
Pre-VCE Chemistry  
Pre-VCE Environmental Science

▶ **YEARS  
11-12**

## Senior Years Science

VCE Unit 1 / 2 Psychology  
VCE Unit 1 / 2 Biology  
VCE Unit 1/ 2 Physics  
VCE Unit 1/ 2 Chemistry  
VCE Unit 1/ 2 Environmental Science  
VCE Unit 3/ 4 Psychology  
VCE Unit 3/ 4 Biology  
VCE Unit 3/ 4 Physics  
VCE Unit 3/ 4 Chemistry  
VCE Unit 3/ 4 Environmental Science

# SCIENCE SUBJECTS

## ► EXPLORE SCIENCE

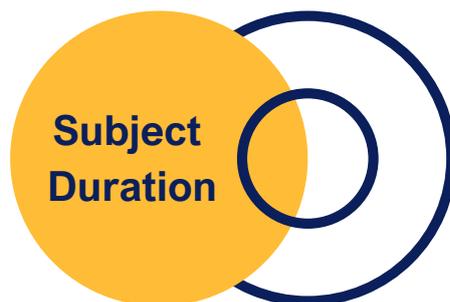
In this subject students will be introduced into the Scientific Method and begin to practice safe basic laboratory procedures using lab equipment while exploring various topics within Science. Students will be asked to make connections between scientific theories and how they are applied in their everyday life and within various occupations.

Students will explore:

- **Biology**
- **Chemistry**
- **Psychology**
- **Physics**

These topics will be explored by hands on experimentation, research and other inquiry activities including the exploration of indigenous methods for land management and ecosystem health.

**Assessment:** Students will be assessed in a range of different ways including tests, posters, research assignments, written lab reports, presentations and the construction of models.



Duration: Year Long Subject

Prerequisites: None

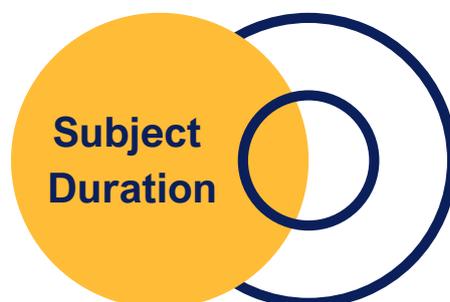
Possible Pathways:

All Science Subjects

## ► UNDER THE SEA

Ever wondered what sorts of creatures live in the great depths of the ocean? What colourful and sometimes crazy things live on the reef? In Under the Sea we will explore the ecosystems, organisms and cycles which exist in the waters all over the world. We will venture to the waterways in our own backyard in addition to researching the fantastical and freaky life that live in the great abyss. If you want to pursue Marine Biology, aquaculture or any marine based career, this subject is for you.

**Assessment:** Practical tasks, case studies, research projects.



Duration: 2 Terms, 1 Semester

Prerequisites: Explore Science

Possible Pathways:

Pre-VCE Biology, Living World,

Pre-VCE Psychology,

Pre-VCE Environmental Science

# SCIENCE SUBJECTS

## ► LIVING WORLD

Have you ever wondered what makes all living things unique? In Living World, we will extract plant cells and observe them under a microscope, then compare them with animal cells. We will learn why plants are so important to our survival and the role that animals play in our world. We will look at the structure and life cycle of a variety of plants. We will investigate some of the factors that allow plants to grow and how various animals interact with and respond to their habitats and each other, as well as explore what these animals need to prevent them from becoming extinct.

**Assessment:** Will consist of a number of practical tasks, research assignments, case studies or student presentations. Assessment will be based on these tasks.

**Subject  
Duration**

Duration: 2 Terms, 1 Semester  
Prerequisites: Explore Science  
Possible Pathways:  
Pre-VCE Biology, Environmental Science

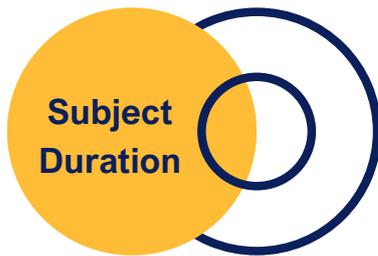


# SCIENCE SUBJECTS

## ➤ GROSS ME OUT!

In this subject, students look at all things gross in the body and how the body functions, why we think things are gross and ethical considerations when it comes to 'gross' things. This subject also incorporates the study of diseases, genetics, and the various reactions that take place in the body. Topics include bodily fluids, germs, human waste, diseases or disorders, blood and guts. Students will also participate in dissections and extended research investigations using the latest news and research in science.

**Assessment:** This subject will consist of a number of practical tasks, research assignments, case studies or student presentations. Assessment will be based on these tasks.

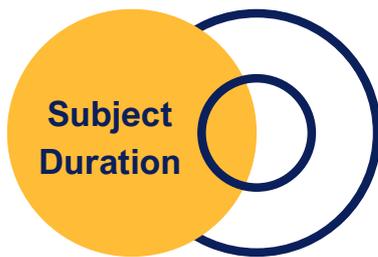


Duration: 2 Terms, 1 Semester  
Prerequisites: Explore Science  
Possible Pathways:  
Pre-VCE Biology, Pre-VCE Environmental Science,  
Pre-VCE Psychology

## ➤ GETTING UNDER YOUR SKIN

How do you breathe? What makes your heart beat? Why do you need to eat? What are your bones made of? If you have an interest of the human body, want to understand what happens if it malfunctions and like to know about your health, then this is the subject for you. We look at digestion, respiration, circulation and muscles and bones, and more if students have specific interests.

**Assessment:** practical tasks, case studies, research projects.



Duration: 2 Terms, 1 Semester  
Prerequisites: Explore Science  
Possible Pathways: Pre-VCE Biology

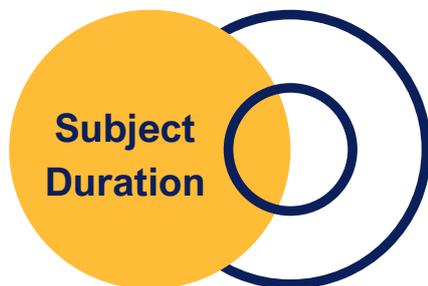


# SCIENCE SUBJECTS

## ► ERUPTIONS, EXPLOSIONS AND EVERYTHING IN BETWEEN

Earth is a crazy place! Mountains explode, the ground shakes and the waves get really, really big. In this subject, we will be investigating how these awesome and destructive phenomena occur and have shaped life as we know it. Students will study how the Earth is formed and how energy can move around, why the chemistry of volcanoes and its magma can be so explosive, and how we can feel eruptions and earthquakes from so far away. We will also discover the ways that scientists can monitor changes in the Earth and how science is used to keep people safe.

**Assessment:** The course will consist of a number of practical tasks, research assignments, case studies or student presentations. Assessment will be based on these tasks.

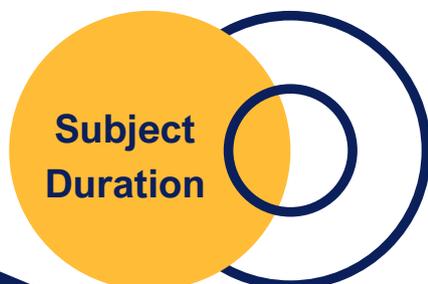


Duration: 2 Terms, 1 Semester  
Prerequisites: Explore Science  
Possible Pathways: Pre-VCE Biology, Pre-VCE Environmental Science, Pre-VCE Psychology and Pre-VCE Chemistry  
Pre-VCE Physics

## ► CSI DETECTIVES

In this subject, students will be collecting and analysing evidence and study real life events. Students will apply scientific knowledge and methodology to understand criminal investigations. Students will investigate the types of evidence that can be collected such as DNA, fingerprints and blood chemistry and splatter patterns. Other topics include the study of the psychological mind and ethics behind criminal behaviour.

**Assessment:** The course will consist of a number of practical tasks, research assignments, case studies and student presentations. Assessment will be based on these tasks.



Duration: 2 Terms, 1 Semester  
Prerequisites: Explore Science  
Possible Pathways: Pre-VCE Chemistry and Physics, Pre-VCE Psychology and/or Pre-VCE Biology

# SCIENCE SUBJECTS

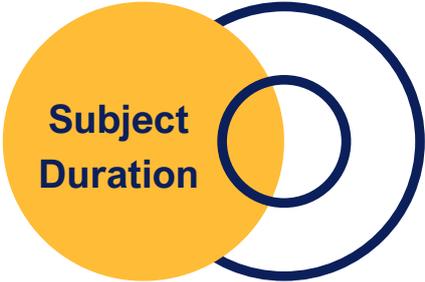
## ► OUT OF THIS WORLD AND HOW WE GET THERE

*Would you like to take a trip amongst the stars?*

In this subject we will look at space travel and what it would be like to live in space.

This includes looking at how a rocket flies, the technologies which are used to explore space (such as those found in the International Space Station) as well as investigating how we could one day live on Mars or other planets and what would make a planet habitable. Students will also look into the significance of scientific conducting research in space as a human endeavour.

**Assessment:** This subject will consist of a number of practical tasks, research assignments, case studies or student presentations.



**Subject  
Duration**

Duration: 2 Terms, 1 Semester

Prerequisites: Explore Science

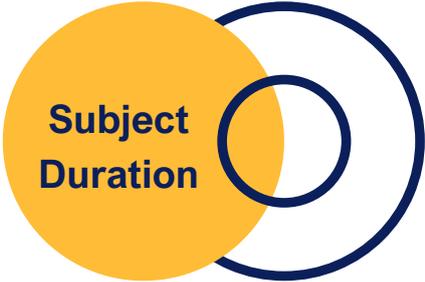
Possible Pathways:

Pre-VCE Chemistry, Pre-VCE Physics

## ► ENVIRONMENTAL SCIENCE

In this subject, students will learn how humans interact with our environment. We will be discovering our positive and negative impact on the biodiversity within our world and how this influences our entire lives. We will be completing a large outdoor environmental investigation that analyses the interconnectedness between living and non-living factors.

**Assessment:** The subject will consist of a number of large practical tasks, research assignments, case studies or student presentations.



**Subject  
Duration**

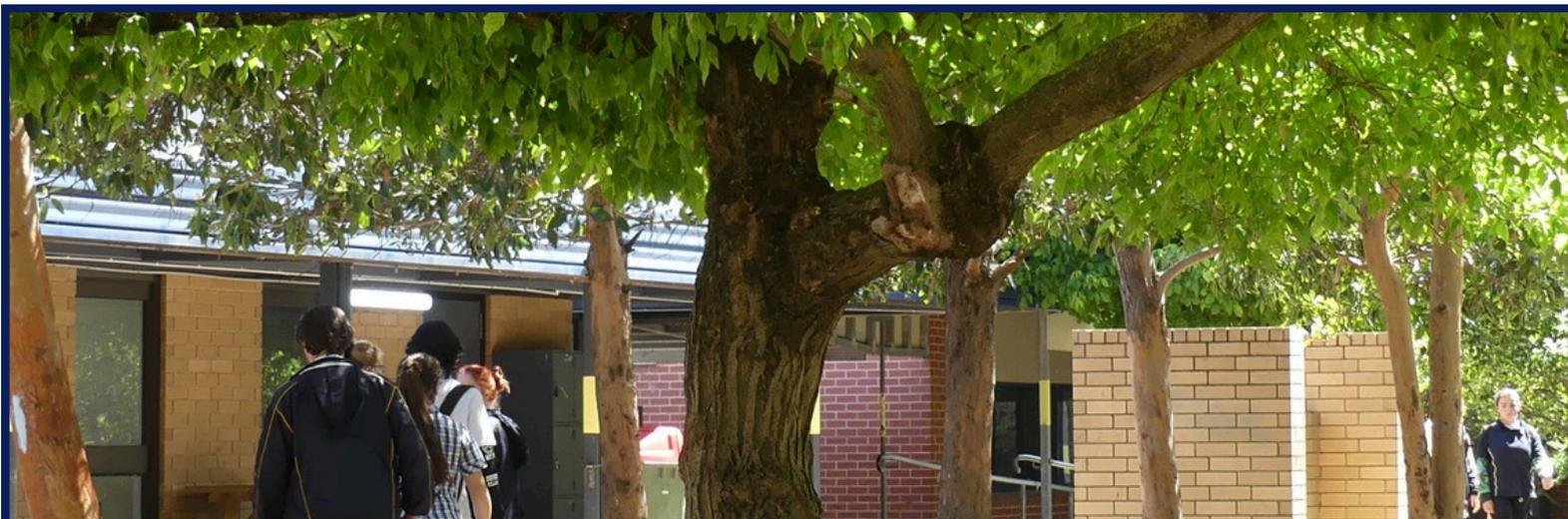
Duration: 2 Terms, 1 Semester

Prerequisites: Explore Science

Possible Pathways:

Pre-VCE Environmental Science

Pre- VCE Biology

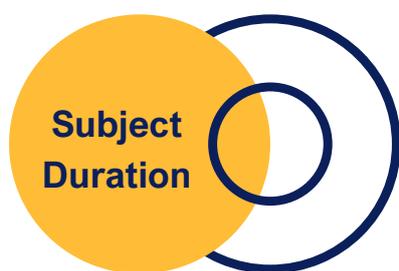


# SCIENCE SUBJECTS

## ► PRE-VCE BIOLOGY

In this subject, students will study how cells sustain life for all living things. Students will be looking at how life continues despite death and how living things change and adapt to various difficulties they face over time. Students will begin by exploring the microscopic world of cells and how complex organisation allows organisms to sustain life. They will investigate how organisms pass on genetic information and how this results in species evolving over time. They will end the subject looking at how organisms interact with each other to form complex ecosystems.

Assessment: The subject will consist of a number of practical tasks, research assignments, case studies or student presentations. Assessment will be based on these tasks.

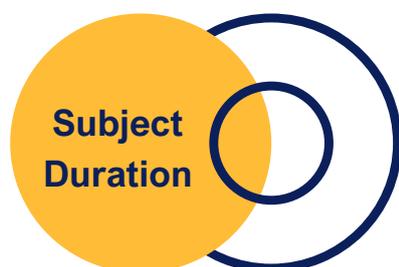


Duration: Year Long Subject  
Prerequisites: Under the Sea, Living World, Gross Me Out or Getting Under Your Skin, Environmental Science  
Possible Pathways - VCE Psychology and / or VCE Biology

## ► PRE-VCE ENVIRONMENTAL SCIENCE

In this subject, students will explore the interrelationships between Earth's four systems; the atmosphere, biosphere, hydrosphere and lithosphere and how these dynamic systems are impacted by human activities. Students will study how sustainability can be both managed and influenced by humans and how we can aim to solve future challenges to our vulnerable ecosystems such as deserts, seabeds, the tropics and Antarctica. Students will also gain an understanding of how complex environmental decision-making can be and how innovative responses are required to reduce pressure on Earth's natural resources. Students will undertake fieldwork studies to gain a deeper understanding of our local landscapes and how we can reduce adverse effects such as pollution and extinction on our world.

Assessment: The course will consist of a number of practical tasks, research assignments, case studies or student presentations. Assessment will be based on these tasks.



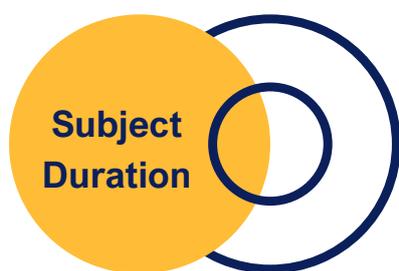
Duration: Year Long Subject  
Prerequisites: Living World, Environmental Science  
Possible Pathways:  
VCE Environmental Science

# SCIENCE SUBJECTS

## ► PRE-VCE PHYSICS

In this subject, students will study the history and structure of the atom as well as its applications in Nuclear Energy. Students will explore the ideas that explain the development of current technology and the experiments that have revealed so much about our knowledge of the physical world. Students also have options for study related to astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound, and sports science. Students will be looking in detail at the topics of motion, electricity, light and matter.

**Assessment:** This subject will consist of several practical tasks, research assignments, case studies or student presentations. Assessment will be based on these tasks.

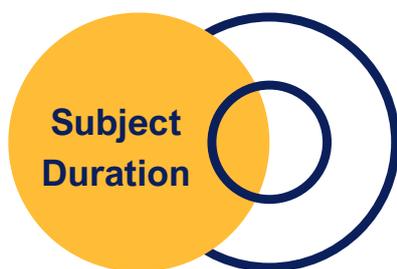


Duration: Year Long Subject  
Prerequisites: CSI Detectives, Eruptions, Explosions and Everything in Between, Out of This World and How We Get There  
Possible Pathways:  
VCE Physics

## ► PRE-VCE PSYCHOLOGY

No matter what your current interests are, what career you seek in the future, how well you wish to do at school or if you wish to improve your relationships with others, Psychology is part of it all. This subject will teach you that the study of Psychology is a journey of discovery about you and how you interact with others. We will be taking a tour of the amazing brain, understanding mental illness and brain injury, and how we perceive the world around us. How is personality formed? What is intelligence and can body language help us read emotions and lying? Also included is the psychology of learning, sports psychology, memory and the power of hypnosis. Throughout this subject we will learn about research methods, conduct our own research and look at case studies. You will learn about yourself and the world around you, and have fun along the way.

**Assessment:** This subject will consist of a number of practical tasks, research assignments, case studies, scientific posters or student presentations. Assessment will be based on these tasks.



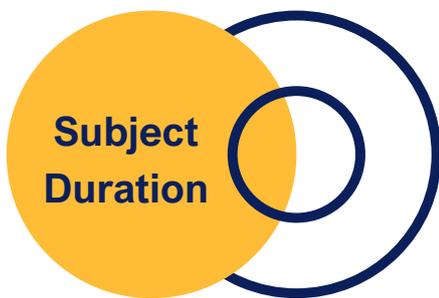
Duration: Year Long Subject  
Prerequisites: Any Science Electives  
Possible Pathways:  
VCE Psychology

# SCIENCE SUBJECTS

## ► PRE-VCE CHEMISTRY

Do you ever wonder what makes up our world or why reactions occur? In this subject, students will study various aspects of Chemistry. Students will explore the world of atoms and how the Periodic Table is used to organise them. They will investigate bonding models for molecules and how these can impact daily life. Students will learn about chemical reactions, specifically how reactions occur, why they occur and the factors that can speed them up or slow them down.

**Assessment:** This subject will consist of several practical tasks, research assignments, case studies, student presentations or student designed practical reports. Assessment will be based on these tasks.



Duration: Year Long Subject  
Prerequisites: CSI Detectives, Eruptions, Explosions and Everything in Between, Out of This World and How We Get There  
Possible Pathways:  
VCE Chemistry



# SCIENCE SUBJECTS

## ► UNIT 1- 4 VCE PSYCHOLOGY

### Scope of study:

**VCE Psychology** is a broad discipline that incorporates both 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. VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena. The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline:

- **The interplay between genetics and environment**
- **Individual differences and group dynamics**
- **Sensory perception and awareness**
- **Memory and learning**
- **Mental health**

Students examine classical and contemporary research and the use of imaging technologies, models and theories to understand how knowledge in psychology has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of psychology leads students to appreciate the interconnectedness between different content areas both within psychology, and across psychology and the other sciences. An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of inquiry tasks that may be self-designed, develop key science skills and interrogate the links between theory, knowledge and practice. In VCE Psychology inquiry can include laboratory experimentation, observational studies, self-reports, questionnaires, interviews, rating scales, simulations, animations, examination of case studies and literature reviews. Students work collaboratively as well as independently on a range of tasks. They pose questions, formulate research hypotheses, operationalise variables, and collect, analyse and critically interpret qualitative and quantitative data. They analyse the limitations of data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings. Students investigate and evaluate issues, changes and alternative proposals by considering both shorter and longer term consequences for the individual, environment and society. A working knowledge of the safety considerations and the ethical standards and guidelines that regulate psychological research is integral to the study of VCE Psychology. As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

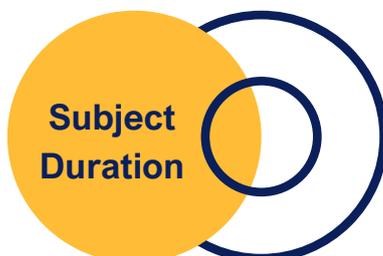
### Structure:

**Unit 1: How are behaviour and mental processes shaped?**

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

**Unit 3: How does experience affect behaviour and mental processes?**

**Unit 4: How is mental wellbeing supported and maintained?**



Duration: 2 Year Subject  
Prerequisites: Pre-VCE Psychology

# SCIENCE SUBJECTS

## ► UNIT 1- 4 VCE BIOLOGY

### Scope of study:

**VCE Biology** is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study explores the dynamic relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity. Students examine classical and contemporary research, models and theories to understand how knowledge in biology has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of biology leads students to appreciate the interconnectedness of the content areas both within biology, and across biology and the other sciences. An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of inquiry tasks that may be self-designed, develop key science skills and interrogate the links between theory, knowledge and practice. In VCE Biology inquiry methodologies can include laboratory experimentation, fieldwork that may also involve use of technologies, surveys and sampling techniques, microscopy, local and remote data logging, simulations, animations, literature reviews and the use of global databases and bioinformatics tools. Students work collaboratively as well as independently on a range of tasks. They pose questions, formulate hypotheses and collect, analyse and critically interpret qualitative and quantitative data. They analyse the limitations of data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings. Students investigate and evaluate issues, changes and alternative proposals by considering both shorter and longer term consequences for the individual, environment and society. Knowledge of the safety considerations and bioethical standards associated with biological investigations is integral to the study of VCE Biology. As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

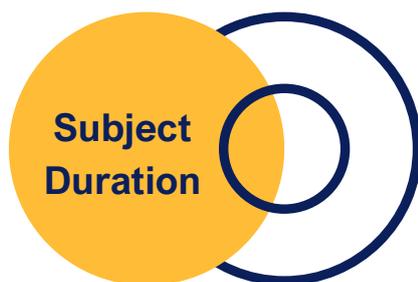
### Structure:

**Unit 1: How do organisms regulate their functions?**

**Unit 2: How does inheritance impact on diversity?**

**Unit 3: How do cells maintain life?**

**Unit 4: How does life change and respond to challenges?**



**Subject  
Duration**

**Duration:** 2 Year Subject  
**Prerequisites:** Pre-VCE Biology

# SCIENCE SUBJECTS

## ► UNIT 1- 4 VCE PHYSICS

### Scope of study:

VCE Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and 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. VCE Physics provides students with opportunities to explore questions related to the natural and constructed world. The study provides a contextual approach to exploring selected areas within the discipline including:

- Atomic physics
- Electricity fields
- Mechanics
- Thermodynamics
- Quantum physics and waves

Students also have options for study related to astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. Students examine classical and contemporary research, models and theories to understand how knowledge in physics has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of physics leads students to appreciate the interconnectedness of the content areas both within physics, and across physics and the other sciences. An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of inquiry tasks that may be self-designed, develop key science skills and interrogate the links between theory and practice.

In VCE Physics inquiry methodologies can include laboratory experimentation, local and remote data logging, simulations, animations and literature reviews. Investigation in physics is diverse and may take many forms including the design, building, testing and evaluation of a device; the investigation of the operation of a device; creating a solution to a scientific or technological problem; and the investigation of a physical phenomenon. Students work collaboratively as well as independently on a range of tasks. They pose questions, formulate hypotheses and collect, analyse and critically interpret qualitative and quantitative data. They analyse the limitations of data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings. Students investigate and evaluate issues, changes or alternative proposals by considering both shorter and longer term consequences for the individual, environment and society. Knowledge of the safety considerations associated with physics investigations is integral to the study of VCE Physics. As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

### Structure:

**Unit 1: How is energy useful to society?**

**Unit 2: How does physics help us to understand the world?**

**Unit 3: How do fields explain motion and electricity?**

**Unit 4: How have creative ideas and investigation revolutionized thinking in physics?**



Duration: 2 Year Subject  
Prerequisites: Pre-VCE Chemistry and Physics

# SCIENCE SUBJECTS

## ► UNIT 1- 4 VCE CHEMISTRY

### Scope of study:

**VCE 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. VCE Chemistry enables students to explore key processes related to matter and its behaviour. Students consider the relationship between materials and energy through four themes: the design and composition of useful materials, the reactions and analysis of chemicals in water, the efficient production and use of energy and materials, and the investigation of carbon-based compounds as important components of body tissues and materials used in society. Students examine classical and contemporary research, models and theories to understand how knowledge in chemistry has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of chemistry leads students to appreciate the interconnectedness of the content areas both within chemistry, and across chemistry and the other sciences. An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of inquiry tasks that may be self-designed, develop key science skills and interrogate the links between theory, knowledge and practice. In VCE Chemistry inquiry methodologies can include laboratory experimentation, modelling, site tours, fieldwork, local and remote data-logging, simulations, animations, literature reviews and the use of global databases. Students work collaboratively as well as independently on a range of tasks. They pose questions, formulate hypotheses and collect, analyse and critically interpret qualitative and quantitative data. Students analyse the limitations of data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings. They investigate and evaluate issues, changes and alternative proposals by considering both shorter and longer term consequences for the individual, environment and society. Knowledge of the safety considerations, including use of safety data sheets, and ethical standards associated with chemical investigations is integral to the study of VCE Chemistry. As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

### Structure:

**Unit 1: How can the diversity of materials be explained?**

**Unit 2: How do chemical reactions shape the natural world?**

**Unit 3: How can chemical processes be designed to optimise efficiency?**

**Unit 4: How are organic compounds categorised, analysed and used?**



**Subject  
Duration**

**Duration:**

**2 Year Subject**

**Prerequisites:**

**Pre-VCE Chemistry and Physics**



# SCIENCE SUBJECTS

## ► UNIT 1- 4 VCE ENVIRONMENTAL SCIENCE

### Scope of study:

Environmental Science is an exciting and relevant subject that explores the complex interactions between humans and the natural world. Through Units 1 and 2, students will develop an understanding of key environmental concepts, including ecosystems, biodiversity, and sustainability, and investigate the impacts of human activities on the environment.

In Unit 1, students will explore the biotic and abiotic components of ecosystems, including energy flow and nutrient cycles, and investigate the importance of biodiversity and the role of conservation in maintaining ecosystem health.

They will also examine the impact of human activities, such as land use change and pollution, on ecosystems.

In Unit 2, students will deepen their understanding of environmental issues, investigating the factors that contribute to environmental change and the ways in which we can manage and mitigate these impacts. They will explore sustainable practices in agriculture, energy use, and waste management, as well as the social, economic, and political factors that influence environmental decision-making.

Throughout Units 1 and 2, students will engage in a range of activities, including fieldwork, data analysis, and research, to develop their scientific skills and deepen their understanding of environmental issues. By the end of the course, students will be equipped with the knowledge and skills to make informed decisions about their impact on the environment and to contribute to a sustainable future.

Through Units 3 and 4, students will deepen their understanding of key environmental concepts and investigate the impacts of human activities on the environment, with a focus on sustainability.

Unit 3, students will explore the impact of climate change on the environment, including the causes and consequences of global warming, strategies for mitigating its effects, and its impact on biodiversity. They will also investigate the role of human activities, such as agriculture and transportation, in contributing to climate change.

Unit 4, students will deepen their understanding of environmental issues, investigating the factors that contribute to environmental change and the ways in which we can manage and mitigate these impacts. They will explore sustainable practices in agriculture, energy use, and waste management, as well as the social, economic, and political factors that influence environmental decision-making.

Throughout Units 3 and 4, students will engage in a range of activities, including data analysis, research, and fieldwork, to deepen their understanding of environmental issues and develop their scientific skills. By the end of the course, students will be equipped with the knowledge and skills to make informed decisions about their impact on the environment and to contribute to a sustainable future.

**Subject  
Duration**

**Duration:** 2 Year Subject  
**Prerequisites:** Pre-VCE environmental Science





# TECHNOLOGY

## Middle Years Technology: Food Studies

Ready, Set, Cook

A Culinary Experience

A World of Food

Bakeology

Pre-VCE Food Studies/ Pre VET Cookery



## Senior Years Technology: Food Studies

VCE Unit 1 / 2 Food Studies

VCE VET Hospitality 1<sup>st</sup> Year Certificate II in Cookery

VCE Unit 3 / 4 Food Studies

VCE VET Hospitality 2<sup>nd</sup> Year Certificate II in Cookery



# TECHNOLOGY: FOOD SUBJECTS

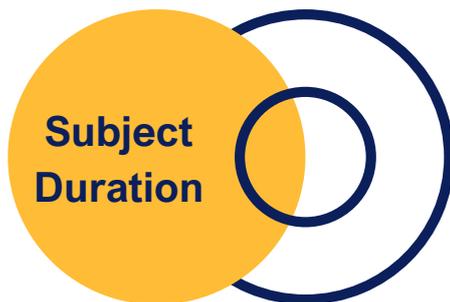
## ► READY, SET, COOK

This Subject introduces students to the foundational skills essential for future kitchen studies. Students will embark on an exciting journey that connects key concepts such as:

- **Basic Food Preparation**
- **Nutrition**
- **Hygiene**
- **Kitchen Safety**
- **Correct use of Tools and Equipment**

Through hands-on experiences and guided theory, students will build the confidence and competence needed to continue their food technology journey through electives such as ***A Culinary Experience*** and ***A World of Food***. Completion of this subject is a prerequisite for undertaking further Food Technology electives.

**Assessment:** Student participation in practical and theory classes, completing a range of work requirements such as a design brief and investigation on sustainability.



**Subject  
Duration**

Duration: 2 Terms, 1 Semester

Prerequisites: None

Possible Pathways:

A Culinary Experience or A World of Food



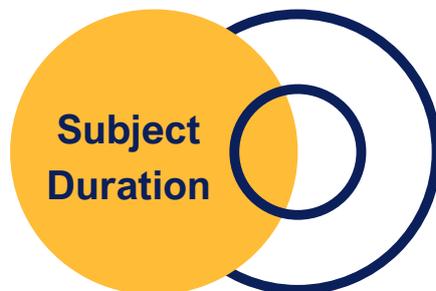
# TECHNOLOGY: FOOD SUBJECTS

## ► A CULINARY EXPERIENCE

In our culturally diverse society, a wide range of food trends has emerged, reflecting the rich tapestry of global influences on contemporary Australian cuisine. This unit invites students to explore the versatility of produce and techniques shaped by these cultural influences. Students will investigate the key determinants of eating habits and the powerful role media plays in shaping our food choices.

Through this journey, they will gain an understanding of current food trends, including food trucks, hawker-style street foods, café culture, and the rise of convenience foods.

**Assessment:** Student participation in practical and theory classes, completing a range of coursework including a Design Brief and Investigation on the determinants of eating.



Duration: 2 Terms, 1 Semester

Prerequisites: Ready Steady Cook

Possible Pathways:

World of Food, Bakeology ,

Pre VCE-Food Studies/VET Cookery



# TECHNOLOGY: FOOD SUBJECTS

## ▶ A WORLD OF FOOD

Get your foodie passport ready! This unit takes students on a global culinary adventure, exploring the rich diversity of cuisines from Australia, Asia, Europe, and the Americas.

Students will experience the flavours of the world through a sensory journey, using a wide array of multicultural ingredients and fresh produce. Throughout the subject, students will investigate Indigenous Australian ingredients, the artistry of French pâtisserie, the social culture of Spanish tapas, the bold spices of Indian cuisine, and the vibrant influences of Mexican food.

Along the way, they will also consider broader issues such as food security and sustainable food practices. This journey offers a deep dive into traditional cultural dishes and the stories behind them.

**Assessment:** Student participation in practical and theory classes, completing a range of coursework and practical requirements including a Design Brief and Investigation on cultural cuisines.

**Subject  
Duration**

Duration: 2 Terms, 1 Semester

Prerequisites: Ready Set Cook or A Culinary Experience

Possible Pathways:

Bakeology, Pre VCE Food Studies/ VET Cookery

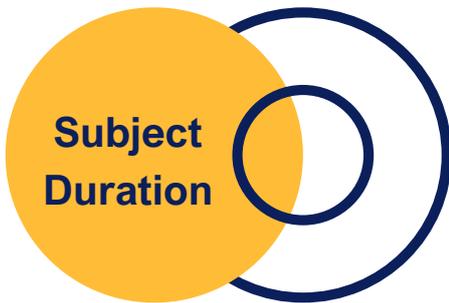


# TECHNOLOGY: FOOD SUBJECTS

## ► BAKEOLOGY

In the Food Studies subject Bakeology, students develop essential skills in baking a variety of products including breads, pastries, biscuits, and cakes. They explore the function of key ingredients, and learn techniques for mixing, cooking, decorating, and presenting baked goods. Through hands-on experience, students gain both practical and theoretical knowledge to enhance their understanding of baking as both a science and an art.

**Assessment:** Student participation in practical and theory classes, creating a Baking portfolio encompassing a design task.



Duration: 2 Terms, 1 Semester

Prerequisites: A Culinary Experience or World of Food

Possible Pathways:

Pre VCE-Food Studies/VET Cookery, VCE Food Studies or VET Cookery



# TECHNOLOGY: FOOD SUBJECTS

## ► PRE-VCE VET FOOD STUDIES/ PRE-VET COOKERY

This subject will be broken into 2 semesters. Students will complete 1 semester of VCE-Food Studies & 1 semester of VCE VET Cookery.

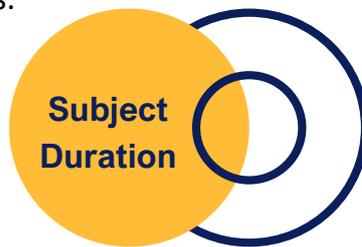
### Pre-VCE Food Studies:

This unit is designed to build students' capacity to make informed food choices while developing a deeper understanding of key concepts such as food security, food sovereignty, and food citizenship. Through a combination of theory and practical learning, students will explore the broader social, environmental, and ethical issues related to food. They will gain the knowledge and skills needed to take greater ownership of their food decisions and eating patterns, empowering them to become more responsible and informed consumers.

### Pre-VCE/VET Cookery:

Focuses on providing a hands-on training experience, allowing students to apply practical skills while learning in a simulated commercial kitchen environment. Students will develop essential kitchen skills and knowledge, including food preparation techniques, hygiene awareness, time management, leadership, communication, and organisational practices. A key component of the course is the presentation of food. Students will learn the importance of plating techniques, balance of colour, texture, and overall visual appeal to meet industry standards and enhance the dining experience.

**Assessment:** Investigation tasks, Photographic Portfolio of evaluated practical tasks and a range of course work tasks.



Duration: Year-Long Subject  
Prerequisites: A Culinary Experience, World of Food  
Possible Pathways:  
VCE Food Studies, VCE/VET Cookery



# TECHNOLOGY: FOOD SUBJECTS

## ► UNIT 1-4 VCE FOOD STUDIES

### Scope of study:

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills.

VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices. Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends. Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

### Structure:

The study is made up of four units.

**Unit 1: Food Origins**

**Unit 2: Food Makers**

**Unit 3: Food in Daily life**

**Unit 4: Food issues, challenges and futures.**

Subject  
Duration

Duration: 2 Years  
Prerequisites: None



# TECHNOLOGY: FOOD SUBJECTS

## ▶ VCE VET COOKERY CERTIFICATE II IN COOKERY RTO: IVET 40548

Certificate II in Cookery (Hospitality) provides students with the skills and knowledge to be competent in a range of kitchen functions and activities to work in various hospitality enterprises where food is prepared and served. It allows students to strengthen their organisational, time management, communication and employability skills.

**Units 1 and 2** introduces students to the foundations of working in a commercial kitchen through a hands-on experience in a simulated kitchen environment. Students develop essential skills in:

- **Workplace Hygiene**
- **Health and Safety**
- **Teamwork within diverse settings**

Key skills and knowledge includes basic methods of cookery, receiving and storing supplies, using kitchen equipment, and presenting food to a professional standard whilst building confidence and capability in fundamental food preparation techniques.

**Units 3 and 4** provides students with the opportunity to complete a VCE scored assessment while developing advanced culinary skills in a commercial kitchen environment. Students will learn to prepare, cook, and serve a variety of dishes to industry standards, including appetisers, salads, stocks, sauces, soups, fruit, vegetable, egg, and farinaceous-based dishes. The program also focuses on professional food presentation, effective kitchen operations, and workplace performance expectations aligned with current hospitality industry practices.

- *This subject is embedded within the regular timetable as opposed to being across a whole day.*
- *This subject is VCE scored assessed with a VCAA exam at the end of the second year.*
- *Structured Workplace Learning (SWL) is strongly recommended – 80 hours over course duration.*



Subject  
Duration

Duration: 2 Year Subject  
Prerequisites: None



# VISUAL ART

▶ **YEAR  
7**

## **Year 7 Visual Art**

Explore Visual Arts

▶ **YEARS  
8-10**

## **Middle Years Visual Art**

Art 2D and 3D  
Drawing and Printmaking  
Photography Darkroom and Digital  
Lights, Camera, Action- Media Studies  
Pre-VCE Visual Arts  
Pre-VCE Media

▶ **YEARS  
11-12**

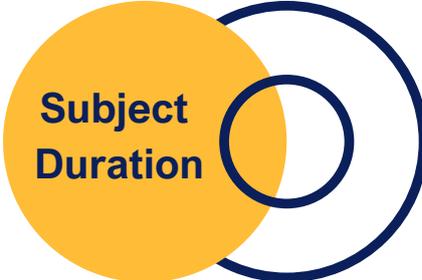
## **Senior Years Visual Art**

VCE Unit 1 / 2 Art Creative Practice  
VCE Unit 1 / 2 Art Making and Exhibiting (Photography)  
VCE Unit 1 / 2 Media  
VCE Unit 3 / 4 Art Creative Practice  
VCE Unit 3 / 4 Art Making and Exhibiting (Photography)  
VCE Unit 3 / 4 Media

# VISUAL ARTS SUBJECTS

## ➤ EXPLORE VISUAL ARTS

Year 7 Visual Art focuses on the foundations of Art and Visual Communication Design. Students experiment with a variety of art making materials and get an introduction to design techniques incorporating design elements and principles. Students analyse and evaluate the work of artists and designers from other cultures and historical contexts.



**Subject  
Duration**

Duration: 1 Term.

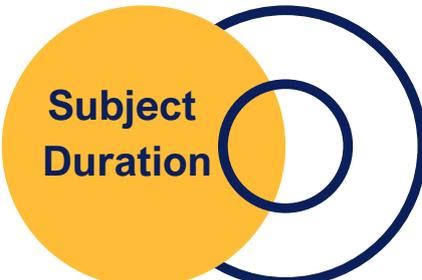
Prerequisites: None.

Possible Pathways: All Visual Art subjects

## ➤ ART 2D AND 3D

Art 2D/3D focuses on exploring art forms and materials such as sculpture, oil painting and clay construction. Art making focuses on developing skills, techniques and processes. Students develop artistic practice to create personal responses to tasks.

**Assessment:** Based on a visual diary demonstrating idea generation, resources and the process of art making. Exploration of art elements and principles in their own and selected artworks. Application of art terminology and vocabulary.



**Subject  
Duration**

Duration: 2 Terms, 1 Semester.

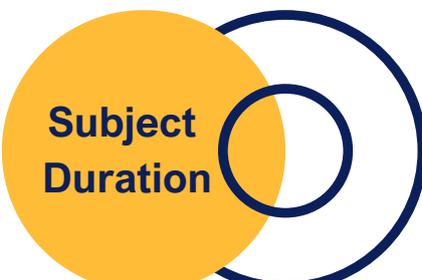
Prerequisites: Explore Visual Arts.

Possible Pathways: VCE Media, VCE Creative Practice, VCE Art Making and Exhibiting, VCE Visual Communication Design

## ➤ DRAWING AND PRINTMAKING

Drawing aims to extend skills using a variety of materials. Ideas explored reflect students personal approach and interests. Printmaking tasks include lino printing, dry point etching and stencil printing. Students are encouraged to explore creative solutions to tasks.

**Assessment:** A visual diary documenting idea generation, resources and the process of art making. Exploration of artworks and art styles. Application of art terminology and vocabulary.



**Subject  
Duration**

Duration: 2 Terms, 1 Semester.

Prerequisites: Explore Visual Arts.

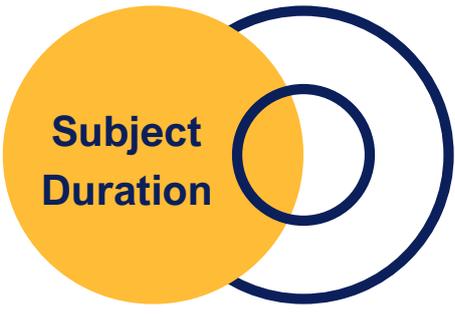
Possible Pathways: VCE Media, VCE Creative Practice, VCE Art Making and Exhibiting, VCE Visual Communication Design

# VISUAL ARTS SUBJECTS

## ► PHOTOGRAPHY DARKROOM AND DIGITAL

Creating both darkroom and digital photographs allows for a variety of techniques, materials and processes to be explored. Photography encourages an imaginative approach combined with skills in the darkroom and exploration of digital applications using digital cameras, Adobe Photoshop and inkjet colour printing.

**Assessment:** A folio of final photographs supported by a visual diary to document the studio process. Evidence of idea generation, research and annotation. Written tasks include analysis of styles and artists.



**Subject  
Duration**

Duration: 2 Terms, 1 Semester.

Prerequisites: Explore Visual Arts.

Possible Pathways: VCE Media,

VCE Creative Practice, VCE Art Making and Exhibiting,

VCE Visual Communication Design

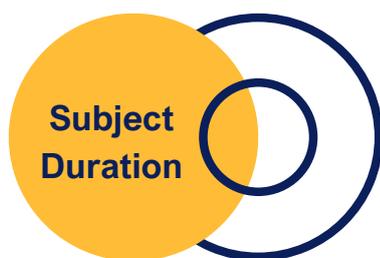


# VISUAL ARTS SUBJECTS

## ► LIGHTS! CAMERA! ACTION! MEDIA STUDIES

Students will immerse themselves in different media forms, such as film, print and digital media to explore how media makers create messages and engage specific audiences. Students will then use this knowledge to develop skills in using video cameras, video editing software and various digital media to create a variety of their own productions.

**Assessment:** A variety of Video/Print/Digital productions and Film Analysis.



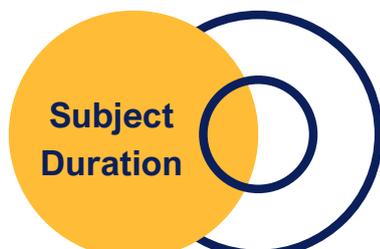
**Duration:** 2 Terms, 1 Semester.  
**Prerequisites:** Explore Visual Arts, Explore Performance.  
**Possible Pathways:** VCE Media, VCE English

## ► PRE-VCE VISUAL ARTS

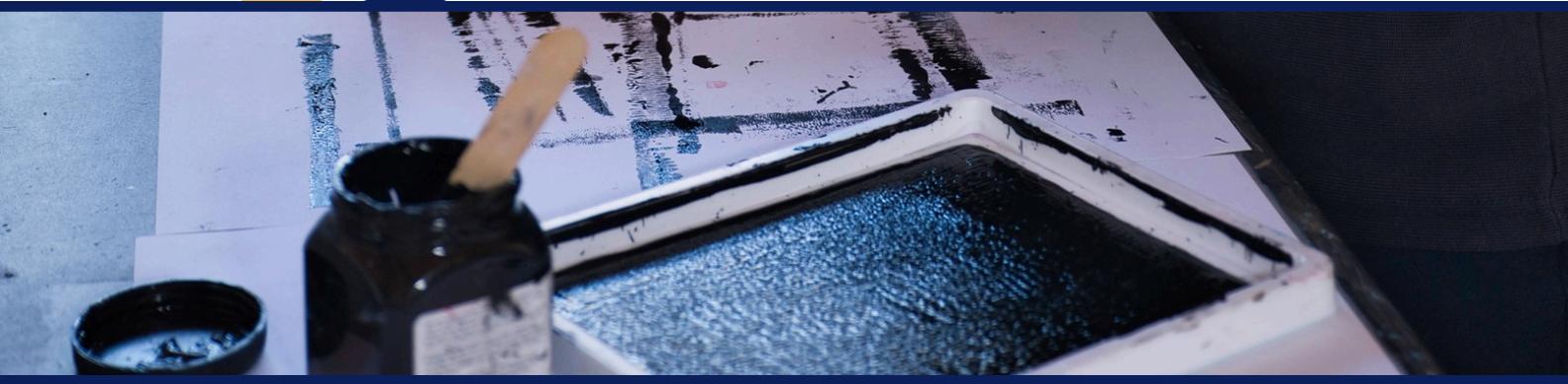
This preparatory subject introduces students to key concepts and skills from both VCE Art Making and Exhibiting and VCE Art Creative Practice. In the first semester, students focus on developing practical skills and techniques to create resolved artworks, while also exploring how artworks are curated, presented, and conserved in exhibitions. In the second semester, the emphasis shifts to creative exploration and idea development using the Creative Practice model:

- **Research**
- **Experimentation**
- **Reflection**
- **Refinement**

Students are encouraged to think critically, develop their own artistic voice, and analyse artworks through Structural, Personal, and Cultural Lenses. By blending technical skill with conceptual thinking, this subject helps students build a strong foundation and decide which VCE Art pathway best suits their interests and strengths.



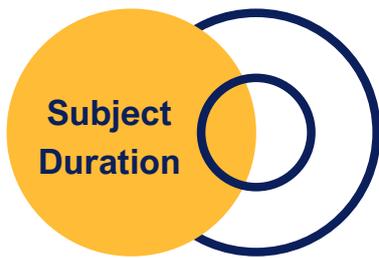
**Duration:** Year Long Subject.  
**Prerequisites:** Explore Visual Arts.  
**Possible Pathways:** Art Creative Practice, Art Making and Exhibiting



# VISUAL ARTS SUBJECTS

## ► PRE-VCE MEDIA STUDIES

Step into the exciting world of storytelling, creativity, and digital production with Pre VCE Media Studies! This dynamic subject offers students a hands-on introduction to media creation and analysis. From producing short films and podcasts to exploring the power of advertising and social media, students will gain practical skills while developing critical thinking about the media they consume every day. Whether you're behind the camera, in the editing suite, or crafting compelling content, Pre VCE Media Studies is the perfect launchpad for anyone curious about the fast-paced world of media and looking to build confidence before entering VCE. Get ready to create, innovate, and communicate like never before!



Duration: Year Long Subject.

Prerequisites: Lights Camera Action Media Studies.

Possible Pathways: VCE Media, VCE English



# VISUAL ARTS SUBJECTS

## ► UNIT 1 - 4 VCE ART CREATIVE PRACTICE

### Scope of Study:

Art is an integral part of life and contributes to a progressive society. Artworks and visual language are a potent and dynamic means to communicate personal experiences and ideas, and cultural values, beliefs and viewpoints on experiences and issues in contemporary society.

In the study of **VCE Art Creative Practice**, research and investigation inform art making. Through the study of artworks, the practices of artists and their role in society, students develop their individual art practice and communicate ideas and meaning using a range of materials, techniques and processes. In the practice of Making and Responding, students develop their skills in critical and creative thinking, innovation, problem-solving and risk-taking. By combining a focused study of artworks, art practice and practical art making, students recognise the interplay between research, art practice and the analysis and interpretation of art works. This study provides students with an informed context to support an awareness of art as a tool for cultural, social and personal communication, and the stimulus and inspiration to develop their art practice.

### Structure:

**Unit 1: Interpreting artworks and exploring the Creative Practice**

**Unit 2: Interpreting artworks and developing the Creative Practice**

**Unit 3: Investigation, ideas, artworks and the Creative Practice**

**Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice**



Duration: 2 Year Subject.  
Prerequisites: None.



# VISUAL ARTS SUBJECTS

## ► UNIT 1 - 4 VCE ART MAKING AND EXHIBITING (PHOTOGRAPHY)

### Scope of Study:

**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. Visiting and viewing exhibitions and displays of artwork is a necessary part of this study. It helps students understand how artworks are displayed and exhibitions are curated. It also has an influence on the students' own practice, and encourages them to broaden and develop their own ideas and thinking around their own art making.

A strong focus on the way we respond to artworks in galleries, museums, other exhibition spaces and site-specific spaces is integral to study and research in VCE Art Making and Exhibiting. The way institutions design exhibitions and present artworks, and also how they conserve and promote exhibitions, are key aspects of the study.

### Structure:

**Unit 1: Explore, Expand and Investigate**

**Unit 2: Understand, Develop and Resolve**

**Unit 3: Collect, Extend and Connect**

**Unit 4: Consolidate, Present and Conserve**



Duration: 2 Year Subject.  
Prerequisites: None.



# VISUAL ARTS SUBJECTS

## ► UNIT 1 - 4 VCE MEDIA

### Scope of Study:

The media is ubiquitous. Media is deeply embedded within life and culture at a local, national and global level. It entertains, teaches, informs and shapes audiences' perception of their lives and the world in which they live. Stories in all their forms are at the heart of the media and its relationship with audiences. Through stories, narratives are constructed that engage, and are read by, audiences. Representations of ideas, realities and imagination are constructed and deconstructed, remixed and reimagined with ever-increasing technological sophistication, ease and speed to engage audiences. The context of media shapes both production and the audiences' reading. Contextual influences such as time, place, culture, societal attitudes and values may be reflected explicitly and implicitly in media products. Audiences also read and consume media through this contextual lens. The relationship between media and audience is complex. Students will interrogate notions of influence, power, audience, agency and the role that media plays in shaping views and values. The growth of social media platforms means information is produced, distributed and consumed with increased immediacy, raising questions about accountability, regulation and influence. Through the study of Media, students gain a critical understanding of media and understand their role as both producers and consumers of media products. Students examine how and why the media constructs and reflects reality, and how audiences engage with, consume, read, create and produce media products.

### Structure:

**Unit 1: Media forms, representations and Australian stories**

**Unit 2: Narrative across media forms**

**Unit 3: Media narratives and pre-production**

**Unit 4: Media production, agency and control in and of the media**



Duration: 2 Year Subject.  
Prerequisites: None.





**VICTORIAN CERTIFICATE OF EDUCATION (VCE)**

**VICTORIAN CERTIFICATE OF EDUCATION  
VOCATIONAL MAJOR (VCE VM)**

**VOCATIONAL EDUCATION AND TRAINING (VET)**

**HEADSTART- SCHOOL BASED APPRENTICESHIPS**



# ► VICTORIAN CERTIFICATE OF EDUCATION - VCE

The **Victorian Certificate of Education (VCE)** is a Senior Secondary Certificate of education that includes a broad curriculum, where students can select from over 50 different subjects from the following curriculum areas:

- **English**
- **Mathematics**
- **Technologies**
- **Visual Arts**
- **Performing Arts**
- **Science**
- **Humanities**
- **Business and Economics**
- **Digital Technologies**
- **Health and Physical Education**
- **Languages**
- **VET (Vocational Education and Training)**

Vocational Education and Training (VET) subjects contribute to the VCE qualification while also providing an additional nationally recognised qualification.

The VCE is designed to be completed over **a minimum of two years** and each VCE study (or subject) is designed to provide a **two-year program**.

**Unit 1 and 2** in the **first year** and **Unit 3 and 4** in the **second year**. VCE Units 1 and 2 may be undertaken separately or as a pair. VCE Units 3 and 4 must be undertaken as a sequence; a student may not enrol in Unit 4 only.

Each **VCE unit** involves **50 hours** of scheduled classroom instruction. In addition, it is expected that students will undertake up to 50 hours of self-directed learning for each unit.

VCE requires students to complete regular homework, study, revision and complete assessment tasks and exams under timed conditions. For unit 3 and 4, the results of these exams and assessment tasks (called SACs and SATs) make up a student's study score for the subject, which then contributes to their ATAR (Australian Tertiary Admissions Rank).

VCE is the most direct option and provides good preparation for students that wish to enter university after completing secondary school.



# ► VICTORIAN CERTIFICATE OF EDUCATION VOCATIONAL MAJOR- VCE VM

The VCE Vocational Major (VM) is a *vocational and applied learning program* within the VCE designed to be completed over *a minimum of two years*.

The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life. It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

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

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

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

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

Students must complete a minimum of three other Unit 3–4 sequences as part of their program.

Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET, and can receive structured workplace learning recognition. Most students will undertake 16–20 units over the two years.



## ➤ VOCATIONAL EDUCATION AND TRAINING- VET

**VET subjects** offer **VCE** and **VCE VM pathways** and are available for students aged 15 years on enrolment to commence an early start into this program.

**Prerequisites:** Students wishing to undertake an early start VET course must be committed to their studies and be able to meet the demands of studying at a VET/VCE level. The following courses are run over two years onsite here at Whittlesea Secondary College.

- **VCE VET Certificate III in Allied Health Assistance**
- **VCE VET Certificate II in Automotive Vocational Preparation**
- **VCE VET Certificate II in Building & Construction**
- **VCE VET Certificate II in Construction Pathways**
- **VCE VET Certificate II in Engineering Studies**
- **VCE VET Hospitality – Certificate II in Cookery**
- **VCE VET Certificate III in Information Technology**
- **VCE VET Certificate III in Sport & Recreation**

**Other VET school courses** are available through our **VET Cluster school arrangements**.

Some of the VET courses you can undertake are:

- **Agricultural**
- **Animal Studies**
- **Aviation**
- **Beauty Services**
- **Electrical**
- **Music (Performance/Sound Production)**
- **Plumbing**
- **Fashion Design**
- **Salon Hair**
- **Screen and Media and much more!!**

Please direct all enquiries about VET to the Whittlesea Secondary College VET Coordinator.



# ► HEADSTART- SCHOOL BASED APPRENTICESHIPS (HSBAT)

HSBAT offers students the option through their senior secondary program of VCE VM to commence an apprenticeship or traineeship, combining part-time employment and training in their preferred career pathway with a senior school qualification.

A Head Start Apprenticeship or Traineeship (HSAT) has three core components:

1. Flexible delivery of VCE VM, to help maximise time on the job, and with a strong focus on literacy and numeracy
2. Quality training delivered in a way that is aligned with time on the job, to support achievement of competencies
3. Maximised time in employment, with time on the job increasing each year to support genuine progression through the apprenticeship or traineeship.

Depending on the requirement of the employer, it is expected that at a minimum, students will undertake:

- **1 day per week** paid employment in Year 10
- **2 days per week** paid employment in Year 11
- **3 days per week** paid employment in Year 12 (which may be undertaken over two years if required).

The program is undertaken under a Training Contract with an employer, a Training Plan signed by the school and is formally lodged with the Australian Apprenticeship Support Network (AASN) which leads to a nationally recognised qualification.

Certificate III SBAT'S can commence with or without a previous or current VET subject enrolment. A **Structured Workplace Learning** work placement is strongly encouraged prior to commencing this process and the minimum age to commence an SBAT is 15 years old.

### HeadStart's objectives are to:

- Allow students to spend significantly more time training on the job, while still completing senior secondary qualifications
- Increase the number of qualified apprentices and trainees in growing trades and industries, aligned with local economic and social needs
- Give employers the opportunity to train and mentor young apprentices and trainees who are ready for work, and who have appropriate literacy, numeracy and employability skills
- Ensure students undertake high-quality apprenticeships and traineeships with genuine employers
- Provide continuous and dedicated support for all parties to help students progress to completion
- Develop best practices to improve the delivery and experience of apprenticeships and traineeships for school students.

WHAT NOW? For more information about HeadStart School Based Apprenticeships, please speak **to your VET Coordinator**.

*Your Future is in Your Hands*





**VET TRAINING COURSES**

**OFFERED AT**

**WHITTLESEA SECONDARY COLLEGE**



# ► VCE VET ALLIED HEALTH: CERTIFICATE III IN ALLIED HEALTH ASSISTANCE

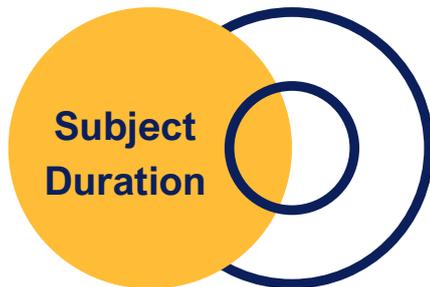
COURSE CODE: HLT33021 RTO: IVET

This qualification is designed for those seeking to become Allied Health Assistants in the aged care, disability, and other health sectors. The program prepares new workers to provide assistance to Allied Health Professionals (AHP) under their supervision and delegation, which may take the form of direct, indirect, or remote supervision.

To successfully complete the qualification, candidates **must fulfil a practical requirement of at least 120 hours of clinical placement**, as outlined in the Assessment Requirements of the relevant units of competency. At least 60% of this work must be carried out in an allied health workplace.

The remaining 40% may be carried out in a simulated environment if an allied health workplace is unavailable. The clinical placement provides valuable hands-on experience in a clinical setting, enabling students to develop the skills and knowledge necessary to become effective Allied Health Assistants.

Upon completion of the program, students will have the foundational knowledge and practical experience to pursue a career as an Allied Health Assistant. They will be equipped with the skills to support Allied Health Professionals in delivering high-quality care to patients in a range of community and healthcare settings.



Duration: 2 Years

Prerequisites: None

1st Year Students - Wednesday 9:00 am-3:15 pm

2<sup>nd</sup> Year Students - Fridays 9:00 am-3:15 pm



# ➤ VCE VET AUTOMOTIVE: CERTIFICATE II AUTOMOTIVE

COURSE CODE: AUR20720 RTO: AIET 121314

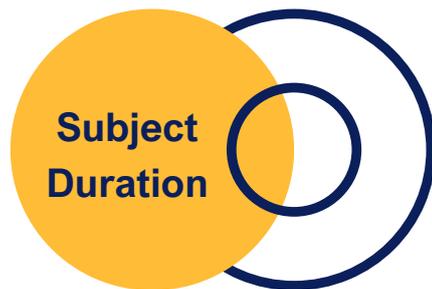
Certificate II in Automotive Vocational Preparation (pre apprenticeship) is an industry standard qualification designed for students who have an interest in commencing careers in Automotive or similar industry sectors, or students who wish to learn more about the industry and what it has to offer. The certificate is delivered over two years, in a series of competencies consisting of E-learning theoretical modules and practical tasks, which are commonplace in the automotive industry. Learning is largely self-paced; students will perform work in a simulated automotive workshop and will carry out units of competence such as:

- **Apply safe working practices**
- **Use and maintain workplace tooling and equipment**
- **Dismantle and assemble manual transmissions**
- **Remove and replace cylinder heads**

This 2 year subject combines a total of 12 compulsory units and electives over the two years. The Automotive course is provided by the school in partnership with the RTO – AIET. (121314) On successful completion of the VCE VET Automotive program, students will be eligible for the award of AUR20720 Certificate II in Automotive Vocational Preparation with recognition of up to four VCE units of credit and contributes to VCE VM.

Note:

- *This subject contributes a 10% increment to the primary four subjects in VCE*
- *Structured Workplace Learning (SWL) is compulsory – 160 hours over 2-year course duration.*

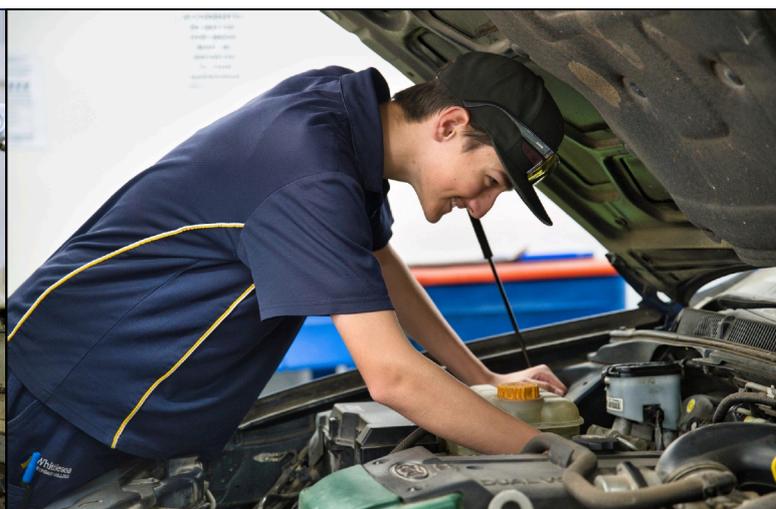


Duration: 2 Years

Prerequisites: None

1st Year Students - Wednesday 9:00 am-3:15 pm

2<sup>nd</sup> Year Students - Fridays 9:00 am-3:15 pm



## VCE VET COOKERY:

### ➤ CERTIFICATE II IN COOKERY

COURSE CODE: SIT20421 RTO: IVET 40548

Certificate II in Cookery (Hospitality) provides students with the skills and knowledge to be competent in a range of kitchen functions and activities to work in various hospitality enterprises where food is prepared and served. It allows students to strengthen their organisational, time management, communication and employability skills.

**Units 1 and 2** introduces students to the foundations of working in a commercial kitchen through a hands-on experience in a simulated kitchen environment. Students develop essential skills in:

- **Workplace Hygiene**
- **Health and Safety**
- **Teamwork within diverse settings**

Key skills and knowledge includes basic methods of cookery, receiving and storing supplies, using kitchen equipment, and presenting food to a professional standard whilst building confidence and capability in fundamental food preparation techniques.

**Units 3 and 4** provides students with the opportunity to complete a VCE scored assessment while developing advanced culinary skills in a commercial kitchen environment. Students will learn to prepare, cook, and serve a variety of dishes to industry standards, including appetisers, salads, stocks, sauces, soups, fruit, vegetable, egg, and farinaceous-based dishes.

The program also focuses on professional food presentation, effective kitchen operations, and workplace performance expectations aligned with current hospitality industry practices.

- *This subject is embedded within the regular timetable as opposed to being across a whole day.*
- *This subject is VCE scored assessed with a VCAA exam at the end of the second year.*
- *Structured Workplace Learning (SWL) is strongly recommended – 80 hours over course duration.*



**Subject  
Duration**

Duration: 2 Year Subject  
Prerequisites: None  
NB: Subject is timetabled.

# ➤ VCE VET CONSTRUCTION PATHWAYS: CERTIFICATE II CONSTRUCTION PATHWAYS

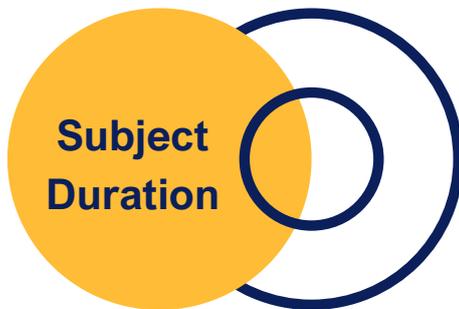
*COURSE CODE: 22632VIC RTO: AIET 121314*

Certificate II in Construction Pathways is a practical, hands-on course that provides students with the knowledge and skills that will enhance their employment prospects in the building and construction industry.

This certificate allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shopfitting, as well as carpentry, bricklaying and other occupations in general construction.

This certificate is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian apprenticeship.

Structured Workplace Learning (SWL) is strongly recommended - 80 hours over course duration.

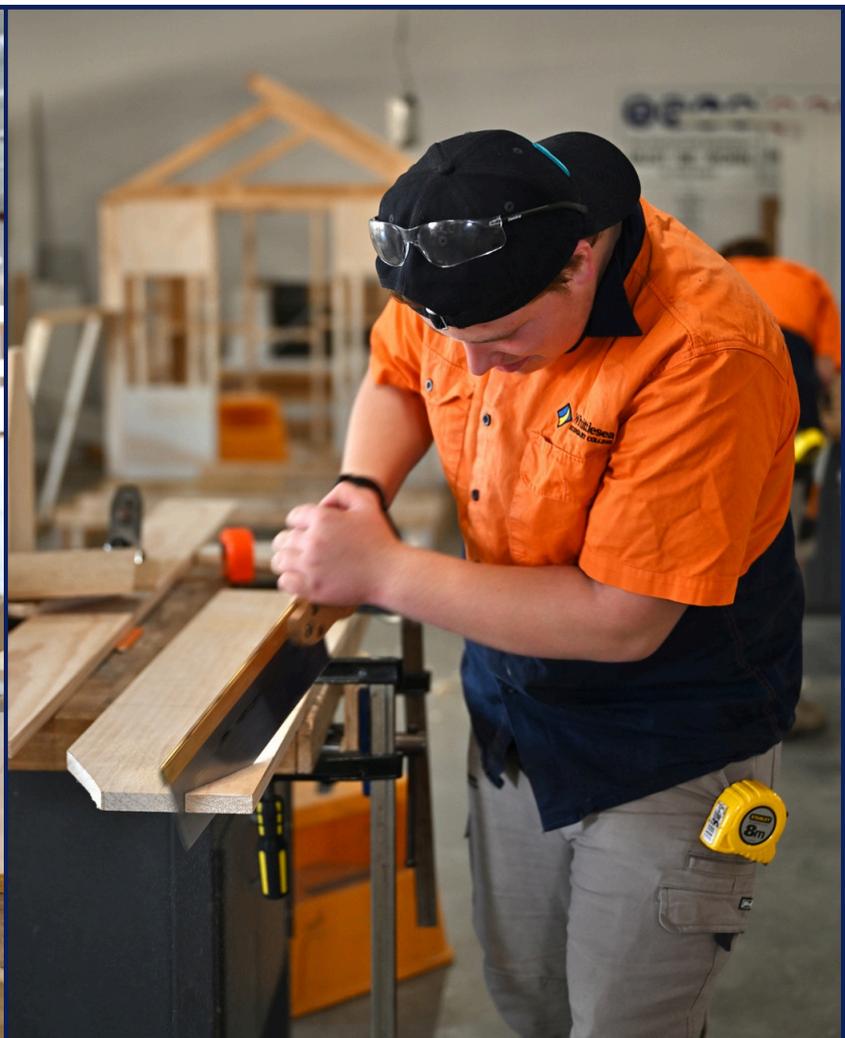


Duration: 2 Years

Prerequisites: None

1st Year Students - Wednesday 9:00 am-3:15 pm

2<sup>nd</sup> Year Students - Fridays 9:00 am-3:15 pm



# › VCE VET ENGINEERING: CERTIFICATE II ENGINEERING STUDIES

*COURSE CODE: 22470VIC RTO: AIET 121314*

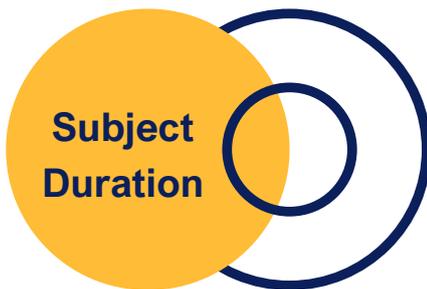
Certificate II in Engineering Studies (pre apprenticeship) is a practical, hands-on course that leads to industry standard qualifications as well as contributing to a student's VCE or VCAL course.

The program contains a significant component of online work modules and producing basic engineering 3D sketches and drawings, using CAD; units of competence completed in this course include occupational health and safety, using hand and power tools, welding, and thermal cutting.

Second year students undertake a basic engineering project within their portfolio, performing engineering computations and producing basic engineering products.

Note:

- The Engineering course is provided by the school in partnership with the RTO – AIET.(121314)
- This subject runs as an all-day class, once a week throughout the senior school year.
- This subject is VCE scored assessed with a VCAA exam at the end of the second year.
- Structured Workplace Learning (SWL) is strongly recommended – 80 hours over course duration.



Duration: 2 Years

Prerequisites: None

1st Year Students - Wednesday 9:00 am-3:15 pm

2<sup>nd</sup> Year Students - Fridays 9:00 am-3:15 pm



# ➤ VCE VET INFORMATION TECHNOLOGY: CERTIFICATE III INFORMATION TECHNOLOGY

COURSE CODE: ICT30120 RTO: IVET 405548

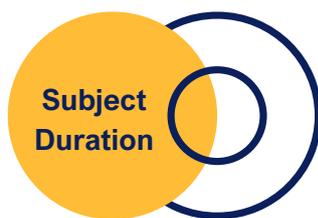
The Certificate III in Information Technology program offers a blend of foundation skill sets and knowledge in core ICT areas coupled with the opportunity for further insight into specialisation with units covering topics such as introductory-level programming techniques, IP ethics and privacy of information, diagnostic testing, and client service.

The program is designed to deliver entry-level vocational outputs in areas such as animation, basic cloud computing, basic cyber awareness, digital media skills, generalist IT support services, networking, programming, systems and web development.

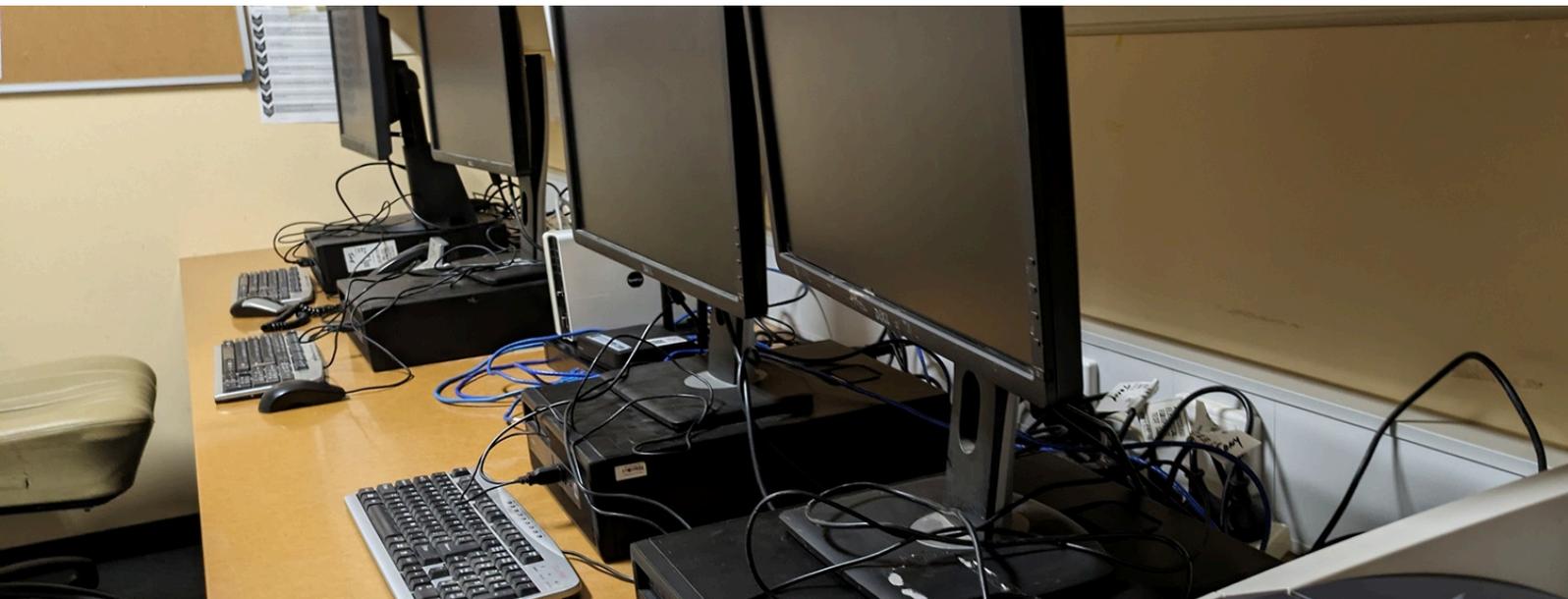
First year coursework will include units such as working and communicating effectively in an ICT environment, running standard diagnostic tests, caring for computer hardware, operating application software packages and producing digital images for web.

Second year coursework is VCE scored assessed and includes units such as to building simple websites using commercial programs, installing, configuring and securing a SOHO network, installing and optimising operation system software and maintaining equipment and software. Students will receive a statement of attainment for competencies achieved.

- *This subject is VCE scored assessed with a VCAA exam at the end of the second year.*
- *Note students need to bring a school approved BYOD device*
- *Structured Workplace Learning (SWL) is strongly recommended – 80 hours over course duration within the course units.*



Duration: 2 Year Subject  
Prerequisites: None  
NB: Subject is timetabled.



# ▶ VCE VET SPORT AND RECREATION: CERTIFICATE III SPORT AND RECREATION

COURSE CODE: 22470VIC RTO: IVET 405548

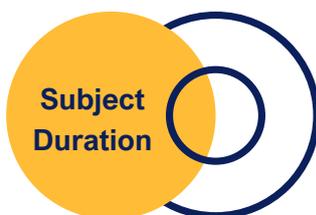
Designed for students looking to develop hands-on skills and real-world experience in the sport and recreation industry. The SIS30122 Certificate III qualification offers practical training in coaching, officiating, conditioning, and communication, preparing students for careers such as sports coaching, aquatic supervision, and recreation program coordination.

With a strong focus on practical learning, students will engage in coaching sessions, hazard identification and program planning, all while embedding key VCE content to support potential ATAR scored assessment in **Units 3&4**.

This course provides students through theory and practical sessions, the opportunity to develop the skills and knowledge required to support the operation of facilities and assist in conducting sport and recreation programs as well as develop a comprehensive understanding of the Sport and Recreation Industry. The course is delivered over two years and includes activities such as planning a session and facilitating groups, developing knowledge of coaching practices, conducting warm-up and cool-down programs, safety and the sport environment, managing conflict and responding to emergency situations, students will achieve their First Aid Certificate in the first year with a CPR update the following year. A number of excursions and activities will be planned with a camp during the first year of the course. Students will receive a statement of attainment for competencies achieved within the course units.

## *Note:*

- This subject is VCE scored assessed with a VCAA exam at the end of the second year.



Duration: 2 Year Subject  
Prerequisites: None  
NB: Subject is timetabled.



