Whittlesea
SECONDARY COLLEGE

2027

Excellence in Action



Year 10 Year 11 Year 12 Subjects

Every *Class*, every *Student*, every *Time*.

Subject Selection Handbook

Whittlesea
SECONDARY COLLEGE

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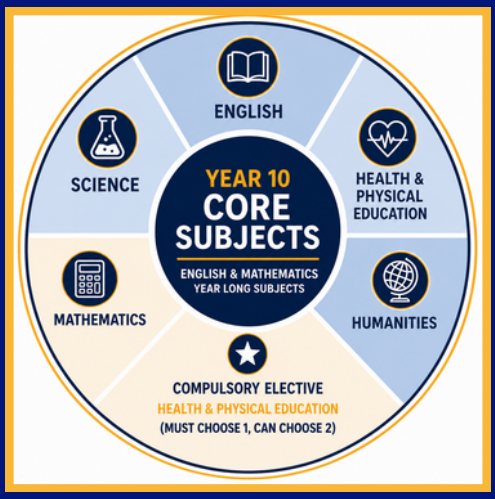
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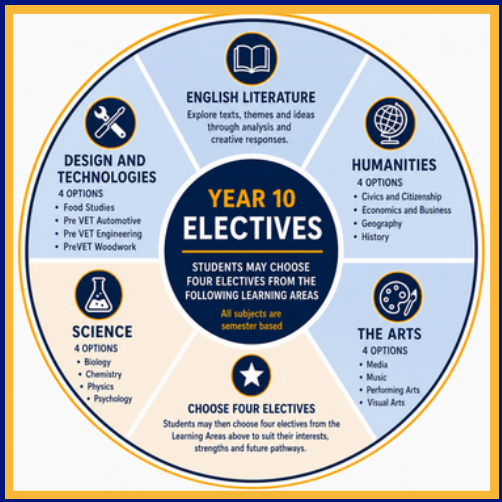
VCE Health & Physical Education

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VCE The Arts

Senior School Subjects







Excellence in Action

Every *Class*, every *Student*, every *Time*.

YEAR 10

CORE SUBJECTS

ALL Year 10 students will complete the following compulsory subjects:

- ENGLISH
- MATHEMATICS
- SCIENCE
- HUMANITIES



COMPULSORY ELECTIVE – MUST CHOOSE 1, CAN CHOOSE 2

Students must choose at least 1 option from Health and Physical Education, and can choose up to 2.

All options are semester long.

HEALTH & PHYSICAL EDUCATION

Choose at least 1 option, can choose up to 2.

- Fit and Healthy
- Leisure and Recreation
- Pre VCE Health and Human Development
- Pre VCE Physical Education

ELECTIVES

Students may then choose four electives from the following Learning Areas.

All electives are semester long.

DESIGN & TECHNOLOGIES

4 OPTIONS

- Food Studies
- Pre VET Automotive
- Pre VET Engineering
- Pre VET Woodwork

ENGLISH LITERATURE

HUMANITIES

3 OPTIONS

- Civics and Citizenship
- Economics and Business
- Geography

SCIENCE

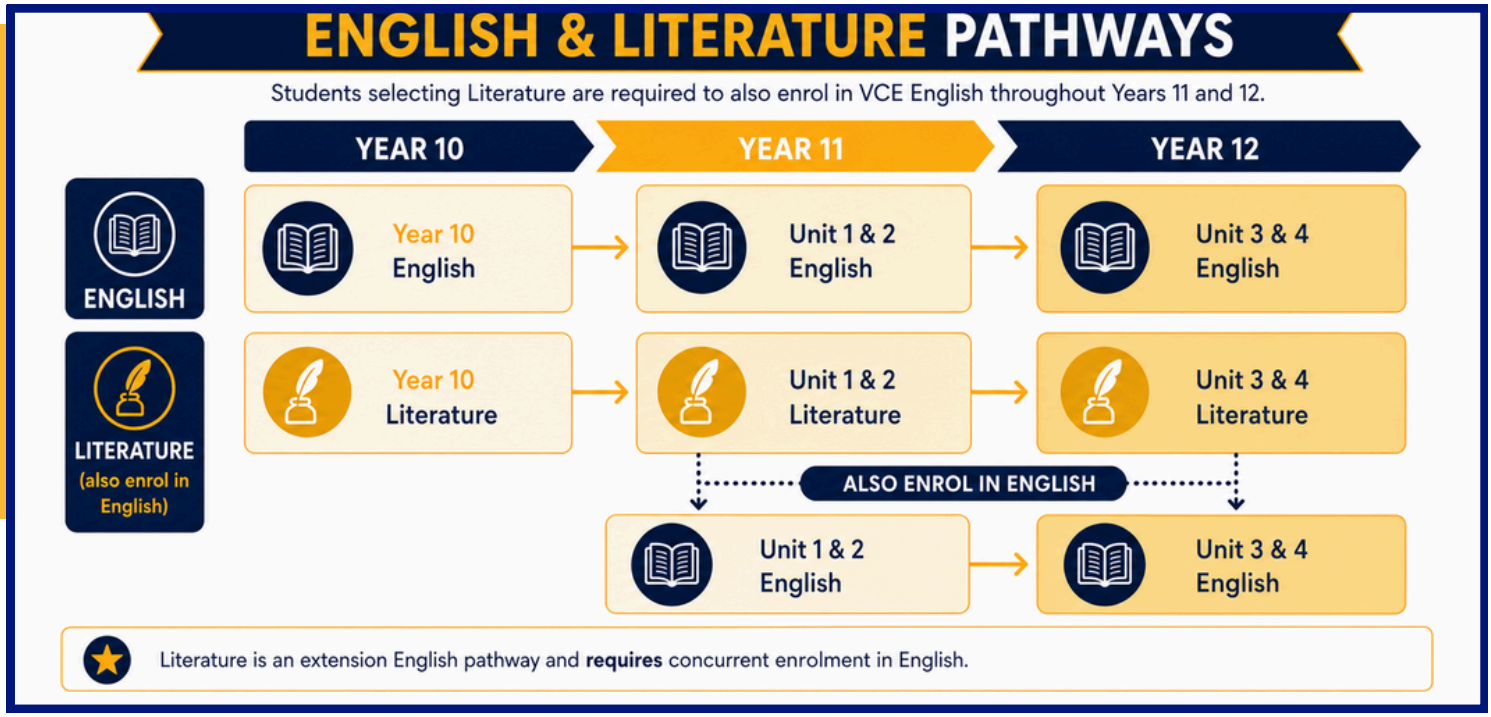
4 OPTIONS

- Biology
- Chemistry
- Physics
- Psychology

THE ARTS

4 OPTIONS

- Media
- Music
- Performing Arts
- Visual Arts



YEAR 10 ENGLISH

Year 10 English prepares students for senior secondary pathways by strengthening analytical, creative and evaluative literacy skills. Students study sophisticated literary and non-literary texts, including Australian and global works, exploring themes, values, contexts and representations. They analyse how language choices, narrative techniques and argument structures position audiences.

Students produce polished personal, analytical, persuasive and creative writing, demonstrating precision, coherence and control over language conventions. Oral communication tasks require students to present reasoned arguments, synthesise information and engage critically with ideas, building confidence and preparedness for senior English studies and real-world communication.

Assessment:

Assessment in **Year 10 English** is designed to prepare students for senior study through a range of rigorous classroom and formal tasks. Students demonstrate learning through sustained written and oral responses, independent work, and active participation. This includes analysing sophisticated texts, producing polished and coherent writing, and presenting well-reasoned arguments. Assessment focuses on a students ability to evaluate perspectives, synthesise ideas, and communicate with precision, confidence and a high level of independence.



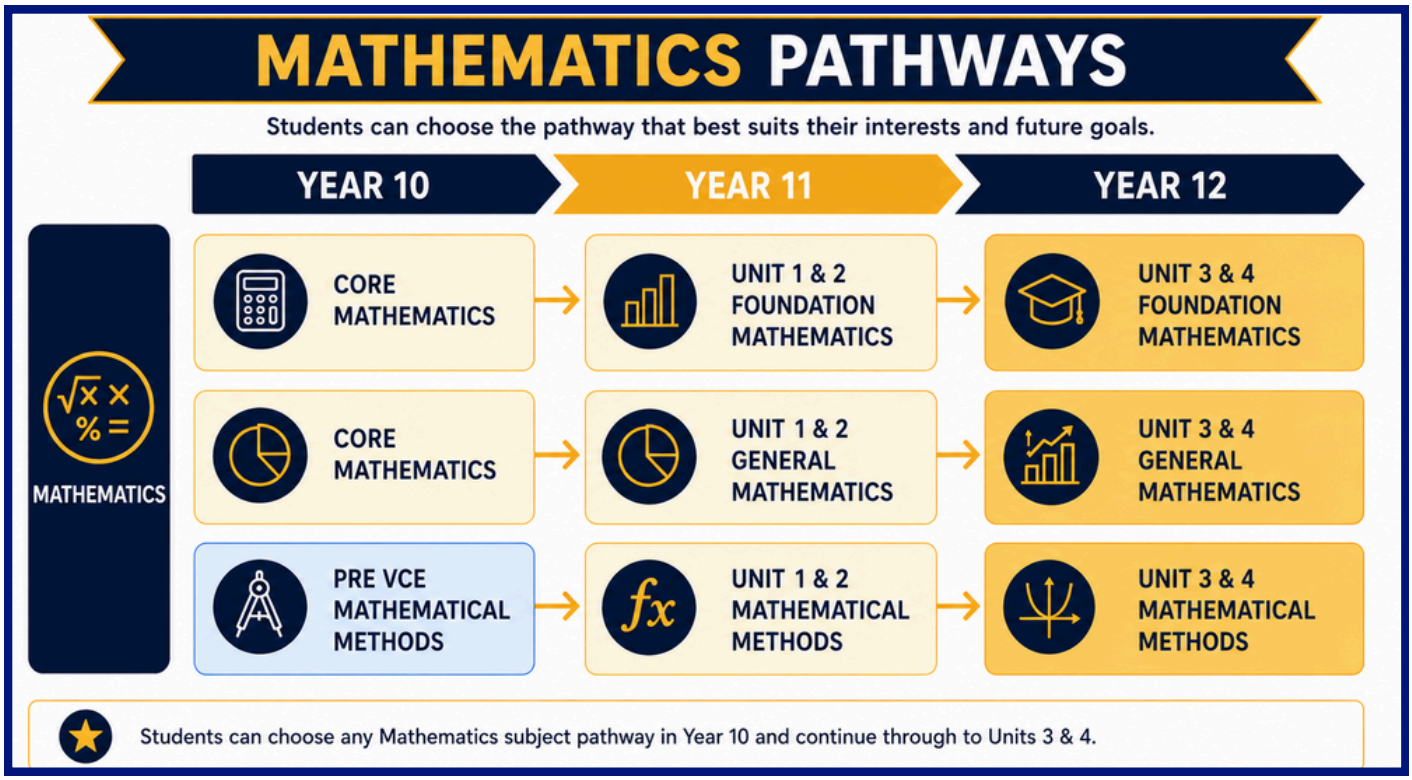
YEAR 10 LITERATURE

Year 10 Literature focusses on students engaging in close and sustained study of texts, examining how historical, social and cultural contexts shape meaning and interpretation. They analyse, interpret and evaluate a range of literary texts, including written, spoken and multimodal forms, considering how language, form and structure are used to construct complex ideas, perspectives and representations. Through this exploration, students develop informed and independent interpretations. Students create and respond to texts through both analytical and creative processes, presenting and justifying their interpretations and perspectives. They experiment with voice, style and form to produce original and imaginative works, while refining their ability to plan, draft, edit and present ideas clearly. The study of Literature supports the development of critical and creative thinking, and strengthens students' skills in reading, writing, viewing, speaking and listening.

Assessment:

Assessment in **Year 10 Literature** is ongoing and based on a range of classroom and formal tasks. Students demonstrate their learning through active participation, completion of classwork and independent tasks, and engagement in written and oral responses. This includes developing close analyses of texts, constructing sustained interpretations, and producing both analytical and creative pieces. Assessment focuses on students' ability to justify interpretations with evidence, analyse the use of language and literary features, and communicate ideas with clarity, insight and increasing independence.





YEAR 10 MATHEMATICS

CORE MATHEMATICS

Year 10 Mathematics has students focus on a range of mathematical topics that prepare them for their preferred senior school pathway. They develop the skills required for transition into **VCE Foundation Mathematics** or **General Mathematics**, with a particular emphasis on univariate and bivariate data and practical applications of mathematics for everyday life. Students use a range of digital technologies and applications to support their learning.

Topics include:

- Statistics, Probability
- Algebra & Equations, Pythagoras & Trigonometry
- Networks, Consumer Arithmetic, Straight-line graphs and Indices



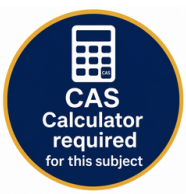
Assessment:

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

PRE VCE MATHEMATICAL METHODS

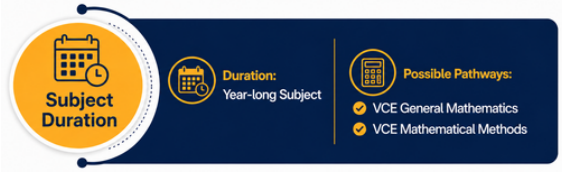
Year 10 Pre VCE Mathematical Methods teaches students develop the skills required for transition into VCE Mathematical Methods with a particular emphasis on algebra, quadratics, geometry and functions. Students use a range of digital technologie including a CAS calculator and applications to support their learning. Topics include:

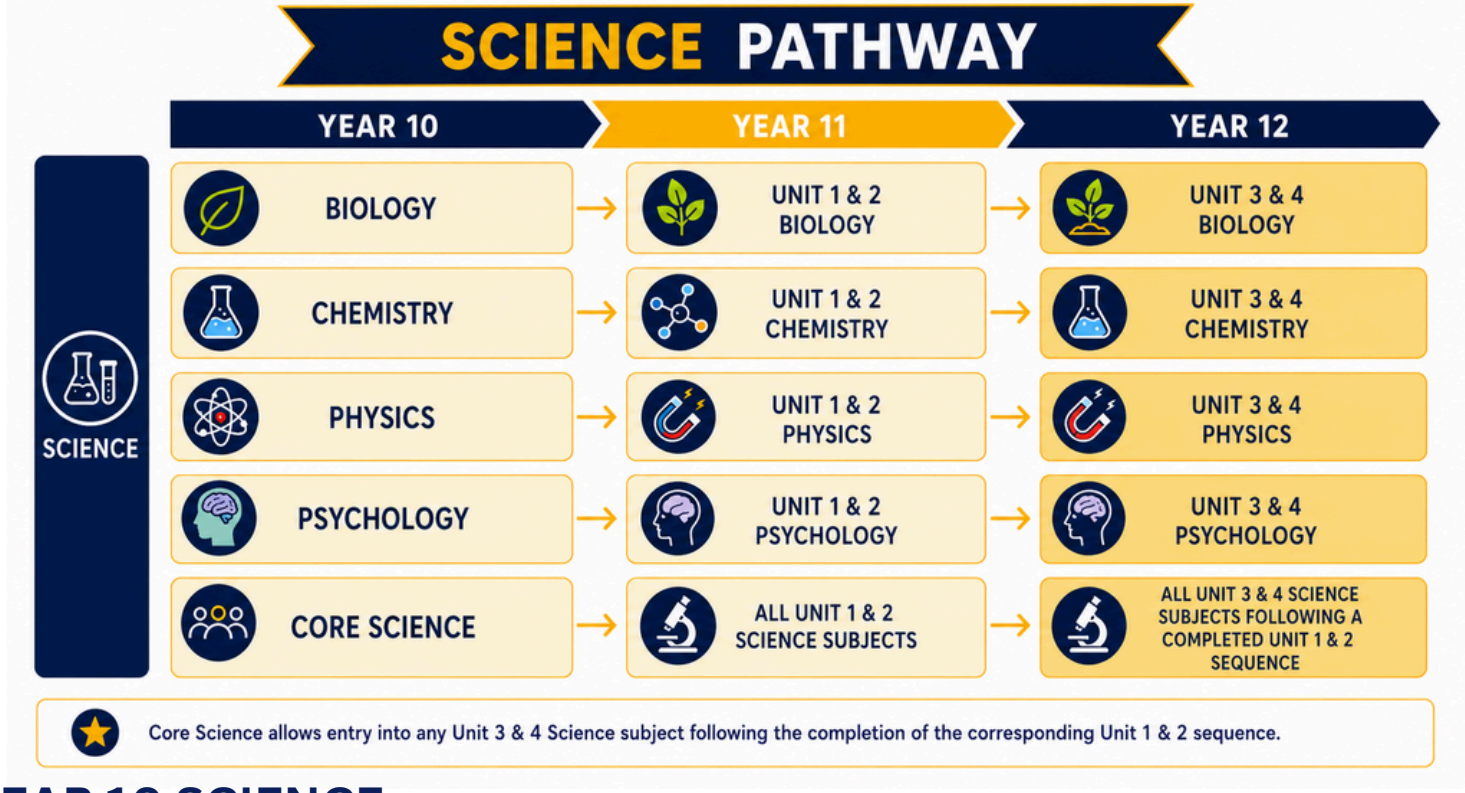
- Indices , Exponents & Logarithms
- Algebra, Equations & Linear relations
- Trigonometry, Measurement & Surds
- Quadratics & Rates of change
- Probability, Geometry & Networks.



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 tasks.





YEAR 10 SCIENCE

CORE SCIENCE

Year 10 Science consolidates knowledge developed in the younger years of Biology, Chemistry and Physics. Students will begin by exploring genetics and the main principles of mendelian inheritance, then moving into the theory of evolution and the study of natural selection. In chemistry, students will organise the elements of the periodic table in relation to the structure and properties of atoms, and then through practical investigations explore the rate of reactions and the factors which affect these. Lastly, students will develop key knowledge of Newtons law of motion and the relationships between force, mass and the acceleration of objects.

Assessment:

Students will be assessed on their understanding of key scientific concepts, including Science Understanding, Science as a Human Endeavour, and Science Inquiry Skills. Students will demonstrate their learning through a variety of tasks such as logbooks, practical investigations, research activities, scientific reports, and written tests.

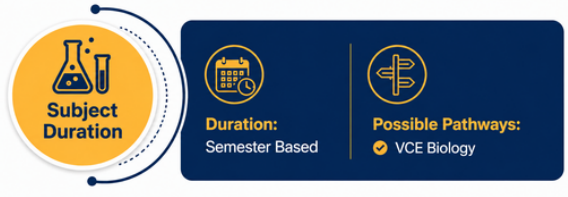


PRE VCE BIOLOGY

Year 10 Biology has students explore the fundamental principles of life to prepare them for **VCE Biology.** They study cell theory and the structure and function of cells, before investigating how body systems work together to maintain balance, with a focus on the immune system and its role in fighting communicable and non-communicable diseases. Through a student-designed task focusing on the development of key science inquiry skills, students will investigate key life processes of animals and plants such as photosynthesis and cellular respiration to understand how energy is created and used by living organisms. Finally, students will examine how adaptions to the environment help support organisms' survival in their environment, and the interactions that form a functioning ecosystem.

Assessment:

Students will be assessed on their understanding of key scientific concepts, including Science Understanding, Science as a Human Endeavour, and Science Inquiry Skills. Students will demonstrate their learning through a variety of tasks such as logbooks, practical investigations, research activities, scientific reports, and written tests.



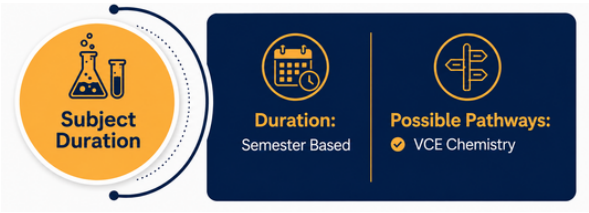
YEAR 10 SCIENCE

PRE VCE CHEMISTRY

Y**ear 10 Chemistry** has students will further their Scientific knowledge and skills in preparation for VCE Chemistry. This course will first focus on intramolecular bonding such as ionic, covalent and metallic bonds as well as the separation and identification of the compounds of mixtures. Students will then explore the topic of organic chemistry, and real everyday uses for these compounds. Lastly, students will deepen their skills in chemistry calculations, with a focus on mole, mass and stoichiometry to well prepare them for common formula use in VCE Chemistry.

Assessment:

Students will be assessed on their understanding of key scientific concepts, including Science Understanding, Science as a Human Endeavour, and Science Inquiry Skills. Students will demonstrate their learning through a variety of tasks such as logbooks, practical investigations, research activities, scientific reports, and written tests.

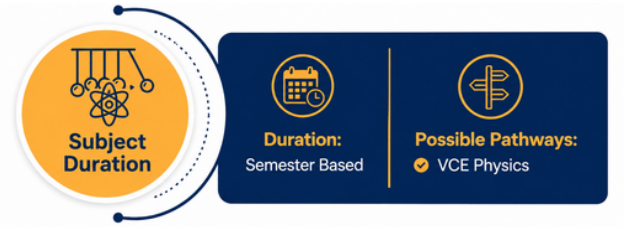


PRE VCE PHYSICS

Year 10 Physics extends students beyond the core science curriculum, exploring advanced motion, electricity, and wave phenomena. Students develop strong analytical and practical skills through hands-on investigations and applied problem solving, building confidence with key concepts required for success in **VCE Physics** and other STEM pathways.

Assessment:

Students will be assessed on their understanding of key scientific concepts, including Science Understanding, Science as a Human Endeavour, and Science Inquiry Skills. Students will demonstrate their learning through a variety of tasks such as logbooks, practicalinvestigations, research activities, scientific reports, and written tests.

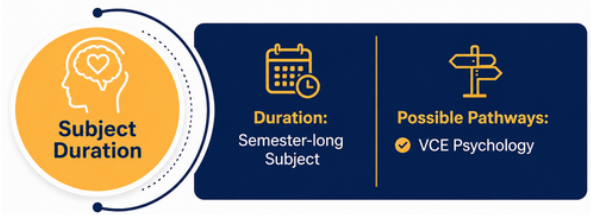


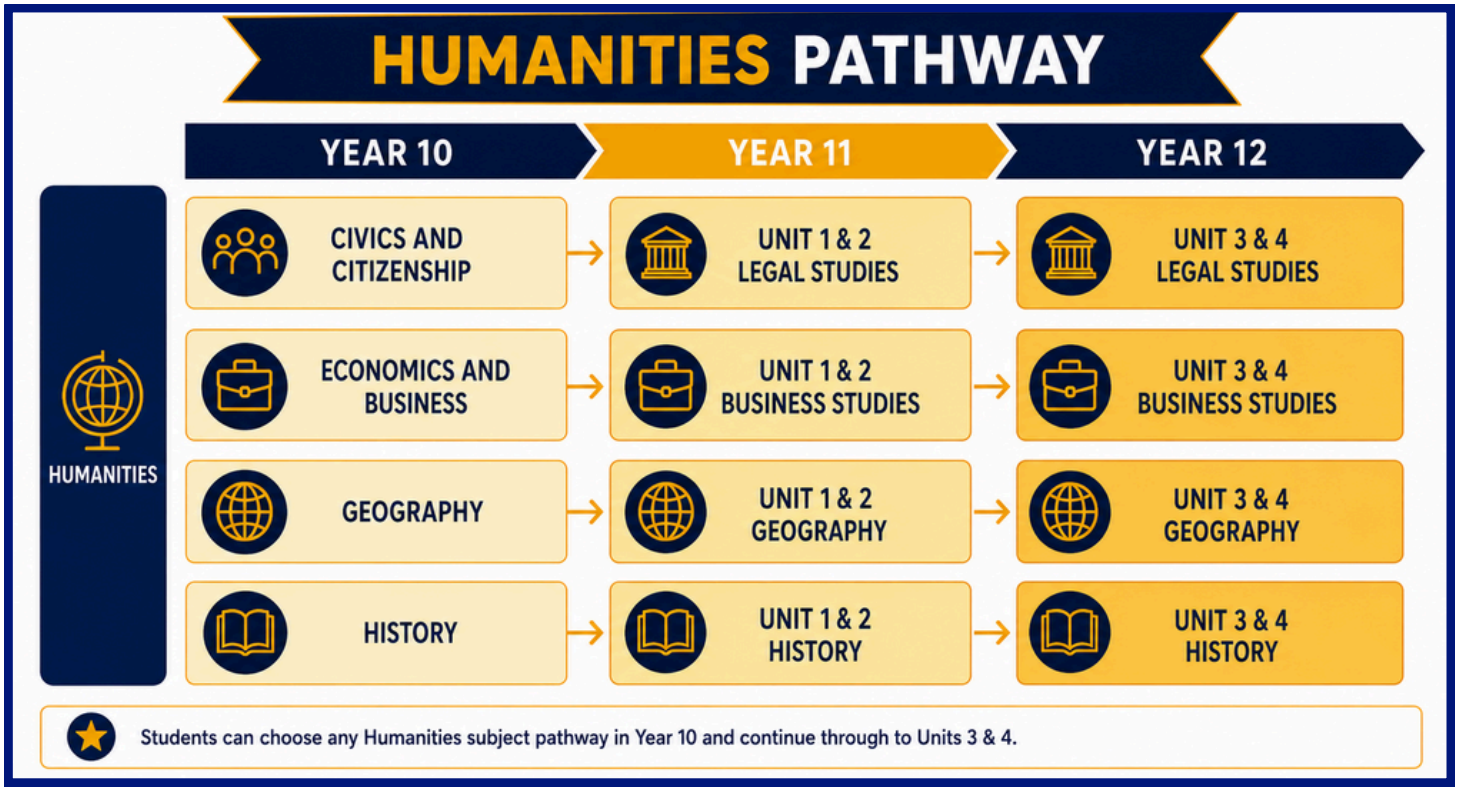
PRE VCE PSYCHOLOGY

To prepare for **VCE Psychology,** Year 10 students will explore how psychologists study behaviour and mental processes. They will develop an understanding of research methods, including observational studies and investigations into social cognition through topics such as cult behaviour. Students examine the structure and function of neurons and the brain and investigate real-world issues through a secondary data study on chronic traumatic encephalopathy (CTE). Building on this, they design and conduct their own memory experiment, collect and analyse data, and present their findings in a scientific poster. Practical activities and investigations support students in developing their scientific inquiry and critical thinking skills.

Assessment:

Students will be assessed on their understanding of key scientific concepts, including Science Understanding, Science as a Human Endeavour, and Science Inquiry Skills. Students will demonstrate their learning through a variety of tasks such as logbooks, practical investigations, research activities, scientific reports, and written tests.





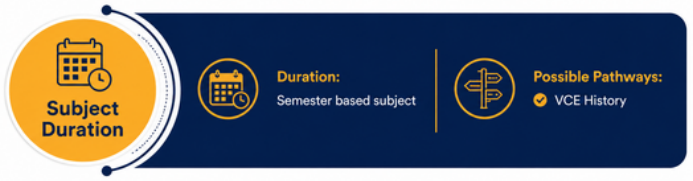
YEAR 10 HUMANITIES

CORE HISTORY

Year 10 History focuses on the key events, movements and ideas that have shaped the modern world and contemporary Australia. Students investigate significant global developments such as the World Wars, rights and freedoms, and the changing nature of conflict, as well as Australia's role in these events. Students investigate Australia's role in World War 2 and the impact of the Holocaust exploring both cause and effect and continuity and change. Through the study of different perspectives, including those of diverse groups, students develop a deeper understanding of rights and freedoms in Australia and the historically significant events which shaped them. Using the inquiry model, students build their skills in analysing sources, evaluating evidence, and constructing well-supported historical arguments to prepare them for VCE.

Assessment:

Assessment tasks throughout Humanities will include a range of inquiry, research, test, and creative presentation-based activities. These varied assessment styles allow students to demonstrate their knowledge, understanding, and skills in multiple ways.

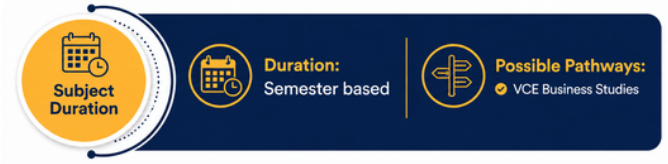


PRE VCE ECONOMICS AND BUSINESS

Ye**ar 10 Economics and Business** focus on how the Australian economy operates and the factors that influence financial decision-making. Students explore economic performance indicators, the role of government in managing the economy, and the impact of globalisation. In Business, they examine how businesses respond to opportunities and challenges, including innovation and changing markets. Students also develop practical skills in personal finance, such as budgeting, saving and investing. Through real-world scenarios, students build their ability to analyse data, evaluate options, and make informed economic and business decisions.

Assessment:

Assessment tasks throughout Humanities will include a range of inquiry, research, test, and creative presentation-based activities. These varied assessment styles allow students to demonstrate their knowledge, understanding, and skills in multiple ways.



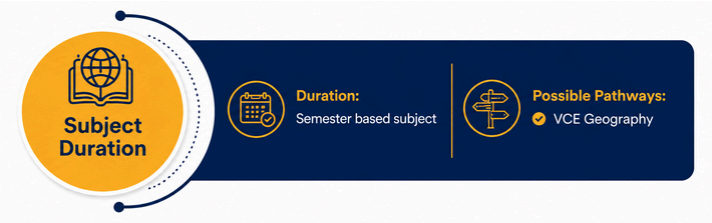
YEAR 10 HUMANITIES

PRE VCE GEOGRAPHY

Year 10 Geography examines the challenges and opportunities facing the world's environments and populations. Students investigate environmental change and management, including the impact of human activity on ecosystems, and explore strategies for sustainability. They also study human wellbeing at a global scale, analysing differences in development and quality of life between countries. Using geographical inquiry, students collect and interpret data, analyse spatial patterns, and propose solutions to real-world issues. The course develops students' ability to think critically about global interconnections and their role in creating a sustainable future.

Assessment:

Assessment tasks throughout Humanities will include a range of inquiry, research, test, and creative presentation-based activities. These varied assessment styles allow students to demonstrate their knowledge, understanding, and skills in multiple ways.



PRE VCE CIVICS AND CITIZENSHIP

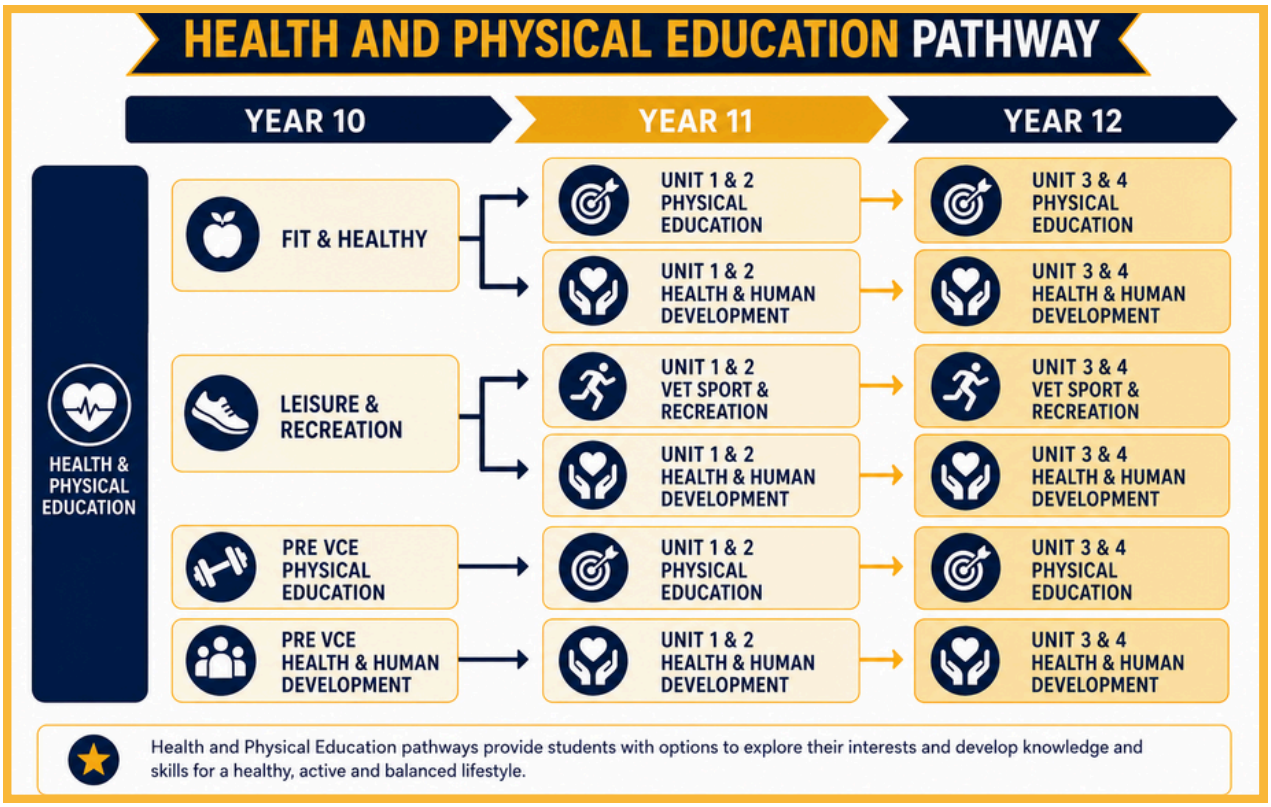
Year 10 Civics and Citizenship explores the role of individuals and institutions in shaping Australia's democratic system. Students examine the Australian Constitution, the roles of government, and how laws are made and applied. They investigate the justice system, including the rights and responsibilities of citizens, and consider how Australia's democracy compares globally. Through contemporary case studies, students analyse issues such as political participation, accountability and the protection of rights. Inquiry-based learning supports students to evaluate information, consider multiple perspectives, and actively engage as informed and responsible citizens.

Assessment:

Assessment tasks throughout Humanities will include a range of inquiry, research, test, and creative presentation-based activities. These varied assessment styles allow students to demons
multiple ways.







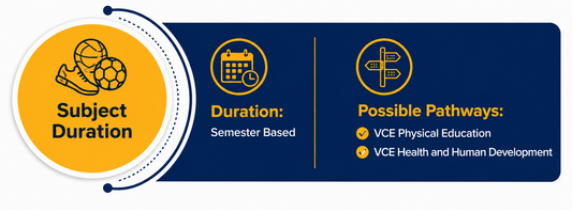
YEAR 10 HEALTH AND PHYSICAL EDUCATION

CORE: FIT AND HEALTHY

Year 10 Fit and Healthy has students explore key concepts of Health and Physical Education while developing the knowledge and skills to improve their overall health, fitness, and wellbeing. They investigate training methods and fitness components, applying these to design and evaluate their own fitness programs. Students also examine the dimensions of health and wellbeing, health status, and different perspectives that influence individual and community health. Nutrition is a key focus, with students exploring food models, health promotion messages, and the role of nutrition in supporting physical activity and sports performance. This subject supports students to make informed lifestyle choices and develop practical strategies to maintain a healthy and active life.

Assessment:

Student participation is in practical and theory classes, completing a range of work requirements such as training methods and nutrition.

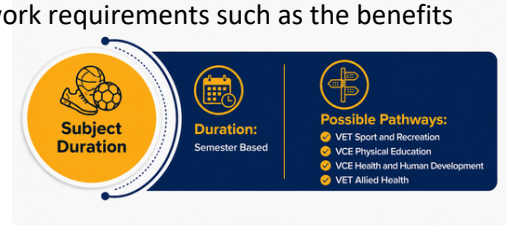


CORE: LEISURE AND RECREATION

Year 10 Leisure and Recreation has students explore the role of physical activity in promoting health and wellbeing, with a focus on participation beyond competitive sport. They examine the benefits of recreational activities, health promotion strategies, and develop an understanding of risk management, safety, and codes of conduct. Students also build practical knowledge in areas such as water safety and first aid to support safe participation. Through activities such as golf, lawn bowls, and rock climbing, students experience a range of leisure and adventure-based pursuits. This subject provides a pathway into **VET Sport and Recreation,** supporting students to develop practical skills, confidence, and an understanding of the sport and recreation industry.

Assessment:

Student participation is in practical and theory classes, completing a range of work requirements such as the benefits of recreational sports and first aid/water safety.



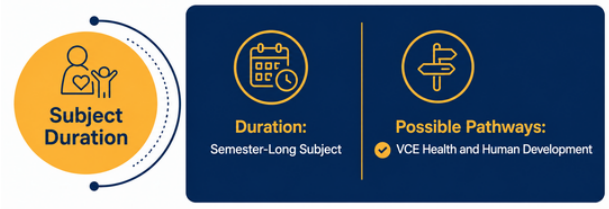
YEAR 10 HEALTH AND PHYSICAL EDUCATION

PRE VCE HEALTH AND HUMAN DEVELOPMENT

The VCE Pathway: Pre VCE Health and Human Development prepares students with the foundational knowledge and skills required for senior study. Students explore health and wellbeing, including the dimensions of health, and investigate key youth health issues. They examine nutrition models, including the Australian Guide to Healthy Eating and considerations for Aboriginal and Torres Strait Islander peoples, to understand factors that influence health outcomes. Students also study the stages of the lifespan, with a focus on pregnancy and prenatal development, and apply their learning through practical and written tasks such as research reports and a baby simulation experience. This pathway supports students to analyse health information and develop the skills needed for VCE Health and Human Development.

Assessment:

Student participate in theory and practical classes, completing a range of work requirements such as completing the analysing nutrition selection models and creating health promotion programs.

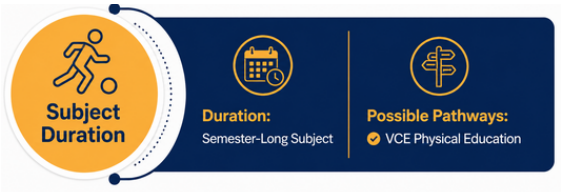


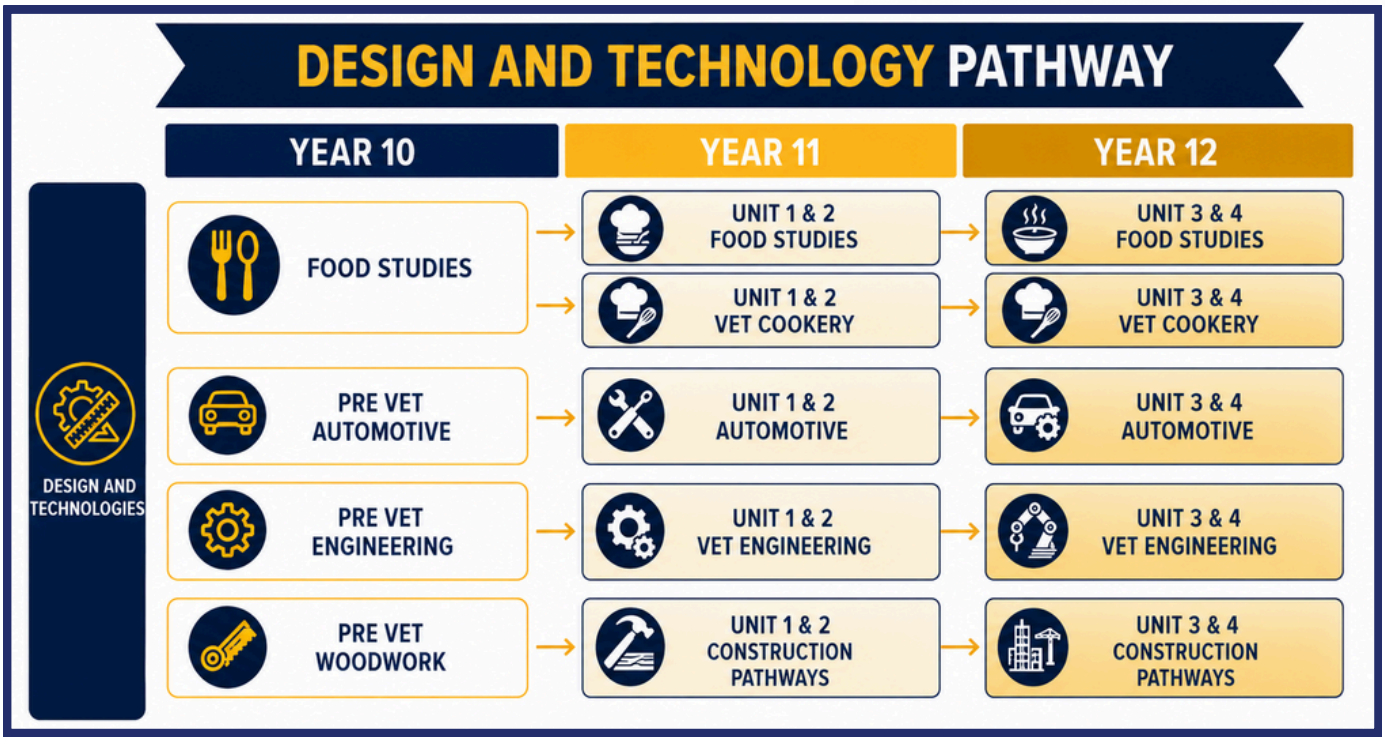
PRE VCE PHYSICAL EDUCATION

The VCE Pathway: Physical Education prepares students with the foundational knowledge and skills required for success in Year 11/12 PE. Students explore key concepts including the cardiovascular and musculoskeletal systems, fitness components, and movement analysis. They develop an understanding of how the body responds to exercise and apply basic biomechanical principles, such as levers, to improve performance. Students also investigate injury prevention and management, including chronic and acute injuries, and apply their knowledge through practical and theory-based activities. This pathway supports students to analyse movement, improve performance, and build the skills and understanding needed for VCE Physical Education.

Assessment:

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



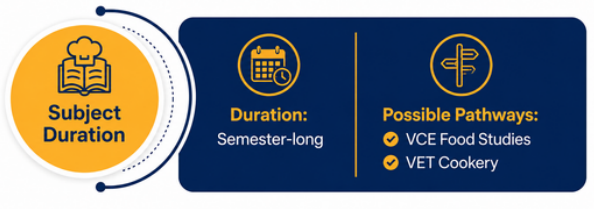


YEAR 10 DESIGN AND TECHNOLOGIES

PRE VCE FOOD STUDIES

Year 10 Food Studies provides students with opportunities to refine advanced food preparation skills and apply and develop their knowledge of nutrition, sustainability, food safety and food trends through practical and theoretical learning experiences. Students investigate the impact of social, cultural, economic and environmental factors on food choices and food systems while exploring contemporary issues related to health and wellbeing. Through designing, planning, preparing and evaluating a range of complex food solutions, students develop independence, creativity, time management and critical thinking skills. This subject encourages students to work collaboratively and confidently while preparing them for further study, vocational pathways and informed lifelong food choices.

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

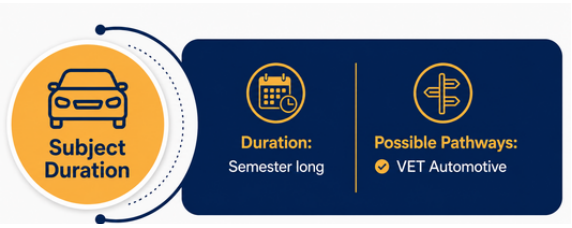


PRE VET AUTOMOTIVE

Y**ear 10 Pre-VET Automotive** provides students with practical experience in automotive servicing, maintenance and workshop operations. Students develop industry-relevant skills in vehicle systems, diagnostics, workshop safety and mechanical processes while using automotive tools, equipment and technologies. The course supports pathways into VET Automotive programs and entry level automotive apprenticeships.

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.



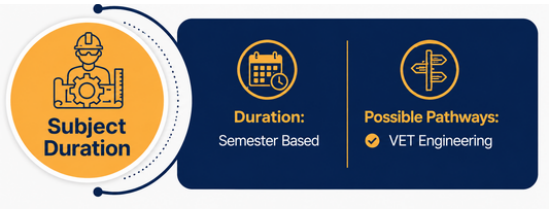


PRE VET ENGINEERING

Year 10 Pre-VET Engineering provides students with practical experience in engineering design, manufacturing and fabrication processes. Students develop industry-relevant skills in workshop safety, technical drawing, machining, fabrication and problem solving while completing engineering projects using tools, machinery and digital technologies. The course supports pathways into **VET engineering, apprenticeships and technical trades.**

Assessment:
A portfolio that documents the student's critical reflection and journey ofexperiences. The portfolio should demonstrate the student's ability to show maturity in asimulated workplace, work safely, and undertake tasks.





YEAR 10 DESIGN AND TECHNOLOGIES

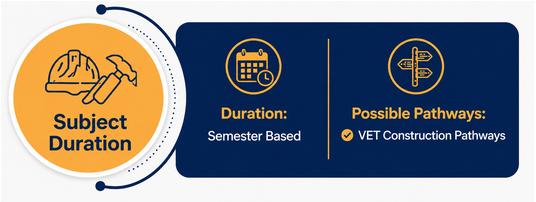
PRE VET WOODWORK

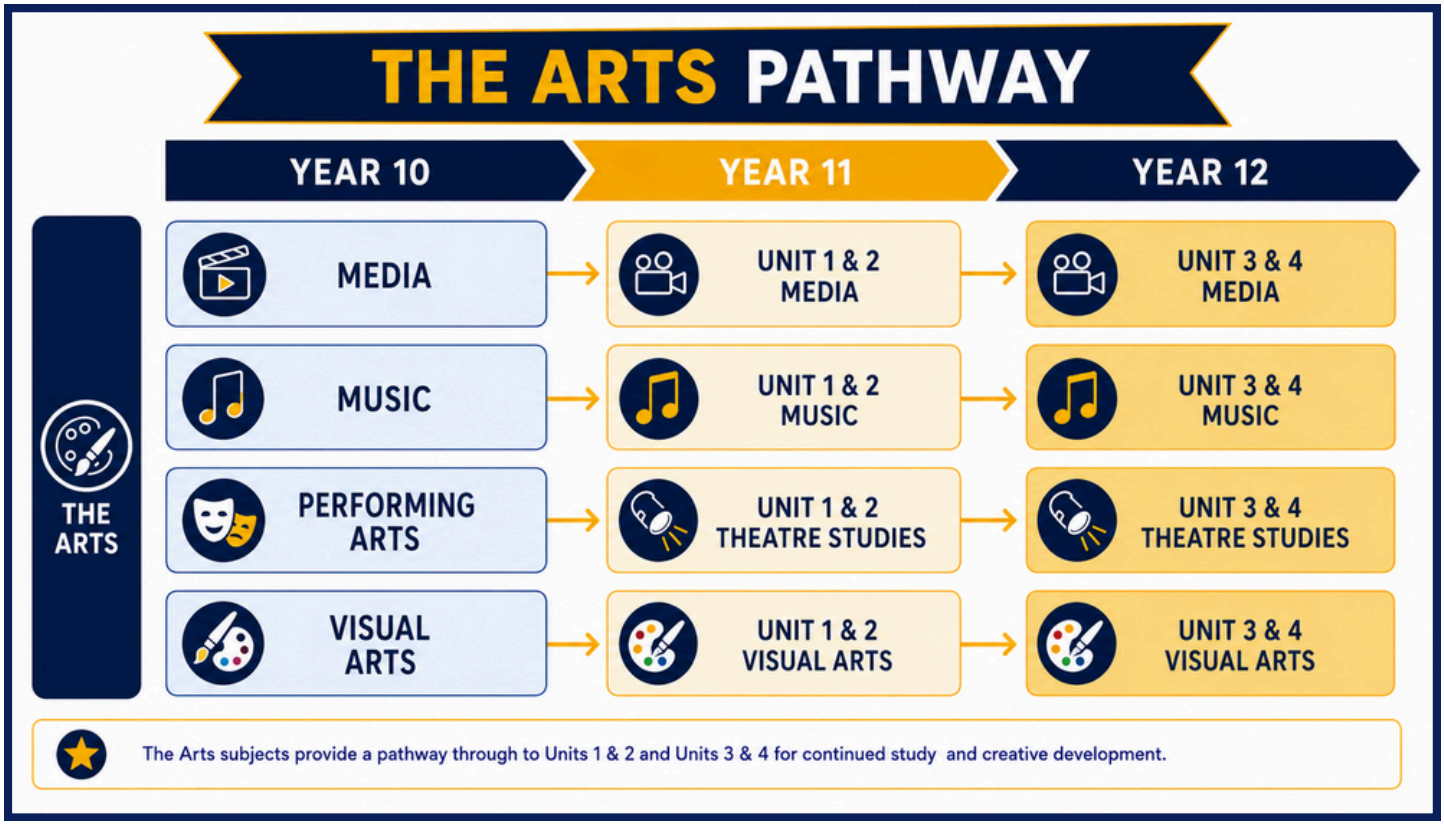


Year 10 Pre-VET Woodwork provides students with practical woodworking skills and an introduction to trade and industry practices. Students learn to safely use hand and power tools, interpret plans, measure accurately, and construct a range of timber and plaster projects. The course develops problem-solving, teamwork, creativity, and workplace safety awareness while preparing students for **future VET pathways, apprenticeships, or senior technology studies.** Emphasis is placed on quality workmanship, project planning, and industry-standard techniques.

Assessment:

A portfolio that documents the student's critical reflection and journey ofexperiences. The portfolio should demonstrate the student's ability to show maturity in asimulated workplace, work safely, and undertake tasks.





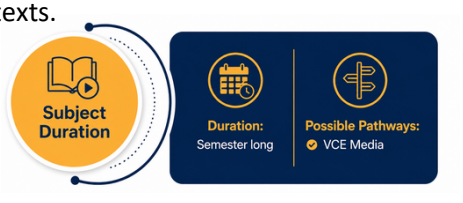
YEAR 10 THE ARTS

PRE VCE MEDIA

Step into the fast-paced world of storytelling and digital media with **Pre VCE Media Studies**. This subject empowers students to both analyse and create media, exploring how codes, conventions and media languages are used to construct meaning and shape representations. Students investigate how media artists across different cultures, times and contexts, including Aboriginal and Torres Strait Islander creators- communicate ideas, challenge perspectives and represent Australian identity. Through hands-on production of films, podcasts and digital content, students apply media concepts to design and produce their own works for specific audiences and purposes. They document and reflect on their creative choices, experiment with genre, style and form, and develop ethical media practices. Students also consider how media is distributed and how it engages audiences in real-world contexts.

Assessment:

Across the course of this subject, students will be assessed on their creation, documentation and analysis of media works.

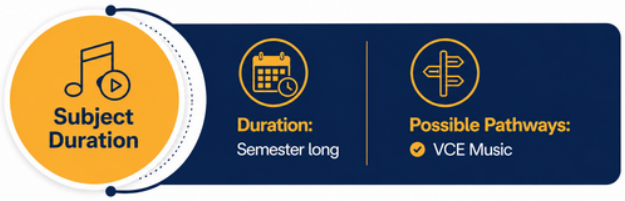


YEAR 10 THE ARTS

PRE VCE MUSIC

Year 10 Music prepares students for senior music study through advanced rehearsal, performance and creative work. Students perform increasingly complex repertoire, analyse and evaluate musical works from diverse contexts, and create or re-imagine music using acoustic and digital resources. The course emphasises personal expression, ensemble responsibility and VCE-style performance practices.

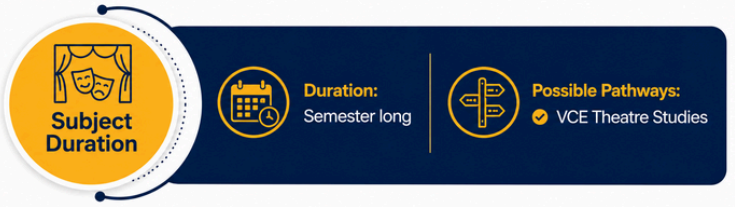
Assessment:
Students will be assessed on short composedmusical pieces, playing ability and inquiry research skills.



PRE VCE PERFORMING ARTS

Year 10 Performing Arts is designed as a **pre-VCE pathway** for students intending to continue into VCE Theatre Studies or other senior Performing Arts subjects. This subject focuses on developing the foundational knowledge, practical skills and analytical understanding required for success in senior theatre studies. Students refine their acting and performance skills through scripted and ensemble performance, with an emphasis on character development, expressive skills, rehearsal processes and audience engagement. Students explore a range of theatrical styles and contemporary theatre practices while investigating how dramatic conventions communicate meaning.
A strong focus is placed on theatre production roles and stagecraft, including costume, props, set, lighting, sound and makeup, preparing students to understand how production areas support live performance. Students are introduced to the language and expectations of senior theatre analysis through written reflection, performance evaluation and responding to live or recorded theatre.
Students will build confidence, resilience and independence as performers and collaborators while strengthening critical thinking, creativity and presentation skills. **Year 10 Performing Arts** is highly recommended for students interested in acting, directing, design, production or pursuing the direct pathway into **VCE Theatre Studies.**

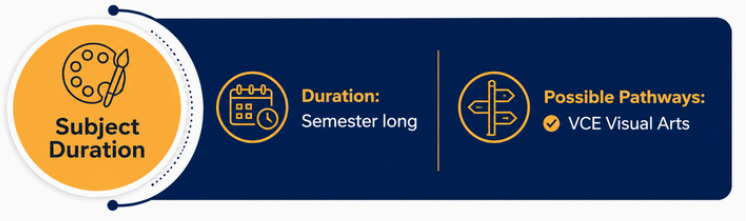
Assessment:
Across the course of this subject, students will be assessed on their performance diary, performance skills, and research tasks.



PRE VCE VISUAL ARTS

Year 10 Visual Arts sees students analyse and evaluate how and why visual conventions, visual arts processes and materials are manipulated in artworks they create and experience. Students evaluate how and why artists from across cultures, times, places and other contexts use visual conventions, visual arts processes and materials in their visual arts practice and/or artworks to communicate and/or challenge ideas, perspectives and meaning.

Assessment:
Across the course of this subject, students will be assessed on their visual diary, final artworks and an arts analysis task.



VCE KEY INFORMATION

Pathways, structure and success

1. ELIGIBILITY

- Meet the College's academic, attendance (90%+) and work habit expectations.
- Complete coursework, assessments and participate in class.
- Progression is reviewed and not automatic.

2. VCE STRUCTURE

- **Units 1 & 2:** Usually completed in Year 11.
- **Units 3 & 4:** Usually completed in Year 12 as a sequence.
- Subject changes may be possible in Year 11 (subject to timetable availability).

3. VCE COMPLETION

To achieve the VCE you must complete:

- Minimum 16 units
- 3 English units (including a Unit 3 & 4 sequence)
- 3 additional Unit 3 & 4 sequences
- Meet VCAA requirements

4. ENGLISH REQUIREMENT FOR ATAR

To receive an ATAR you must complete a Unit 3 & 4 sequence in one of:

- English
- English Language
- Literature
- EAL

*Subject to VCAA requirements.

5. STUDY SCORES (UNITS 3 & 4)

- Complete two or more graded assessments.
- Achieve an S for both Units.
- Study Scores range from 0–50.

6. COMMITMENT TO SUCCESS

- Maintain 90% attendance
- Submit work on time
- Meet course expectations
- Seek support when needed

KEY REMINDER

Plan ahead | Ask for help | Stay organised | Work consistently

7. SUBJECT SEQUENCES & PATHWAYS

YEAR 11

- Usually 6 units
- May include 1 accelerated subject

YEAR 12

- Usually 5 Unit 3 & 4 sequences

CREDITS MAY ALSO COME FROM

VET | VSV (Virtual School Victoria) | VSL (Victorian School of Languages) | Community Language Schools

8. CHANGING SUBJECTS

Students may be able to change subjects in Year 11.

Changes depend on:

Class availability | Timetable | Course requirements

- Units 1 & 2 must be completed before Units 3 & 4.

9. VCE RESULTS

- **S** = SATISFACTORY — Requirements met.
- **N** = NOT SATISFACTORY — Requirements not met.
- **J** = PENDING — More evidence required.

10. ACHIEVING AN S (SATISFACTORY)

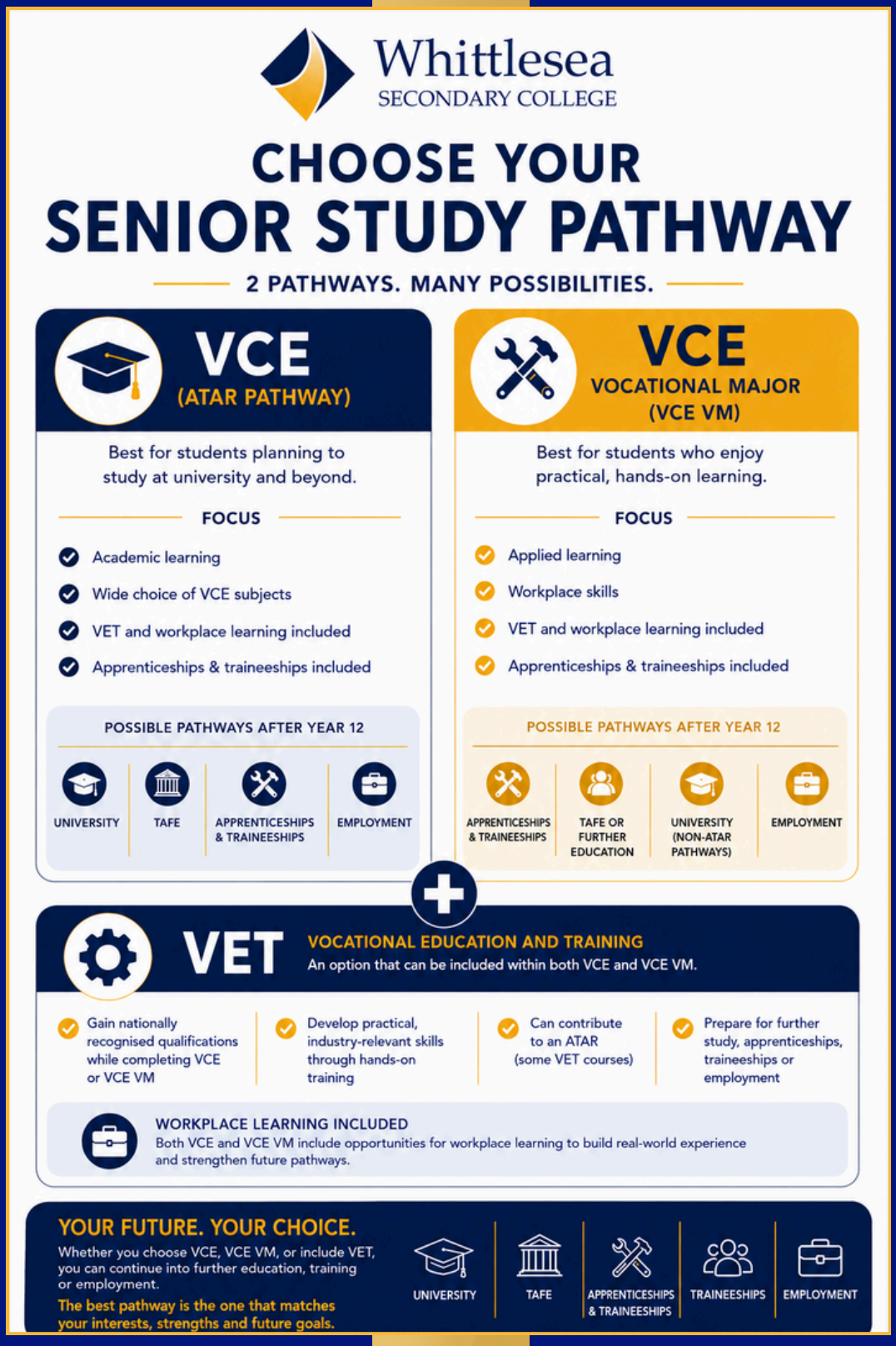
To achieve an S, students should:

Attend regularly | Participate in class | Complete coursework | Submit assessments on time

Regular attendance and consistent effort are essential.

Excellence in Action

Every *Class*, every *Student*, every *Time*.



Excellence in Action

Every *Class*, every *Student*, every *Time*.

VCE PROGRAM

Eligibility for Progression to VCE and VCE Vocational Major (VCE VM):

Progression into the Victorian Certificate of Education (VCE) or VCE Vocational Major (VCE VM) is not automatic. Students must demonstrate that they are ready to successfully manage the academic expectations of their chosen senior secondary pathway.
Throughout Year 10, students are expected to consistently demonstrate:
Satisfactory academic achievement across all subjects

- A minimum attendance rate of **90%**
- Positive work habits and organisation
- Completion of coursework, assessments and examinations
- Active participation and engagement in classroom learning
- Behaviour that reflects the expectations of Whittlesea Secondary College

Where concerns exist regarding a student's academic performance, attendance, engagement or work habits, progression into VCE or VCE VM may be reviewed, delayed, or made subject to additional conditions and support measures as determined by the College.

Structure of the VCE:

The VCE is made up of two levels of study: **Units 1** and **2** and **Units 3** and **4.**

Units 1 and 2

Units 1 and 2 are generally completed during **Year 11**. Students will usually undertake both units of a study as a sequence. However, subject to timetable availability, students may be able to change to a different Unit 2 study if their interests or pathway plans change during Year 11.

Units 3 and 4

Units 3 and 4 are generally completed during **Year 12** and are more advanced studies. These units **must be completed as a sequence**. Students who enrol in Unit 3 of a study are required to complete the corresponding Unit 4.

VCAA Requirements for VCE Completion:

To be awarded the Victorian Certificate of Education (VCE), students must complete a program that meets the minimum requirements set by the **Victorian Curriculum and Assessment Authority (VCAA).**
To be awarded a VCE at Whittlesea Secondary College, students must satisfactorily complete a minimum of 16 units, including:

- Three units from the English group of studies, including a Unit 3–4 English sequence
- Three additional Unit 3–4 sequences (six units) from approved VCE studies.

English Requirement for an ATAR:

The Victorian Tertiary Admissions Centre (VTAC) requires students to satisfactorily complete both Units 3 and 4 of an English study for the calculation of an Australian Tertiary Admission Rank (ATAR).
Students may satisfy this requirement by completing one of the following Unit 3–4 sequences:

- English
- English Language
- Literature
- English as an Additional Language (EAL)*

*Students must meet the VCAA eligibility criteria to enrol in English as an Additional Language (EAL).
Refer to the EAL eligibility information later in this handbook.

VCE PROGRAM

Satisfactory Completion of Units:

Units 1 and 2

Assessment of Units 1 and 2 is determined by the College in accordance with the relevant **VCE Study Designs.** A student will be awarded a satisfactory result **(S)** when they have demonstrated achievement of all learning outcomes for the unit. This judgement is based on a range of evidence, including (but not limited to):

- Coursework
- Assessment tasks
- Practical activities (where applicable)
- Tests and examinations

Students are also required to comply with all College and VCAA policies, including attendance, authentication and academic integrity requirements as outlined in the **Whittlesea Secondary College VCE Handbook.**

Units 3 and 4

Assessment of Units 3 and 4 is overseen by the Victorian Curriculum and Assessment Authority (VCAA). A student's final study score is determined through a combination of:

- School-assessed Coursework (SACs)
- School-assessed Tasks (SATs), where applicable
- End-of-year VCAA examinations, which may be written, oral or performance-based depending on the study

Students undertaking any Unit 3–4 sequence are also required to sit the **General Achievement Test (GAT**), which is usually conducted in June each year.

Study Scores:

To receive a **study score**, students must:

- Achieve **two or more graded assessments** in the study.
- Receive a **Satisfactory (S)** result for both Units 3 and 4.

Study scores are reported on a scale of **0–50** and indicate how a student has performed in comparison with all other students in Victoria who completed the same study. Detailed information about assessment tasks, timelines and requirements will be provided by classroom teachers at the beginning of the year in accordance with the relevant **VCAA Study Design and Assessment Handbook.**

Prerequisite Studies:

Students may enrol in most **VCE studies at Units 1–3** without having previously studied the subject. However, prior knowledge and experience are strongly recommended, particularly for Units 3 and 4, where many studies assume students have developed the necessary skills and knowledge. When selecting subjects, students should also consider tertiary course prerequisites to keep future study and career options open. Information about university prerequisites is published annually by the Victorian Tertiary Admissions Centre (VTAC), usually in July. As requirements vary between institutions, students are encouraged to:

- Check the VTAC website.
- Research individual university course requirements.
- Speak with the College's Careers and VET Coordinator if they require further advice.

Accelerated VCE and VET Studies:

Some students may benefit from undertaking a VCE or VET subject earlier than usual. This may include:

- **A Unit 1–2 study in Year 10,** or
- **A Unit 3–4 study in Year 11.**

Acceleration is generally limited to one subject per year and is subject to meeting the College's eligibility requirements. To be considered, students should demonstrate:

- Achievement at or above the expected standard in English and Mathematics.
- High achievement in the subject area they wish to accelerate.
- Consistent completion of coursework by due dates.
- A minimum attendance rate of **90%.**
- The maturity, organisation and commitment required to manage the increased workload.

Approval is also dependent on subject availability. Students should carefully consider whether acceleration is appropriate, as the additional workload may impact their performance in other subjects. The **Careers and VET Coordinator** can provide advice regarding eligibility and the suitability of acceleration.

VCE PROGRAM

Alternative Enrolment Arrangements:

Students wishing to study a VCE subject not offered by Whittlesea Secondary College may apply to enrol through an approved external provider such as:

- **Virtual School Victoria (VSV)**
- **Centre for Higher Education Studies (CHES)**
- Another approved distance education provider

Applications will only be considered where:

- Exceptional circumstances exist.
- No suitable alternative is available through the College, VSL or another local provider.
- The arrangement does not place an unreasonable burden on the College or another provider.

Students must submit a **Change of Enrolment Form,** available from the Senior School Student Support Team, for consideration by the VCE Executive. A meeting involving the student, their family and relevant College staff will be held before a decision is made.

Timetable clashes alone are not sufficient grounds for approval. Final approval rests with the Principal.

Commitment to VCE Success:

Each VCE unit includes approximately **50 hours of classroom instructio**n, with students expected to complete up to **50 hours of independent learning** outside the classroom.

Independent learning may include:

- Homework
- Revision and study
- School-assessed Coursework (SACs)
- School-assessed Tasks (SATs), where applicable
- Practice examinations and examination preparation

For **Units 3 and 4**, results from SACs, SATs and VCAA examinations contribute to a student's study score and **Australian Tertiary Admission Rank (ATAR).**

VCE provides the most direct pathway to university while also developing the independent learning, organisation and study skills needed for success in further education, training and future careers.

Subject Sequences and Pathways:

A typical VCE program at Whittlesea Secondary College consists of 20–24 units completed over two to three years.

Year 11

Students generally undertake:

- Six VCE units each semester
- An accelerated VCE subject, where approved

Year 12

Students will normally undertake:

- Five Unit 3–4 sequences during their final year of schooling.

Students may also receive VCE credit for studies successfully completed through an approved VCE provider, including:

- Virtual School Victoria (VSV)
- Victorian School of Languages (VSL)
- Community Language (LOTE) Schools
- Other VCAA-approved providers

Changing Subjects:

Students are encouraged to carefully consider their subject selections before commencing Year 11.

Where timetable availability and class sizes permit, it may be possible to change from a Unit 1 study in Semester 1 to a different Unit 2 study in Semester 2 if a subject is no longer suited to a student's interests, strengths or future pathway.

However, changes are not always possible due to:

- Class size limitations
- Timetable constraints
- The sequential nature of VCE studies, where knowledge and skills developed in Unit 1 support success in Unit 2

For these reasons, students are strongly encouraged to undertake Units 1 and 2 as a sequence wherever possible. Some VCE studies may also require approval from the relevant subject teacher based on a student's academic achievement, work habits and application in the subject during Year 10. Students undertaking Units 3 and 4 must complete these units as a sequence. Subject changes are not permitted after the second week of Term 1.

VCE PROGRAM

VCE Results Overview:

Students receive a result for every VCE unit they complete.The following results may be awarded:

- **S (Satisfactory)** – The student has demonstrated the required knowledge and skills outlined in the VCAA Study Design.
- **N (Not Satisfactory)** – The student has not demonstrated the required knowledge and skills.
- **J (Pending)** – There is currently insufficient evidence to determine the result. This may occur if work is outstanding or special circumstances are being considered. A J result will be finalised as either an S or N once all required information has been submitted and assessed.

Achieving a Satisfactory (S) Result:

To achieve an S (Satisfactory) result for a unit, students must demonstrate the required learning outcomes by successfully completing coursework and assessment tasks throughout the semester.
Students are expected to:

- Attend classes regularly.
- Participate actively in learning activities.
- Complete classwork and coursework.
- Submit assessment tasks by the required deadlines.
- Complete all required School-assessed Coursework (SACs).

While attendance and participation alone do not guarantee a satisfactory result, they play an important role in providing sufficient evidence that a student has met the required learning outcomes.



VCE PROGRAM

Subject Selection Advice:

Choosing the right VCE program is an important decision. Whittlesea Secondary College provides students with information, guidance and course counselling throughout the subject selection process. However, the final decision about subject selection rests with the student.
When selecting your VCE program, consider the following:

- **Interests** – Choose subjects that you enjoy and are motivated to study.
- **Strengths** – Select subjects that match your abilities and learning strengths.
- **Future Pathways** – Consider any subjects required for university, TAFE or career pathways.
- **Breadth** – Choose a balanced program that keeps future study and career options open.
- **Subject Sequence** – Wherever possible, complete studies in sequence from Units 1–4 to build the knowledge and skills needed for success.

Students are encouraged to discuss their selections with parents/carers, teachers, and the **Careers and VET Coordinator** before finalising their program.

Choosing an English Study:

Students who enrol in **VCE Literature** at Whittlesea Secondary College are also required to enrol in **VCE English.** As Literature is offered as an extension English pathway, students must maintain concurrent enrolment in VCE English to ensure they meet the literacy and assessment requirements of the VCE.



VCE PROGRAM

SUBJECT COSTS:

Some VCE studies include fees or levies to cover the cost of consumable materials and resources.

Students and families will be advised of any applicable subject costs before enrolment is finalised.

Choosing Folio Subjects:

Students are advised to select **no more than two folio-based studies** per year within their VCE program. Folio studies are generally offered within the:

- **Digital Technologies**
- **Performing Arts**
- **Visual Arts**

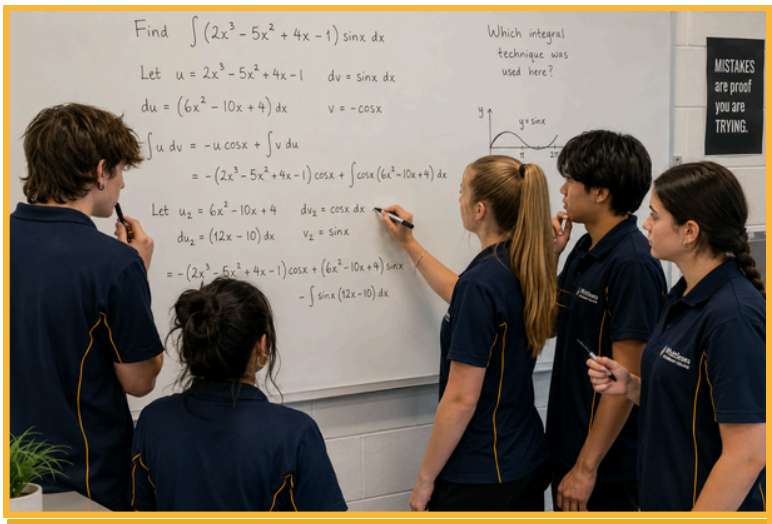
These studies involve significant practical work, ongoing development of assessment pieces and substantial preparation throughout the year. Students undertaking folio subjects should be well organised and able to effectively manage their workload.

Subject Changes:

Students should choose their subjects carefully before commencing Year 11. While it may be possible to change from a Unit 1 study in Semester 1 to a different Unit 2 study in Semester 2, this is:

- Subject to timetable availability.
- Dependent on places being available in the requested class.
- Generally not recommended, as students may miss important knowledge and skills developed in Unit 1.

Students cannot change from a Unit 3 study to a different Unit 4 study, as Units 3 and 4 must be completed as a sequence.

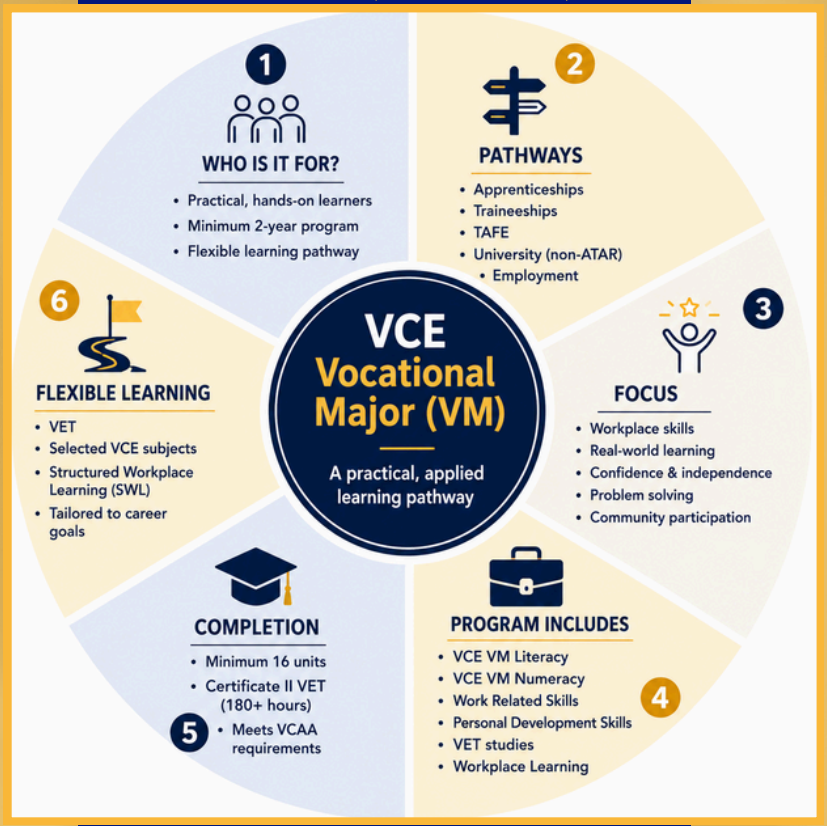








VCE VOCATIONAL MAJOR (VCE VM)



VOCATIONAL EDUCATION AND TRAINING (VET)



Excellence in Action

Every *Class*, every *Student*, every *Time*.

VCE VOCATIONAL MAJOR (VCE VM)

The **VCE Vocational Major (VCE VM)** is a practical and applied learning program within the Victorian Certificate of Education (VCE). It is designed to be completed over a **minimum of two years** and provides students with greater flexibility to pursue their interests while developing the knowledge, skills and confidence needed for life beyond secondary school.

The **VCE VM** is an ideal pathway for students planning to move into:

- Apprenticeships
- Traineeships
- TAFE or further education
- University (through non-ATAR pathways)
- Employment

The **VCE VM** focus are subjects designed to help students:

- Develop practical, workplace-ready skills.
- Build confidence, independence and problem-solving abilities.
- Apply learning to real-life situations.
- Participate in workplace learning and industry experiences.
- Prepare for further education, training and employment.
- Become active, informed and responsible members of the community.

VCE VM Completion Requirements:

To be awarded the **VCE Vocational Major,** students must satisfactorily complete a minimum of **16 units**, including:

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

Program Structure:

Students accepted into the VCE VM program will have their required subjects allocated by the College to ensure they meet all Victorian Curriculum and Assessment Authority (VCAA) requirements.**Units 3 and 4** of VCE VM studies may be delivered together across the school year, allowing learning to be integrated across subjects and workplace experiences. Most students complete **16–20 units** over the two-year program.

Flexible Learning Pathway:

The VCE VM is designed to meet the individual interests and future goals of each student. Students may also include:

- VET studies
- Selected VCE studies
- Structured Workplace Learning (SWL)

This flexible approach allows students to develop practical skills while preparing for further study, training or employment.

VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational Education and Training (VET) allows students to gain nationally recognised qualifications while completing either the VCE or VCE Vocational Major (VM).
Students who are **15 years of age** at the time of enrolment may apply to commence a VET program as an early pathway into their chosen industry. VET combines practical, hands-on learning with industry knowledge, helping students develop valuable workplace skills while preparing for further study, apprenticeships, traineeships or employment.

Who Should Consider VET?

Students wishing to undertake an early-start VET course should:
Be committed to their studies.
Demonstrate good organisation and time-management skills.
Be prepared to meet the expectations of studying at both VET and VCE level.
Have an interest in developing practical industry skills.

Onsite VET Programs:

The following two-year VET programs are delivered at Whittlesea Secondary College:

- **Certificate III in Allied Health Assistance**
- **Certificate II in Automotive Vocational Preparation (Unscored)**
- **Certificate II in Building & Construction**
- **Certificate II in Construction Pathways**
- **Certificate II in Engineering Studies**
- **Certificate II in Cookery**
- **Certificate III in Information Technology**
- **Certificate III in Sport & Recreation**

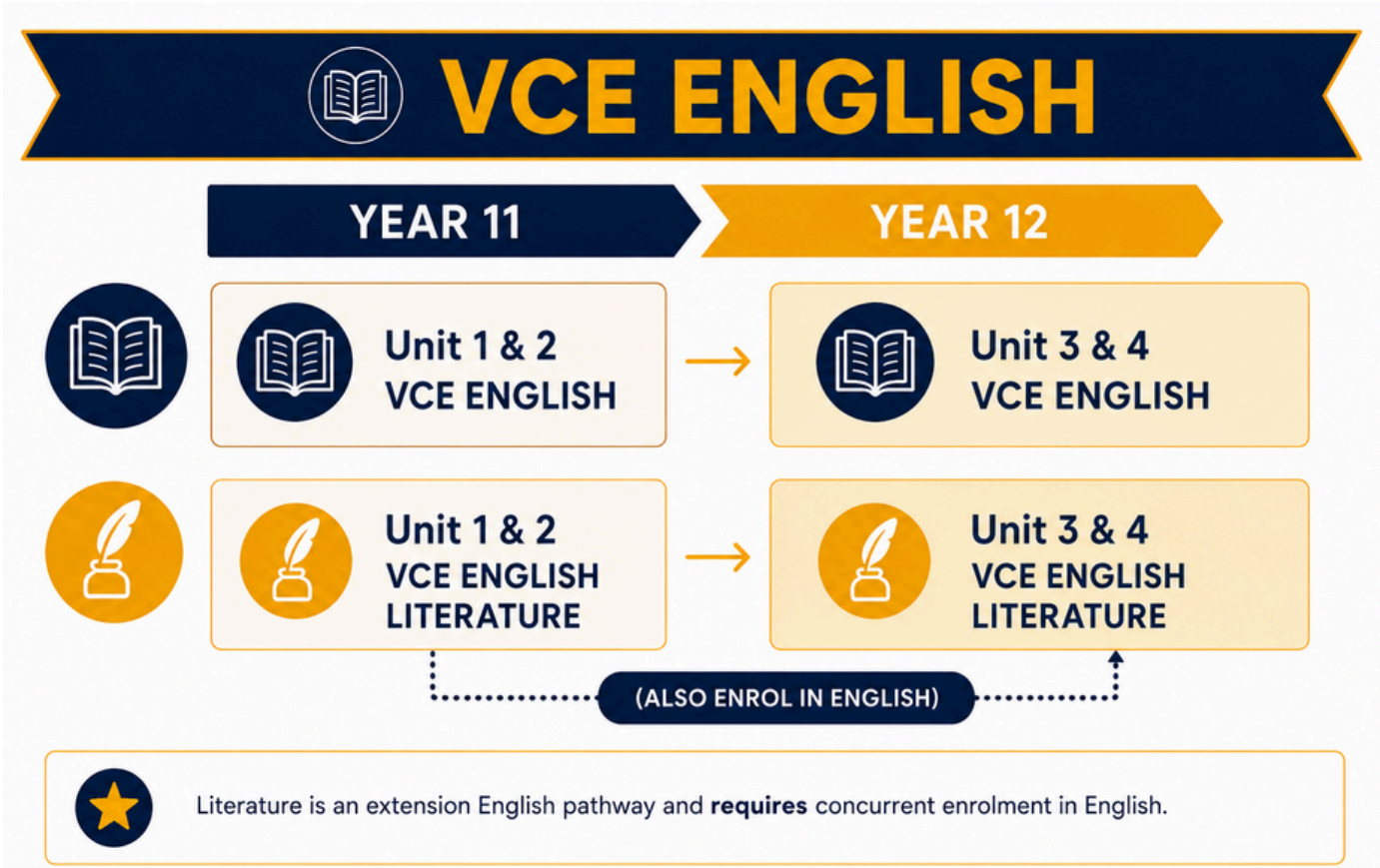
Please Note: All onsite VET programs can contribute to a student's ATAR when undertaken as a scored pathway, with the exception of Certificate II in Automotive Vocational Preparation, which is unscored.

Additional VET Opportunities:

Students may also access a range of VET programs through the College's VET Cluster partnerships.
Courses may include:

- **Agriculture**
- **Animal Studies**
- **Aviation**
- **Beauty Services**
- **Electrical**
- **Fashion Design**
- **Music (Performance & Sound Production)**
- **Plumbing**
- **Salon Hair**

Further Information: Students interested in a VET pathway are encouraged to discuss their options with the **Whittlesea Secondary College Careers and VET Coordinator**, who can provide advice on course selection, pathways and enrolment requirements.



VCE ENGLISH

UNIT 1- 4 VCE ENGLISH

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.

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.

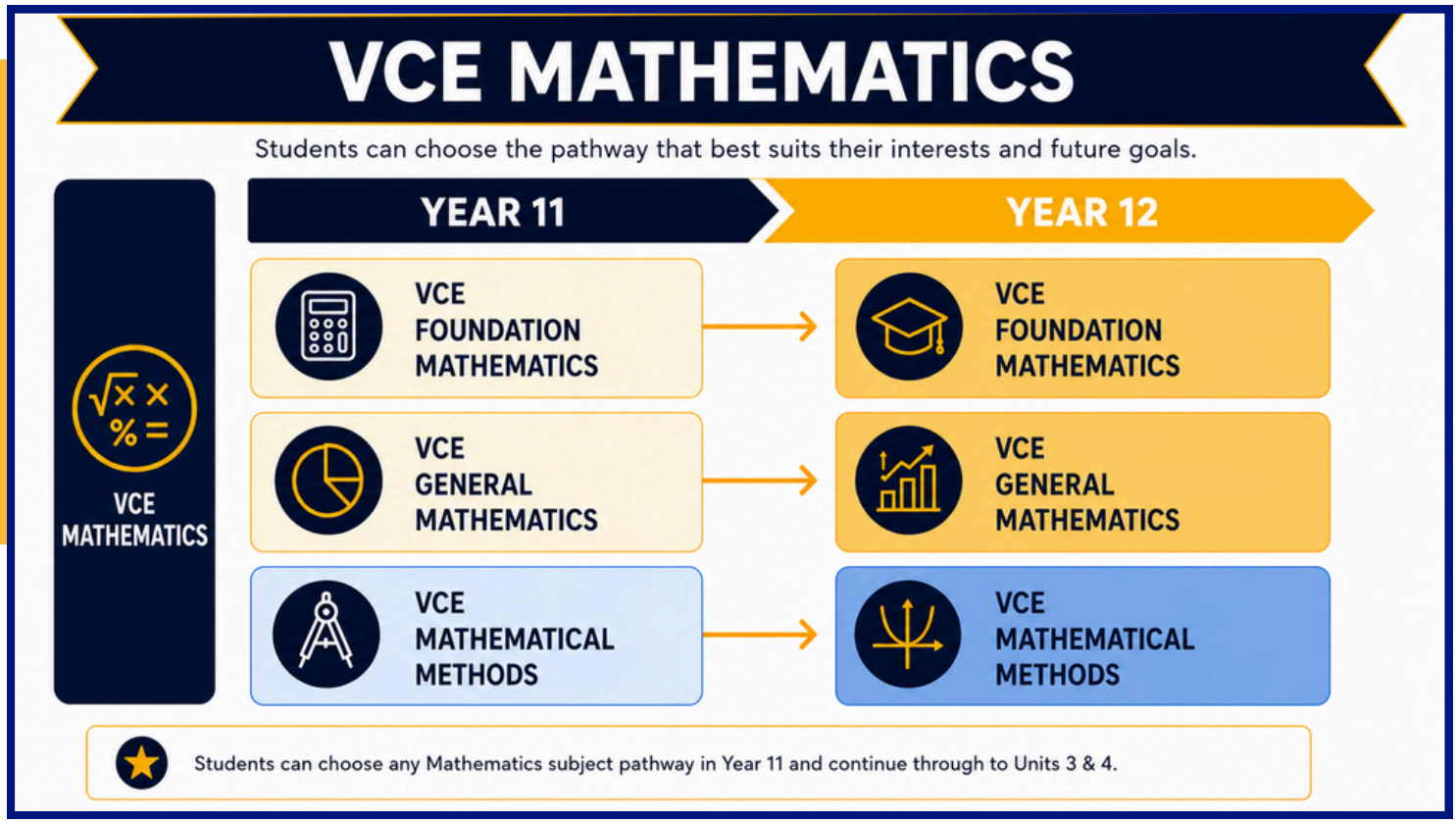


UNIT 1- 4 VCE LITERATURE

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.

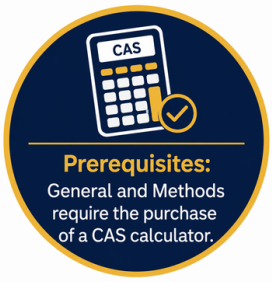




VCE MATHEMATICS

UNIT 1- 4 VCE MATHEMATICS:

- **FOUNDATION MATHEMATICS**
- **GENERAL MATHEMATICS**
- **METHODS MATHEMATICS**



VCE 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.

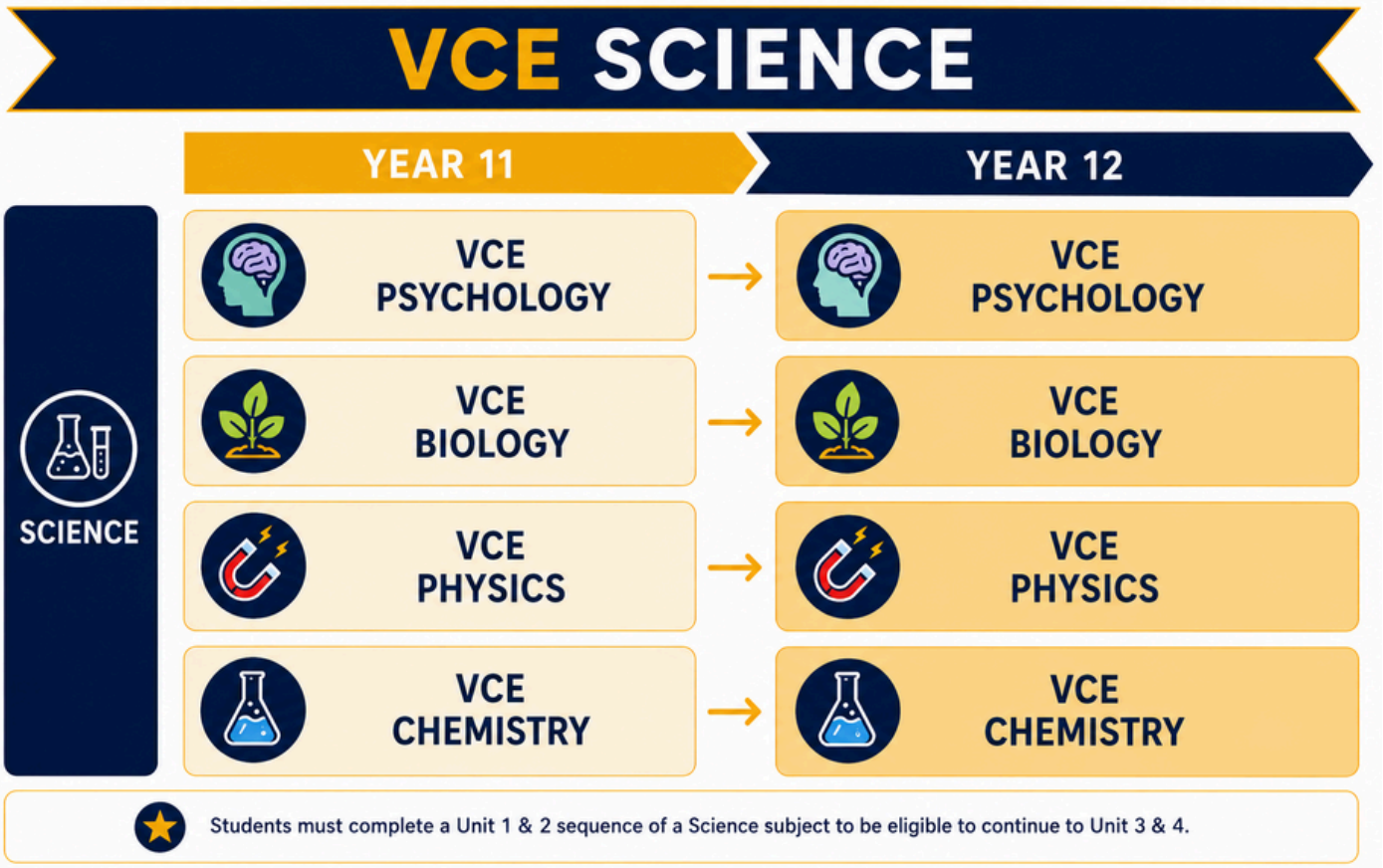
Structure:

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.





VCE SCIENCE

UNIT 1- 4 VCE BIOLOGY

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.



VCE SCIENCE

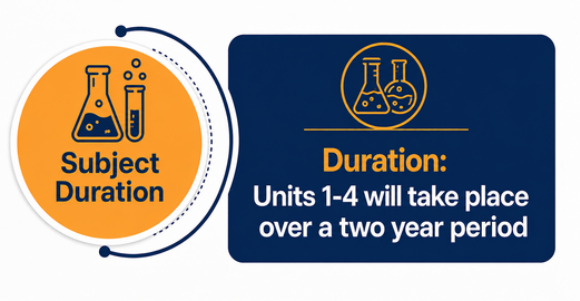
UNIT 1- 4 VCE CHEMISTRY

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.

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.





VCE SCIENCE

UNIT 1- 4 VCE PHYSICS

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:

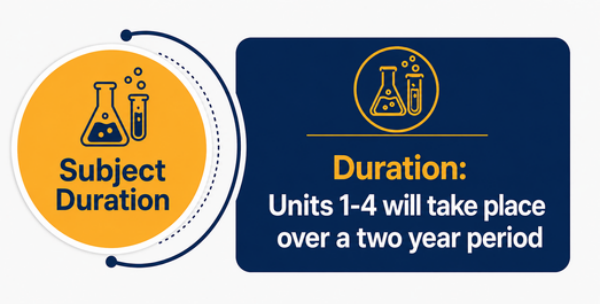
- Atomic physics
- Electricity fields
- Mechanics
- Thermodynamics
- Quantum physics and waves

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.



VCE SCIENCE

UNIT 1- 4 VCE PSYCHOLOGY

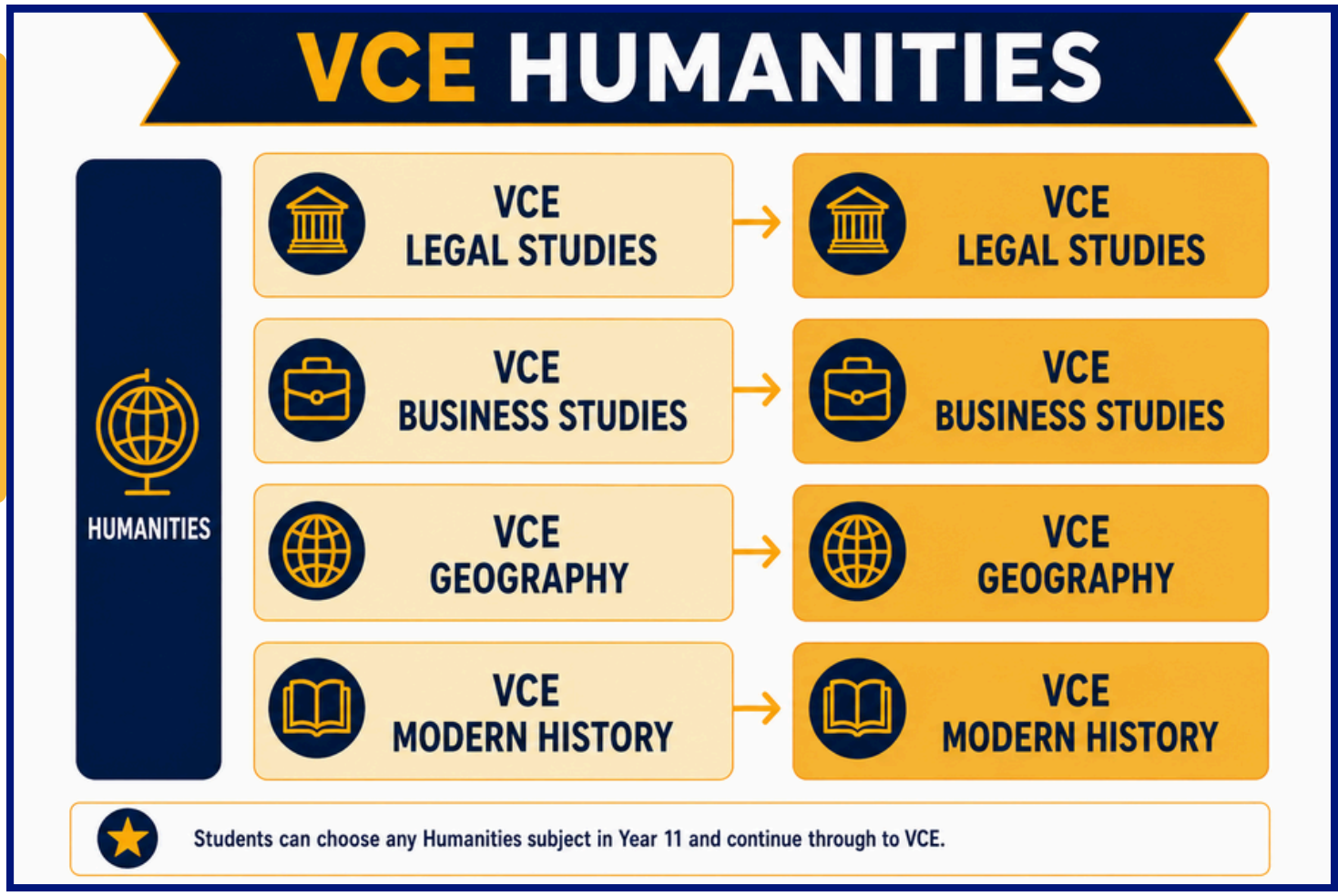
VCE Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life. **VCE Psychology** enables students to 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.





VCE HUMANITIES

UNIT 1- 4 VCE BUSINESS MANAGEMENT

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.





VCE HUMANITIES

UNIT 1 - 4 VCE GEOGRAPHY

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.



UNIT 1- 4 VCE LEGAL STUDIES

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.

UNIT 1- 4 VCE MODERN HISTORY AND REVOLUTIONS

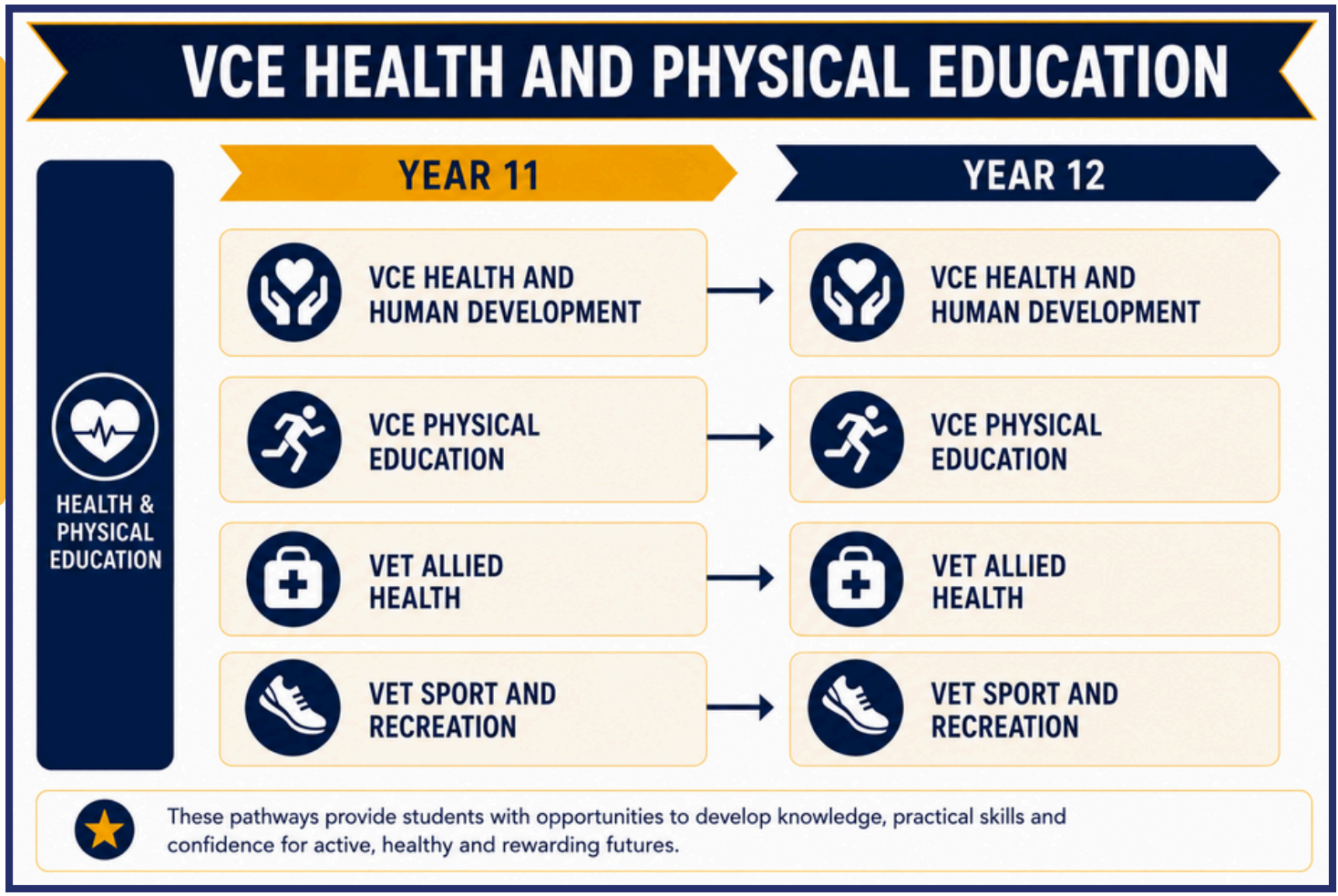
History is a dynamic discipline that involves structured inquiry into the human actions, forces and conditions that have shaped the past and present. To make meaning of the past, historians use historical sources, which include primary sources and historical interpretations. Historians analyse and evaluate evidence and use this when constructing historical arguments.

In Change and Conflict students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

Changing World Order students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution in two of France, Russia, America and/or China. In these units' students construct an argument about the past using historical sources (primary sources and historical interpretations) as evidence to analyse the complexity and multiplicity of the causes and consequences of revolution, and to evaluate the extent to which the revolution brought change to the lives of people. Students analyse the different perspectives and experiences of people who lived through dramatic revolutionary moments, and how society changed and/or remained the same.





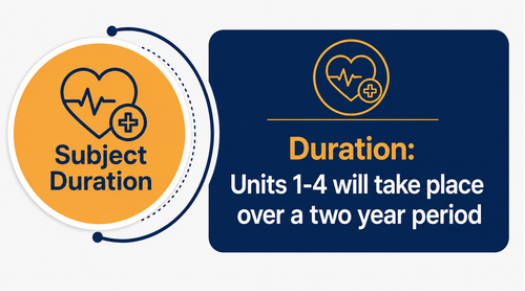
VCE HEALTH AND PHYSICAL EDUCATION

UNIT 1 - 4 VCE HEALTH AND HUMAN DEVELOPMENT

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 bypeople, communities and governments. Students consider the interaction between thesefactors 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 rangeof perspectives: individual and collective; local, national and global; and across time andhuman 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.



VCE HEALTH AND PHYSICAL EDUCATION

VCE UNIT 1- 4 PHYSICAL EDUCATION

VCE Physical Education explores the complex interrelationships between the Biophysical (anatomical, biomechanical, physiological and skill acquisition) and Psychosocial (psychological and sociocultural) principles to understand their role in producing and refining movement for participation and performance in physical activity, sport and exercise. 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 andpsychosocial movement concepts.



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 careto patients in a range of community and healthcare settings.



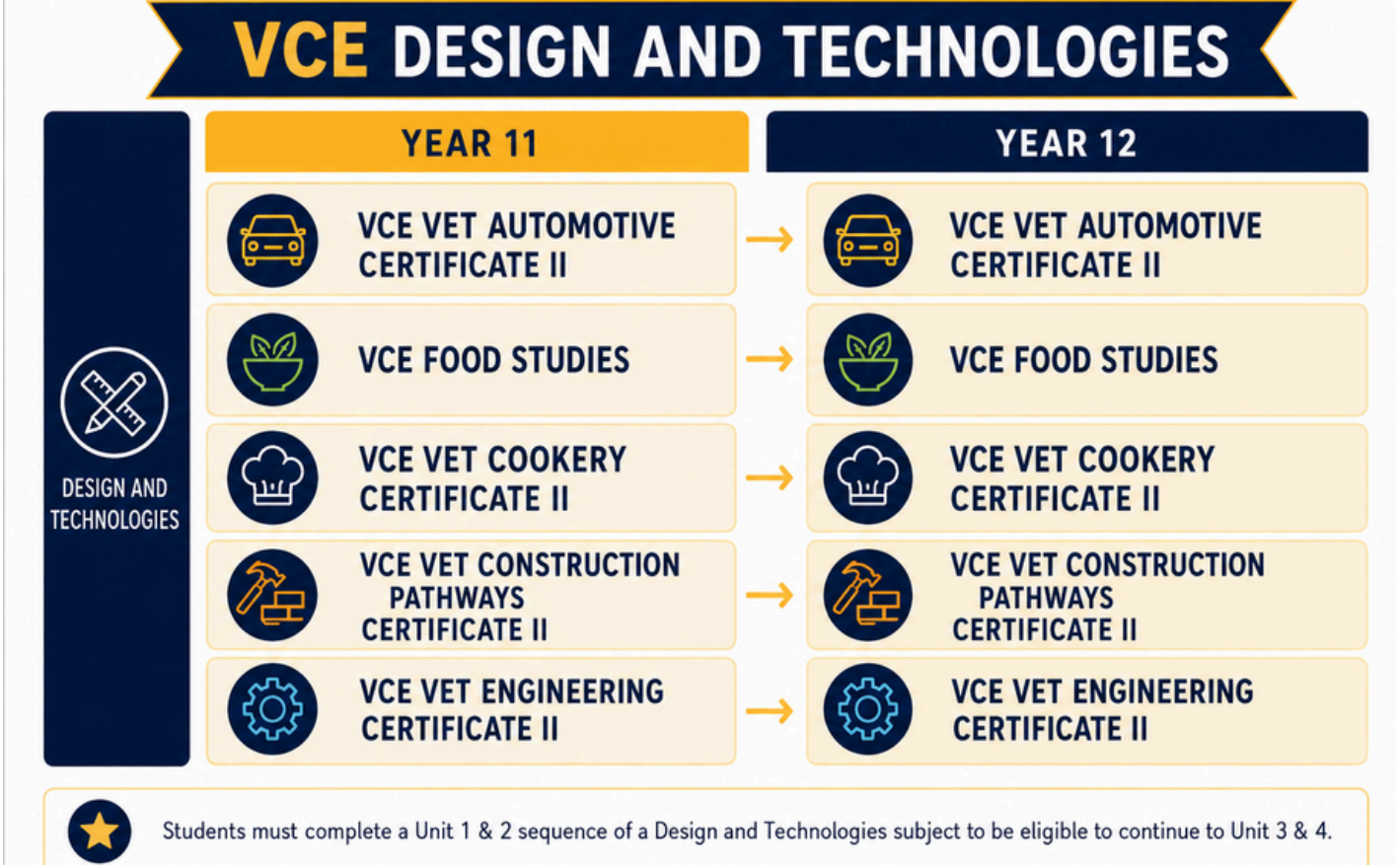
VCE VET SPORT AND RECREATION:

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 thefirst year of the course. Students will receive a statement of attainment forcompetencies achieved within the course units.



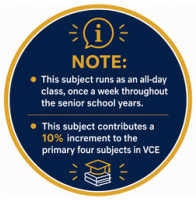


VCE DESIGN AND TECHNOLOGIES

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.**



UNIT 1- 4 VCE FOOD STUDIES

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.



VCE DESIGN AND TECHNOLOGIES

SIT 20322 VCE VET 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.







CPC 20220 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.



VCE DESIGN AND TECHNOLOGIES



VCE VET ENGINEERING: CERTIFICATE II ENGINEERING STUDIES

COURSE CODE: 22470VIC RTO: AEIT 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.

VCE VET INFORMATION TECHNOLOGY: CERTIFICATE III INFORMATION TECHNOLOGY

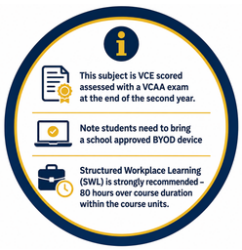
COURSE CODE: ICT30120 RTO: IVET 405548

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 networking, programming, cloud computing basics, digital media and cyber awareness.

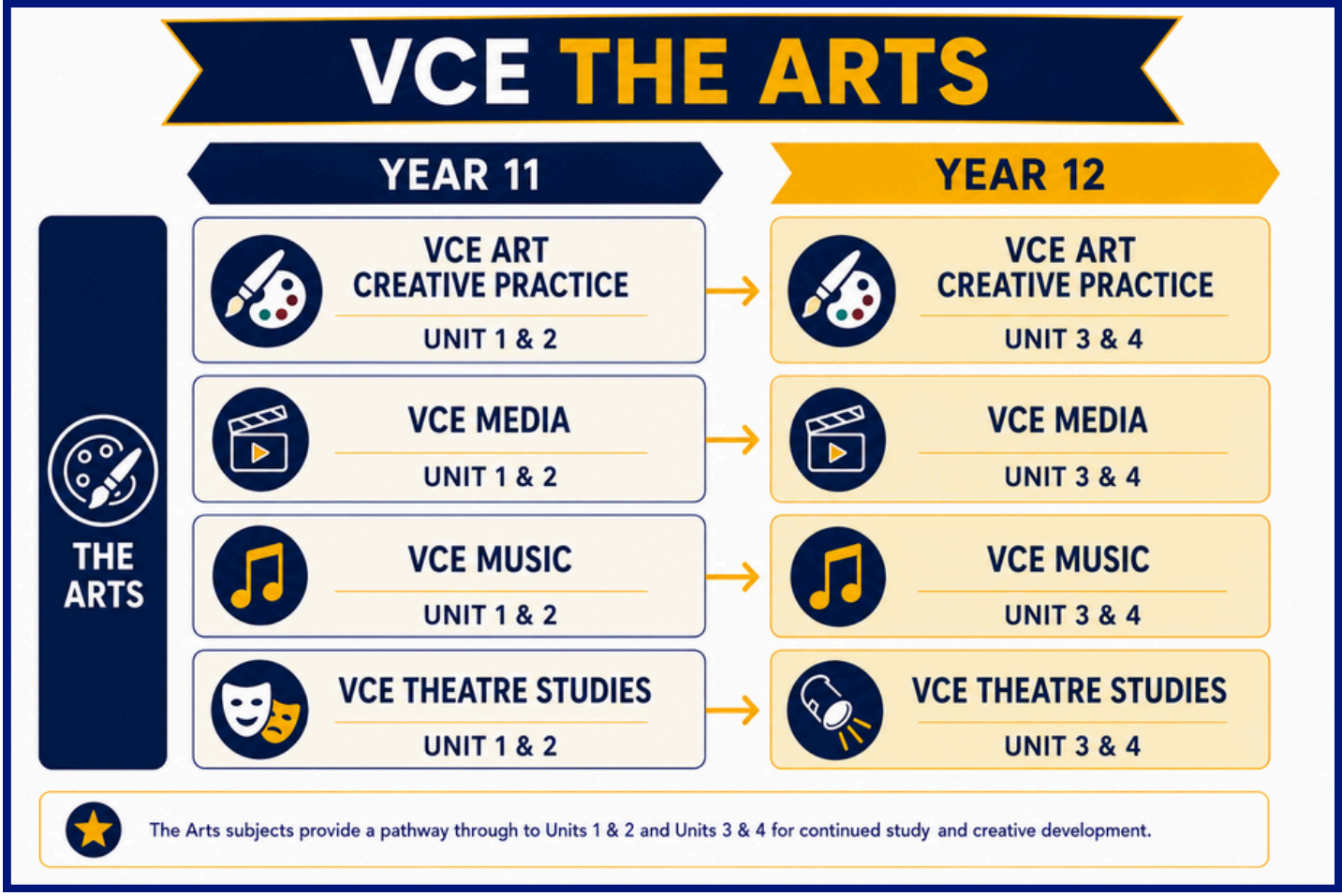
First year coursework will include units such as working and communicating effectively in an ICT environment, running standard diagnostic tests, caring for computer hardware, operating application software packages and producing digital images for web.

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.









VCE THE ARTS

UNIT 1 - 4 VCE ART CREATIVE PRACTICE

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.



Subject Duration

Duration:
Units 1-4 will take place over a two year period

VCE THE ARTS

UNIT 1- 4 VCE MEDIA

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 constructsand reflects reality, and how audiences engage with, consume, read, create and produce media products.



UNIT 1-4 VCE MUSIC

VCE Music is an active and practical subject that develops students as performers, creators, listeners and music makers. Students develop musicianship through performing, composing, arranging, improvising, analysing and responding to music from a range of styles, cultures and contexts. Through performance, students refine solo and/or ensemble skills, developing technical control, interpretation and communication with audiences. Through composition and music production, students explore the manipulation of sound and apply musical elements and concepts to create original works. Through responding and analysing, students investigate how music is organised, how musical effects are created, and how social, cultural and historical influences shape musical works. **VCE Music** encourages creativity, collaboration, critical thinking and problem-solving while providing pathways into tertiary music study and careers in performance, composition, production, sound engineering, teaching and the broader creative industries.



UNIT 1- 4 VCE THEATRE STUDIES

VCE Theatre Studies has 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, demo- graphic 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.





Excellence in Action