

**MIRBOO NORTH SECONDARY COLLEGE**

# **2026 SENIOR SCHOOL**

**CURRICULUM STRUCTURE, SUBJECTS ON OFFER,  
EXPECTATIONS AND POLICY HANDBOOK**



**PRIDE | TRUST | RESPECT**



## SENIOR SCHOOL KEY PERSONNEL



Senior School Leader  
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The Senior School team are heavily supported by the school Well-Being teams.

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# 2026

## SUPPORTING YOUR CHILD INTO AND THROUGHOUT SENIOR SCHOOL



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### IN THIS SECTION

- Moving to Senior School  
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Information and Dates
  - Commonly Used VCE Terms
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# SUPPORTING YOUR CHILD INTO AND THROUGHOUT SENIOR SCHOOL PLANNING AND SELECTING A 2026 COURSE

## MOVING INTO SENIOR SCHOOL, PARENT/GUARDIAN SUPPORT AND COURSE COUNSELLING

Moving into senior school is a big step and can feel daunting. At Mirboo North Secondary College, our door is always open to support students and families through this transition. We encourage parents and guardians to be active in the decision-making process and to help students understand the importance of making informed, serious choices about their future.

During Term 3, all students entering senior school undertake a course counselling session with a trained course counsellor to assist with subject selection ensuring that each student is well informed when making subject choices. This helps map their senior school pathway and ensures any tertiary education prerequisites are met as well as giving students who wish for a vocational or employment pathway the fundamental skills to succeed.

This handbook provides key information to help students and families navigate the senior years. It outlines the available pathways designed to support the varied needs and goals of our students.

Students select a two-, or three-year program that meets the requirements of the Victorian Curriculum and Assessment Authority (VCAA). There is flexibility to extend or adjust their program as needed. Choosing a meaningful course of study is important—one that leads to further education, training, or employment. Students aiming for university or TAFE should refer to the VTAC Guide to ensure they meet subject prerequisites. Those pursuing vocational pathways should select subjects aligned with their career goals.

While we aim to accommodate all preferences, not all subjects will run. Classes depend on demand, timetable constraints, class sizes and available resources.

For students who are unsure of their pathway outcome, students are encouraged to undertake a wide range of subjects with an emphasis on subjects they enjoy or are good at. These students are encouraged to undertake the vast variety of career exploration opportunities presented at school.

We encourage students to use the following checklist, and you should be well on your way to choosing a program that meets your needs. Remember the Senior School team and course counsellors will be there to help you and are happy to meet with you and your parents/guardians to discuss your options in more depth.

### STEP 1: WHAT IS POSSIBLE?

- Which subjects/units are available at my school? ☐
- Which subjects/units am I interested in doing? ☐

### STEP 2: MAKE THE CHOICE

Choose subjects/units that:

- Interest YOU (not what your friends are doing) ☐
- You are good at, or you'd like to explore more ☐
- Lead to employment pathways that you find appealing ☐
- Achieve prerequisites for the tertiary courses you are considering \*\* ☐

\*\* learn about prerequisites here <https://vtac.edu.au/prepare/entry-req/meeting-prerequisites.html> Very important for year 11 and 12 students if considering a tertiary pathway.

## COURSE COUNSELLING AND SUBJECT SELECTION DATES

Year 9 into 10 Monday 28<sup>th</sup> July

Year 10 into 11 Tuesday 29<sup>th</sup> July and Monday 4<sup>th</sup> August

Year 11 into 12 Tuesday 22<sup>nd</sup> July

Subject Selection Due Friday 8<sup>th</sup> August

VET Applications Due Friday 8<sup>th</sup> August

# SUPPORTING YOUR CHILD INTO AND THROUGHOUT SENIOR SCHOOL PLANNING AND SELECTING A 2026 COURSE

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## COMMONLY USED WORDS AND TERMS

<b>Coursework</b>	The assessment of work, done mainly in class time, to establish how you are performing in Units 3 and 4 (Year 12). It must conform to the study design.
<b>Australian Tertiary Admission Rank</b>	<b>(ATAR)</b> Is the overall ranking on a scale of 0-100 that you receive, based on your study score. The ATAR is used by Universities and TAFE institutions to select students for the most of their courses.
<b>General Achievement Test</b>	<b>(GAT)</b> A test done by all students undertaking a Unit 3 or 4 sequence. It is used by VCAA to check that schools are making school-assessed tasks to the same standard as other schools. It doesn't count towards your ATAR, but your GAT results will be reported to you with your statement of results.
<b>Learning Outcomes</b>	What you must know, or be able to do, by the time you have finished the Unit.
<b>Satisfactory Completion</b>	In plain language, this means you have passed a Unit. You get a 'S' for the Unit. If you did not satisfactorily complete a Unit, you get a 'N' for it.
<b>SBAT</b>	<b>(SBAT)</b> School Based Apprenticeship or Traineeship. Allowing students to commence an apprenticeship or traineeship whilst they complete their secondary schooling.
<b>School Assessed Task</b>	A task done in school to assess how you are performing in Unit 3 and 4, set and marked by your teacher according to the VCAA specifications.
<b>Semester</b>	One half of the academic year. Most Units last for one semester.
<b>Statement of Results</b>	A set of documents issued by VCAA that formally states the results you achieved in the VCE, and whether you have graduated.
<b>Study Design</b>	The description of the content of a study, and how student's work is to be assessed. The study design for each VCE study is published by VCAA< schools and other VCE providers must adhere to the study designs.
<b>Study Score</b>	A score from 0-50 that shows how you performed in a study, relative to all other students doing that same study. It is based on your results in school assessments and examinations.
<b>Unit</b>	The parts of a study. There are usually four Units in a study, numbered 1, 2, 3 and 4.
<b>Victorian Curriculum &amp; Assessment Authority</b>	<b>(VCAA)</b> A Victorian State Government authority responsible to the Minister of Education.
<b>Victorian Tertiary Admissions Centre</b>	<b>(VTAC)</b> The organisation responsible for the coordination of student University and TAFE preferences and tertiary institution places.
<b>VCE</b>	<b>(VCE)</b> Victorian Certificate of Education is designed predominantly for students wishing to obtain an ATAR and undertake a tertiary pathway.
<b>VCE-VM</b>	<b>(VCE-VM)</b> Victorian Certificate of Education – Vocational Major allows student to combine the VCE with vocational training and experience in the workplace. This stream is designed predominantly for students wishing to undertake a vocational pathway such as an apprenticeship, traineeship, a TAFE pathway or directly enter the workforce. Successful completion of the VCE-VM will provide students with skills that are important for life, work, and further study as well as a VCE Certificate and/or Enhanced Statement of Results if a student chooses to exit prior to completion of the two years. For example, if a student exits at the end of year 11, they will receive an Enhanced Statement of Results.
<b>VPC</b>	<b>(VPC)</b> Victorian Pathways Certificate is an option for students who require a more individualised and flexible option to complete their year 12 studies. Students are invited into the VPC by staff discretion.
<b>VET</b>	<b>(VET)</b> Vocational Education and Training refers to a range of nationally recognised vocational studies that are integrated into the VCE. Students completing VET program will receive credit towards their studies and many VET subjects contribute to a student's ATAR score.



# SUPPORTING YOUR CHILD INTO AND THROUGHOUT SENIOR SCHOOL OPTIONAL AND EXTRA CURRICULAR ACTIVITIES

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## **WORK EXPERIENCE**

\*\* Compulsory during year 10 – 1 week

\*\* Highly encouraged during school holidays in Year 11

Work Experience provides students with valuable insights into the work environment and employer expectations offering an opportunity to explore career options while fostering self-awareness, maturity, independence, and confidence.

Year 10 students are required to complete one week of compulsory Work Experience whilst extra Work Experience is encouraged during school holiday breaks during Year 11, and 12 to aid career development and decision-making. Students must complete Department of Education Work Experience paperwork. See our Careers and Pathways Coordinator for paperwork and further guidance.

## **CAREER EXPOS AND UNIT EXCURSIONS (HIGHLY RECOMMENDED)**

Careful planning across students' high schooling is undertaken to expose students to a variety of extracurricular career expos and class excursions. These events are highly regarded to help students navigate future pathway options and opportunities as well as support their learning in specific units.

## **YEAR 11 TERTIARY AWARENESS CAMP – 2026 (HIGHLY RECOMMENDED)**

A camp to Melbourne has been planned for all Year 11 students. It is intended to be an enjoyable learning experience, focussing on further study options including university and TAFE. Students attend the Victorian Careers Expo, a variety of Universities and TAFE campuses where students get to see firsthand what tertiary studies look like. An accommodation walk-through offers an opportunity to see what on campus living can look like.

## **SENIOR SCHOOL STUDY SKILLS DAYS (COMPULSORY)**

Senior Students take part in sessions focussing on skills that will be valuable for their study, planning and organisation assisting them to achieve success, particularly in VCE. Activities undertaken will promote student connectedness with the school, staff and their peers.

## **END OF YEAR – STEP UP CLASSES (COMPULSORY)**

Following the Year 10 & 11 exams in November we will begin classes for all Year 9, 10 and 11 students intending to undertake Year 10, 11 & 12 subjects in 2027. All students are required to attend.

## **EARLY ACCESS UNIVERSITY (OPTIONAL)**

Links have been established with Monash University and the University of Melbourne, which enable talented Year 12 students to undertake a first-year university subject whilst completing their VCE and thus gain credit towards a first-year degree course.

The general guidelines for student eligibility for enhancement studies include:

- Students may have completed units 3 & 4 of the associated study in Year 11
- Students will have achieved exceptionally high results across all subjects in Year 11
- Students must be undertaking units 3 & 4 of at least four VCE studies in Year 12 and must have completed at least five VCE studies at this level by the end of Year 12.

University enhancement studies count as a student's sixth VCE study. On successful completion of the entire first year study (i.e., two semester subjects) the student will have their ATAR credited with 4 – 5.5 bonus points, depending upon the level of performance.

# SUPPORTING YOUR CHILD INTO AND THROUGHOUT SENIOR SCHOOL OPTIONAL AND EXTRA CURRICULAR Cont'd

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## **EXCHANGE WITH SISTER SCHOOL IN GERMANY (OPTIONAL)**

Mirboo North Secondary College has been offering a sister school based cultural exchange with Germany to Year 10 students of German since 2003.

Our sister school is called the Alfred-Amman Gymnasium. It is situated in Bönningheim in the South-West of Germany. Bönningheim is 30km southwest of Stuttgart, about one hour from the French border, one and a half hours from Heidelberg and approximately 4 hours from Munich and the Alps.

The application process starts when the students are in Year 9, with the students from the AAG in Germany visiting for 29 days and our students reciprocating the visit in September during year 10.

## **SBAT SCHOOL BASED APPRENTICESHIPS / TRAINEESHIPS (OPTIONAL)**

Students who are ready can begin an apprenticeship or traineeship while completing their senior studies. SBATs allow students to work, attend TAFE and continue developing literacy and numeracy skills at school. Like any apprenticeship, students are paid and accrue leave. The only difference is they start part-time and move to full-time after school.

The Department of Education have employed a Head Start Coordinator to help support and navigate the SBAT process to successful outcomes.

### **Who is eligible?**

SBATs are available to students in Years 10–12 who are:

- At least 15 years old
- Already undertaking part-time work or work experience
- Showing maturity, motivation and the ability to balance school, work and TAFE
- Committed to the qualification (usually 4–6 years)

### **How does it work?**

Students blend school, work and TAFE. Once an employer is found, the Careers and Pathways team will refer the student to our Head Start Coordinator, who works with the employer and school to set up a suitable arrangement.

### **How do I start?**

Start by gaining experience in the industry. If an employer is happy to take you on, speak with the Careers and Pathways office. You'll then be referred to the Head Start Coordinator, who will guide the process.

### **Can VCE students do SBATs?**

Yes, depending on the employer's needs and your school timetable.

For more information or to discuss options, contact the Careers and Pathways office.

# SUPPORTING YOUR CHILD INTO AND THROUGHOUT SENIOR SCHOOL CAREERS AND PATHWAYS AT MNSC

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There are many resources available to students which will provide information on Career Pathways. MNSC has a dedicated Career Practitioner who works with all senior school students to assist with career and post school pathway navigation whether that be a VTAC and Tertiary pathway, or entry into apprenticeships/traineeships and the workforce. Throughout their schooling, students have access to a large variety of career education activities and events both on site and off which we highly recommend parents/guardians encourage students to attend to widen their pathway forethought. Students undertake dedicated Careers classes during year 10 which are aimed at setting them up with up-to-date knowledge and tools to navigate their subject and career pathway options. During year 11 and 12, one on one career discussions are had with each student.

Every year from years 8 through to year 12, students complete a Career Action Plan which assists them to research their interests and aspirations. This process is reviewed annually and continually develops to assist with pathway planning.

Job Guides and University & TAFE Handbooks are available for loan from the Senior Centre.

Teachers and coordinators are another important source of information. Teachers can assist you in deciding whether you would cope with a particular subject at VCE level.

Taking the time to visit tertiary (both university & TAFE) Open Days from year 10 is highly recommended. These open days are *generally* held in July and August and help students start to determine campus locations and courses which are of interest to them which helps refine the course selection process in year 12. **Don't leave visiting Open Days to year 12.**

The Careers and Pathways office, located in the Senior Centre is a great starting point - the door is always open. Students and parents are welcome to make an appointment to discuss pathway options and receive advice.

## Where to obtain information?

### 'WHERE TO NOW' BOOKLET:

Hard copy provided to all Year 10 students. Also available to everyone as a digital download: [Where to Now? 2026: Your guide to senior secondary school pathways in Victoria](#)

### VTAC WEBSITE:

CourseSearch offers information about Tertiary and TAFE course listings including prerequisites, ATAR requirements and more. [www.vtac.edu.au](http://www.vtac.edu.au)



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# 2026

## STUDY STRUCTURE AND OPTIONS

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### IN THIS SECTION

- Year 10 | Minimum Requirements and Study Structure
  - VCE for Year 11 and 12 Students
  - VCE Options for Year 11 Students
  - VCE Options for Year 12 Students
  - VCE Units on Offer in 2026
  - VET
  - 2026 VET Options
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# YEAR 10

## MINIMUM REQUIREMENTS AND STUDY STRUCTURE

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### Year 10 | STUDENT STUDY OPTIONS

Year 10 at Mirboo North Secondary College (MNSC) is part of the Senior School, designed to prepare students for VCE and other future pathways, including further study or work.

Compulsory subjects ensure students explore a variety of topics, keeping their VCE options open. Students must meet outcomes in English, Mathematics, Science, Humanities and Individual & Global Health, along with selecting electives. Full details are available on pages 30-38.

Students are encouraged to choose electives based on their interests and strengths, with the option to accelerate through VCE (Unit 1 and 2) subjects. Year 10 students sit mid-year and end-of-year exams, designed to reflect VCE exam conditions.

Year 10 students may also enrol in a Unit 1 & 2 VCE study, allowing them to complete a 3 & 4 Unit sequence in Year 11 and, in some cases, take university-level courses. Acceleration approval is made in consultation with the Senior School Team and subject teachers during course counselling.

Choosing VCE subjects based on personal interests and abilities offers several advantages, such as:

- Familiarity with VCE expectations.
- A broader range of completed subjects.
- Motivation and acceleration.
- Increased opportunities to complete more Unit 3 & 4 sequences, improving chances for tertiary selection.

All Year 10 students are encouraged to participate in a variety of co-curricular activities, including senior school forums, German Exchange, the Year 7 Peer Support program, Mock Interviews, Sport, School Productions, the South Gippsland Schools Music Program, VOS (Voice of Students) and leadership opportunities.

### SAMPLE YEAR 10 TIMETABLE

Students will do health and careers in either the first or the second semester depending on which elective units' students have prioritised.

<b>Semester 1</b>	English	Maths	VCE Unit 1 <b>Or</b> Elective Unit	Science	Humanities	Health	Elective Unit	Elective Unit
<b>Semester 2</b>	English	Maths	VCE Unit 2 <b>Or</b> Elective Unit	Science	Humanities	Careers	Elective Unit	Elective Unit

# YEAR 10

## MINIMUM REQUIREMENTS AND STUDY STRUCTURE Cont'd

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### YEAR 10 ELECTIVE OPTIONS

#### **Arts**

Digital Photography  
Public Art  
Visual Communication and Design

#### **Humanities**

Money and the Law  
Life Ready

#### **Health & Physical Education**

Peak Performance  
Advanced PE  
Outdoor Education

#### **Science**

Forensic Science

#### **Languages**

German (semester 1)  
German (semester 2)

#### **English**

Literature

#### **Mathematics**

Pre-VCE Maths

#### **Technology Studies**

Digital Technologies  
Food Today  
Introduction to Cabinet Making

### **OPTIONAL:**

### **UNIT 1 AND 2 SUBJECTS OPEN FOR YEAR 10 STUDENTS TO STUDY AS THEIR VCE SUBJECT**

Although all VCE subjects are open entry, it is important to realise that some year 10 subjects are essential preparation for future study. For example, students wishing to complete German at VCE should ensure that they do not drop the language in Year 10 and Mathematics is another area where students need to be careful and should discuss their options before limiting their choices in the future. Our course counsellors will guide students ensuring they keep their pathway options open.

VCE Art Making and Exhibiting– Units 1 & 2 \*  
VCE Biology - Units 1 & 2  
VCE Business Management - Units 1 & 2  
VCE Design & Technology (Wood) - Units 1 & 2 \*  
VCE Food Technology - Units 1 & 2 \*  
VCE General Maths - Units 1 & 2  
VCE History - Units 1 & 2

VCE Health & Human Development - Units 1 & 2  
VCE Legal Studies – Units 1 & 2  
VCE Media Studies – Units 1 & 2 \*  
VCE Music – Units 1 & 2  
VCE Physical Education - Units 1 & 2  
VCE Psychology - Units 1 & 2  
VCE Visual Communication & Design-Units 1 & 2\*

\* A voluntary materials fee is requested, please refer to the subject descriptions on pages 39 - 63 for clarification.

# YEAR 11 and 12

## UNDERSTANDING THE VCE

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The VCE (Victorian Certificate of Education) is a flexible program designed to support different student pathways. It is usually completed over two years, though students can take longer if needed. To earn the certificate, students must meet specific unit and subject requirements, outlined on the following page.

To graduate with the VCE, you need to successfully complete a set number of units across your chosen studies. Each subject includes learning outcomes—skills and knowledge you are expected to demonstrate—set by the Study Design. Your college determines whether you have passed a unit based on these outcomes.

To assess your progress, your college will set assessment tasks. These are completed and marked internally. At the start of each semester, your teachers will give you a schedule of tasks and deadlines. You'll need a valid reason to get an extension, so planning ahead is important—especially if multiple deadlines fall close together. Missing deadlines may mean failing a unit.

In Units 3 and 4 (typically taken in the second year of VCE), you'll complete additional assessments. These are graded and contribute to your final study score. Each subject has three graded assessments: either two school-based and one exam, or one school-based and two exams.

There are two main types of school-based assessments:

- **School-Assessed Coursework (SACs):** These assess your performance on tasks outlined in the Study Design and are mostly completed during class time.
- **School-Assessed Tasks (SATs):** These are used in certain subjects (like Art or Technology) and follow set guidelines provided by the VCAA (Victorian Curriculum and Assessment Authority). While the task format is consistent across schools, the content is tailored to what you've been taught.

Your teachers mark both SACs and SATs, and your scores are sent to the VCAA as part of your final assessment.

Three different streams are available for year 11 and 12 students to choose. These streams are described in detail on the following page.

**VCE (Victorian Certificate Education) and**  
**VCE-VM (Victorian Certificate Education - Vocational Major)**  
**VPC (Victorian Pathways Certificate)**

# YEAR 11 AND 12

## UNDERSTANDING THE VCE

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As mentioned previously, VCE allows for flexibility depending on your pathway interests.

VCE	The <b>VCE</b> stream, with an optional VET (Tafe) subject. This stream is designed predominantly for students wishing to obtain an ATAR and undertake a tertiary pathway.	
	<ul style="list-style-type: none"> <li>Must successfully pass 16 VCE units to obtain a certificate.</li> <li>Able to obtain an ATAR.</li> </ul>	<ul style="list-style-type: none"> <li>At least 3 units of English over the two years (which must include Units 3 &amp; 4)</li> <li>At least 3 other sequences of 3 &amp; 4 Units</li> </ul>
VCE – VM	The <b>VCE-Vocational Major (VCE-VM)</b> stream allows student to combine the VCE with vocational training and experience in the workplace. This stream is designed predominantly for students wishing to undertake a vocational pathway such as an apprenticeship, traineeship, a Tafe pathway or directly enter the workforce. Successful completion of the VCE-VM will provide students with skills that are important for life, work, and further study as well as a VCE Certificate and/or Enhanced Statement of Results if a student chooses to exit prior to completion of the two years. For example, if a student exits at the end of year 11, they will receive an Enhanced Statement of Results.	
	<ul style="list-style-type: none"> <li>Must successfully pass 16 VCE units to obtain a certificate.</li> <li>Units can be a mixture of units from the VCE and VCE-VM streams.</li> <li>No ATAR obtained.</li> </ul>	<ul style="list-style-type: none"> <li>At least 3 units of Literacy over the two years (which must include Units 3 &amp; 4)</li> <li>3 other sequences of 3 &amp; 4 units</li> <li>Plus, a minimum of 180 Hours of VET at Certificate II or higher.</li> <li>Students are encouraged to undertake a day of Structured Workplace Learning in a field that compliments their VET course.</li> </ul>
VPC	The <b>VPC The Victorian Pathways Certificate (VPC)</b> stream is an option for students who require a more individualised and flexible option to complete their year 12 studies. <i>Students are invited into the VPC by staff discretion.</i>	
	<ul style="list-style-type: none"> <li>Must successfully pass 12 units</li> </ul>	<ul style="list-style-type: none"> <li>At least 2 units of VPC Literacy</li> <li>At least 2 units of VPC Numeracy</li> <li>At least 2 units of VPC Work Related Skills</li> <li>At least 2 units of VPC Personal Development Skills</li> </ul>

# VCE

## OPTIONS FOR YEAR 11 STUDENTS

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### Year 11 | STUDENT STUDY OPTIONS:

Year 11 VCE presents 4 options for students to consider. The Course Counselling can assist students with their decision if they aren't confident with their choices.

#### Option 1:

Undertake straight Unit 1 and 2 VCE

- Ideal for students who have University or other Tertiary studies in mind or enjoy studying at a VCE level.
- Important for students who don't really know what they want to do, to keep options open.
- Students will choose six unit 1 and 2 subjects to study

#### Option 2:

Undertake straight Unit 1 and 2 VCE and accelerate with a Unit 3 and 4 sequence

- A great way to offer flexibility in year 12.
- Students will choose five unit 1 and 2 subjects, and one unit 3 and 4 subject to study.

#### Option 3:

Undertake VCE Units plus a VET subject

- Good for students who are interested in a trade but and have strong academic ability, wish to undertake the VCE challenge and are prepared to catch up on missed work.
- Students will choose five unit 1 and 2 subjects, and 1 VET subject which they will study over two years.

#### Option 4:

Undertake VCE-VM (VCE-Vocational Major)

- Great for students who have no intentions on a university pathway and do not require a scored VCE (i.e. an ATAR score).
- Great for students who are more hands on and are interested in heading straight to the workforce or into an apprenticeship or traineeship.
- Great for students who have a school-based traineeship or apprenticeship in their sights.
- Students will study Literacy, Numeracy, Work Related Skills, Personal Development Skills and a VET course over the two years.
- Important to note that if students elect to undertake the VCE-VM stream, they are unable to move back to the straight VCE stream.

The **VPC The Victorian Pathways Certificate (VPC)** stream is another option for students who require a more individualised and flexible option to complete their year 12 studies. *Students are invited into the VPC at staff discretion.*



# VCE

## OPTIONS FOR YEAR 12 STUDENTS

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### Year 12 | STUDENT STUDY OPTIONS:

Year 12 VCE presents 4 options for students to consider. Students generally set their option in Year 11 and continue in Year 12, although there may be the opportunity to switch however, this will be determined during a Course Counselling session. The Course Counselling can assist students with their decision if they aren't confident with their choices.

#### **Option 1:**

Undertake straight Unit 3 and 4 VCE

- Great for students who have University or other Tertiary studies in mind or enjoy studying at a VCE level.
- Important for students who don't really know what they want to do, to keep options open.

#### **Option 2:**

Undertake VCE Units plus a VET subject

- Good for students who are interested in a trade but and have strong academic ability, wish to undertake the VCE challenge and are prepared to catch up on missed work.
- NB Many VET courses are a 2-year course so careful counselling regarding the ability to receive credit is necessary with the Senior team.

#### **OR Option 3:**

Move to VCE-VM

- Great for students who have no intentions on a university pathway and do not require a scored VCE (i.e. an ATAR score).
- Great for students who are more hands on and are interested in heading straight to the workforce or into an apprenticeship or traineeship.
- Great for students who have a school-based traineeship or apprenticeship in their sites
- Good for students who found year 11 VCE too challenging
- Students will study Literacy, Numeracy, Work Related Skills, Personal Development Skills and a VET course.

The **VPC The Victorian Pathways Certificate (VPC)** stream is another option for students who require a more individualised and flexible option to complete their year 12 studies. *Students are invited into the VPC by staff discretion.*

# VCE UNITS ON OFFER IN 2026

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*Descriptions of the following units are contained on pages 39 - 63.*

## Visual Arts

Art Making and Exhibiting	Unit 1-4
Media	Unit 1-4
Visual Communication Design	Unit 1-4

## English

English	Unit 1-4
Literature	Unit 1-4

## Health & Physical Education

Health & Human Development	Unit 1-4
Physical Education	Unit 1-4

## Humanities

History	Unit 1-4
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## Business and Economics

Business Management	Unit 1-4
Legal Studies	Unit 1-4

## Languages

German	Unit 1-4
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## Mathematics

General Maths	Unit 1-4
Mathematical Methods	Unit 1-4

## Science

Biology	Unit 1-4
Chemistry	Unit 1-4
Physics	Unit 1-4
Psychology	Unit 1-4

## Design and Technology

Food Studies	Unit 1-4
Product Design & Technology	Unit 1-4

## IMPORTANT

- Further information about VCE and VET subjects offered at Mirboo North Secondary College is available on page 17-20.
  - VCE subjects will run depending on, student choices, availability of staff, and the provision of a sequential program.*
  - VCE and VCE-VM students can include a VET course in their studies. (See details below)

# VET – VOCATIONAL EDUCATION & TRAINING

**\*\*Optional for VCE and VPC Streams, Compulsory for VCE-VM Streams \*\***

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## WHAT IS VET?

VET (Vocational Education and Training) is hands on and enables students to gain nationally recognised qualifications and skills to help them prepare for the workplace and forms part of the VCE.

- A VET course is delivered to students usually one day a week at TAFE or another training organisation and contributes towards the completion of the VCE certificate.
- Students completing the VCE-VM must complete a minimum of 180 hours of VET at a Certificate II level or above over the 2-year course.
- Courses are offered at various locations depending on the course with some being offered online.
- Students make their own way to a VET course. Buses to Leongatha may be available depending on numbers. Our school VET Coordinator will discuss transport options which are available and **may** suit students training location.

VET programs are fully recognised within the Units 1 to 4 structure of the VCE and can contribute towards satisfactory completing of VCE. Some VET courses are scored (meaning there is an exam at the end of Unit 4) and can contribute towards an ATAR. A VET as a 5<sup>th</sup> or 6<sup>th</sup> subject gains you a 10% ATAR increment. {NB Not all subjects can contribute, this option must be counselled and confirmed with college course councillors}.

## WHY CHOOSE VET AS A PART OF YOUR SENIOR SCHOOL CERTIFICATE?

VET offers you the following benefits:

- **An extra qualification:** You can gain a nationally recognised VET Qualification while undertaking your VCE. You receive the VET qualification from a registered Training Organisation (RTO) such as TAFE. (TAFE Gippsland, Chisholm etc)
- **Study Scores and ATARS:** Some VCE VET programs offer scored assessments which contribute to an Australian Tertiary Admission Rank (ATAR) like all other VCE Unit 3 and 4 Units.
- **Connected to the workplace:** VET qualifications give you industry experience and exposure in the workplace that reinforces your skills development. This connection also makes for a smooth transition between training and work.
- **Practical:** VET can strengthen your education by giving you the opportunity to gain practical skills and knowledge that compliment your VCE studies. For example, if you want to be an engineer and you are studying VCE Physics and VCE Maths Methods, you can develop practical skills, technical knowledge, and industry insight by doing VCE VET Engineering.
- **Combines general and vocational studies**
- **Realistically explore career options and pathways without leaving school**
- **Compliments and contributes to your VCE**

## WHAT TO CONSIDER

- VET replacing a VCE subject is not the 'easy' option out. A VET coursework is completed along with normal schoolwork, so this can be quite a significant workload for students to manage.
- Students considering a VET subject need to be aware that they will be required to catch up on work missed because of their VET day.
- VET courses are paid for by the school and are very expensive (upwards of \$3600). This means that we want to ensure that the students who undertake VET will complete the course and complete it well.
- A VET course is delivered at either Certificate II or Certificate III level. Certificate II courses is equivalent to Year 10 curriculum and Certificate III is equivalent to a VCE subject.

# VET – VOCATIONAL EDUCATION & TRAINING

**\*\*Optional for VCE and VPC Streams, Compulsory for VCE-VM Streams \*\***

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## WHERE IS VET DELIVERED?

Depending on the course, VET is delivered at a number of locations either on campus or via online study. Most programs are delivered at local TAFEs including Morwell, Leongatha, Yallourn, Warragul or AGA in Korumburra.

For a full list of courses and their locations, please see the following page.

## APPLYING FOR A VET COURSE OR WOULD LIKE MORE INFORMATION

Students are required to advise their course counsellor if they are wishing to undertake a VET subject. They will then be provided an EOI link to request a place in the requested course. There are some courses that fill very quickly so act promptly with completing this link.

A summary of applications will be sent through to the training providers which will trigger the enrolment process in September/October. Enrolment forms are generally received electronically and are required to be actioned within a timely manner. Failure to complete the enrolment form may jeopardise your held place in the course.

A reminder that students undertaking the VCE-VM are required to undertake a VET course. VCE students may opt to undertake a VET course.

If you would like more information about a VET course, speak to our careers and pathways coordinator.



# 2026 VET COURSE OPTIONS

Please Note:

- Courses will only run if sufficient numbers are selected
- Cert II level courses are considered year 10 delivery level, whilst Cert III level courses are considered year 11/12 delivery level

**VET Applications close 08 August 2025 | Late applications will not be accepted**

<u>Course</u>	<u>Possible Job Outcomes</u>	<u>Locations</u>	
<b>Cert II Agriculture</b> (AHC20122)	Animal attendant, stockperson, farm or station hand / laborer.	Warragul,	A1
		Leongatha	A2
<b>Cert II Animal Care</b> (ACM21021)	Vet nurse, pet groomer, shelter or pet shop worker.	Warragul,	A3
		Morwell	A4
		Leongatha	A5
<b>Cert II Apparel, Fashion &amp; Textiles</b> (MST20722 – partial completion)	Seamstress (skills development), fashion industry	Leongatha	A6
<b>Cert III Aviation (Remote Pilot)</b> (AVI30419)	Specialist skills for application in a variety of industries e.g. building inspections, agriculture, search and rescue. Commercial drone pilot	Leongatha (Friday delivery, so only open to VCE-VM students)	A7
<b>Cert II Automotive Vehicle</b> (AUR20720)	Light vehicle motor mechanic, spare parts dealer.	Yallourn, Leongatha, Warragul	A8
		Leongatha	A9
		Warragul	A10
<b>Cert III Beauty Services</b> (SHB30121)	Makeup, waxing, manicures/pedicures, lash/brow treatments, eyelash extensions, and tanning.	Warragul (1 year)	A11
<b>Cert II Building &amp; Construction Carpentry   Painting &amp; Dec or Bricklaying</b> (22614VIC)		Yallourn	A12
<b>Cert III Business</b> (BSB30120)	Receptionist, administration, customer service officer.	Traralgon (scored)	A13
		Online (non-scored)	A14
<b>Cert II Civil Construction</b> (RII20720)	Haul truck, bulldozer, excavator, or earth moving plant operator.	Yallourn	A15
<b>Cert II Community Services</b> (CHC22015)	Aged care; disability support; alcohol and other drugs; \ homelessness support; family support; social work or counselling; and mental health support.	Morwell,	A16
		Leongatha	A17
<b>Cert II Conservation &amp; Ecosystem Management</b> (AHC21024)	Lands, parks & wildlife roles, project firefighter.	Morwell	A18
<b>Cert II Cookery</b> (SIT20421)	Chef, cook, kitchenhand, table waiter, bar work.	Morwell (scored)	A19
		Leongatha (scored)	A20
<b>Cert II Creative Industries</b> (TBA)	Digital media, photographer	Leongatha	A21
<b>Cert II Electrotechnology</b> ** strong math's required (UEE22020)	Electrician instrumentation fitter, automotive elec.	Morwell (scored)	A22
<b>Cert II Engineering</b> ** strong math's required (22632VIC)	Engineering fabrication, engineering, machining manufacturing.	Yallourn (scored),	A23
		Leongatha (scored)	A24
<b>Cert III Equine</b> (22513VIC)	Stable hand, trainee farrier	Clyde & Online combined (scored)	A25

<b>Cert II Forestry Operations</b> (FWP20122)	Forestry operations, fire operations, arboriculture worker	Morwell	A26
<b>Hair &amp; Beauty Skillset</b> (SHB30121)	Hairdresser, makeup artist, and retail cosmetic consultant	Traralgon	A29
		Leongatha	A30
<b>Cert III Health Services Assistance</b> (HLT33115)	Physiotherapist, occupational therapist, chiropractor, osteopath, aged care.	Warragul (scored)	A31
		Morwell (scored)	A32
		Leongatha (scored)	A33
<b>Cert II Horticulture</b> (AHC20422)	Horticultural assistant, garden or nursery laborer.	Morwell	A34
		Warragul	A35
<b>Cert II Hospitality</b> (SIT20322)	Bar & food attendant, catering assistant.	Morwell, (scored)	A36
		Leongatha (scored)	A37
<b>Cert II Integrated Technologies</b> (22586VIC)	3D printing and robotics	Warragul (scored)	A38
<b>Cert III Information Technology</b> (ICT30120)	IT Technician, help desk officer, customer service representative, client support officer, support specialist, website developer	Online (unscored)	A39
		Leongatha (scored)	A40
		Warragul (scored)	A41
<b>Cert III Music</b> (CUA30920)	Promoter, performer or sound technician	Korumburra (scored)	A42
<b>Cert II Plumbing</b> ** strong math's required (22569VIC)	Domestic, commercial, & industrial plumber, refrigeration, heating & gas fitter.	Morwell	A43
<b>Cert II Retail Services</b> (SHB20121)	Customer service and communication skills for retail service (professional make up and cosmetics)	Warragul (1 year)	A44
<b>Cert II Salon Assistant</b> (SHB20216)	Hairdressing	Warragul (1 year)	A45
<b>Cert III Screen &amp; Media</b> (CUA31020)	Radio programmer or presenter, camera and lighting assistant, sound tech, web designer, media professional.	Warragul (scored)	A46
<b>Cert III Sport, Aquatics &amp; Recreation</b> (SIS30122)	Pool lifeguarding, swim teaching, sport coaching and customer service roles.	Leongatha (scored)	A47
<b>Cert II Workplace Skills</b> (BSB20120)	Ideal for students who have not yet entered the workforce Prepares you for work by developing essential skills helping the individual gain work skills.	Online	A48
		Warragul	A49
		Leongatha	A50



# 2026

## SENIOR SCHOOL EXPECTATIONS AND IMPORTANT POLICIES

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### IN THIS SECTION

#### Expectations

- Attendance Expectation
- Uniform Expectations
- Voluntary Payments and Contribution Expectations
- Study and Homework Expectation
- Authentication
- Health and Safety Expectations
- Student Cars
- VCAA Policies & Guidelines

# SENIOR SCHOOL EXPECTATIONS

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## ATTENDANCE EXPECTATIONS

Regular attendance and punctuality are essential for successful VCE completion and reflect basic courtesy. Poor attendance may result in an unsatisfactory result under VCE or Victorian Curriculum guidelines.

- Students must maintain at least 90% attendance in all subjects. Classwork is essential for assessment and authentication.
- To be eligible for Youth Allowance, students must attend regularly and provide medical certificates for absences. The school must report attendance to Centrelink.
- When absent, students must contact their teachers to catch up on missed work.
- If absent on the day an assessment is due, the student or a parent/guardian must contact the teacher to discuss an extension.

### **SAC (School-Assessed Coursework) Absences**

- If absent on a SAC day without prior extension, students must call the Senior School Coordinator and provide a medical certificate. Without one, they will receive an NA (Not Assessed).
- If the absence is due to another serious and unavoidable reason, the student must contact a Senior School Team member as soon as possible.

## UNIFORM EXPECTATIONS

The College expects that all students understand the responsibilities involved in senior courses. All students are to abide by college rules e.g., Behaviour and Dress.

Year 10 and 11

Full school uniform

Year 12

Full school uniform and Year 12 Rugby top optional.

On days of 'free dress' days, students are to wear respectful clothing otherwise the right for free dress will be revoked.

## VOLUNTARY PAYMENT AND CONTRIBUTIONS EXPECTATIONS

All students access free education and access to all items and services they need to fulfil the standard curriculum requirements. However, the cost of high-quality classes can be higher than the money we receive from the Department of Education, so we ask for optional payments from our school community to support the school and our students. This can be done by contributing to the curriculum costs as itemised per unit.

**Extra-Curricular Contributions** - Some Learning Areas in the school charge for materials that are considered outside of the standard curriculum and there is an expectation that these contributions should be paid. These areas are usually Technology based subjects.

# SENIOR SCHOOL EXPECTATIONS

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## STUDY AND HOMEWORK EXPECTATIONS

**A regular homework and study pattern is crucial for the successful completion of VCE.**

Homework consists of assignments, essays, reading, exercises, problems, reports, etc. and is set by the teacher for completion at home to satisfy outcomes and/or assessment tasks.

Study is revision, extra reading, problem solving practice, test, and examination preparation, etc. that is an essential part of all subjects, but not specifically set by the teacher.

### **Guidelines:**

- Students and their families are encouraged to allocate a home study area that becomes a familiar and comfortable workplace. A suitable homework/study area is a room where the student can work alone, at a table or desk with adequate heating and lighting and free from interference from television, radio, family conversation, etc.
- A homework diary should be kept by all students.
- Parents should be aware of and encourage their student to undertake a regular homework schedule and to complete assigned tasks.
- Homework should develop skills of organisation and responsibility in students. A regular homework pattern will mean that outcomes and assessment tasks should be completed by the date set by teachers.
- Every student should have a personal homework timetable. Contact a teacher or VCE Coordinator for assistance if required.
- The following hours are recommended:
  - Year 10 – a minimum of 2 hours per night**
  - Unit 1 and 2 – a minimum of 2 hours per night.**
  - Unit 3 and 4 – a minimum of 3 hours per night.**

## STUDY PERIODS (YEAR 11 AND 12 STUDENTS ONLY) EXPECTATIONS

- Students are expected to utilise the opportunities offered by study periods. These periods are there to assist students to meet the workload of their course.
- Subject teachers may be available for consultation and assistance between students is also encouraged.
- Time spent working effectively on subject matter during these periods will mean more time available for other activities in free time away from school.
- Games of any sort (including computer games) are not to be played anywhere at school during study periods.
- Students must not distract other students or classes during their study periods.
- Students may have music playing if they are using earphones and the music is not audible to others.
- Students who do not use their study periods effectively may find:
  - They are required to be directly supervised in a classroom during their study periods.
  - That any application for time extension for SACs/SATs could be jeopardised.
- acceptable levels of assistance include incorporation of new ideas or material which is then transformed by the student into a new context and advice from another which leads to refinement or self-correction.
- unacceptable levels of assistance include use of or copying another person's work, corrections or improvements made or dictated by another person.
- must not submit the same piece of work for assessment in more than one study.
- a student who knowingly assists another student in a breach of rules may also be penalised.
- students must sign a declaration of authenticity for work done outside the class at the time of submitting the completed work.
- a student must sign a general declaration that he or she will obey the rules and instructions for the VCE and accept its disciplinary procedures.
- students must meet school dates for submission of work.

# SENIOR SCHOOL EXPECTATIONS

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## AUTHENTICATION EXPECTATIONS

To meet the requirements for satisfactory completion of a unit, students must submit work that is clearly their own. Students must observe VCAA rules when preparing work for assessment:

- ensure that all unacknowledged work submitted is genuinely his or her own.
- acknowledge all sources used including website, text and source material and name(s) and status of any person giving assistance and the type of assistance.
- cannot receive undue assistance from another person in the preparation and submission of work.

### **Breach of Authenticity**

Teachers are required to report any breaches of Authenticity to the Head of Senior School. Should the college be satisfied that a student has submitted work that is not his or her own, or is a substantive breach of authenticity, then the Principal in consultation with the Head of Senior School and the unit teacher has the power to impose the following penalties:

- I. make other arrangements for the completion of the outcome/assessment task.
- II. reprimand a student who has enabled another student to obtain advantage.
- III. cancel the result in a specific outcome/assessment task and in effect cancel the total assessment for that unit.

## HEALTH AND SAFETY EXPECTATIONS

The safety of students is of prime concern for teachers and instruction in the safe and correct use of tools and equipment is stressed each time a new tool or piece of equipment is to be used.

The safety of students will also be enforced by stricter disciplinary procedures in classes where tools and equipment are used. If a student acts in a dangerous manner when using tools, then the student will be removed from class and sent to a coordinator or assistant principal. If a student continues to jeopardise his or her safety or the safety of others, then they may be excluded from that class.

### **Food Studies classes require students to:**

- Be neat and clean
- Wear aprons and leather shoes
- Have hair tied back

### **Physical Education classes require students to:**

- Have a change of clothing and footwear.
- Wear hats and sunscreen when outdoors
- Have appropriate clothing & equipment for all activities.

### **Science and wood classes require students to:**

- Wear leather shoes
- Have hair tied back.
- Wear and always use appropriate safety equipment.

### **VET Delivered to School programs require students to:**

- Follow all safety procedures outlines.
- Pass OH&S Unit of Competency before completing any practical work.
- Wear and use appropriate safety equipment for all classes.

# SENIOR SCHOOL EXPECTATIONS

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## STUDENT CAR EXPECTATIONS

**Students are to sign a Driving To School Permission Form (obtained from the senior coordinators)**

**Passengers** - **No student driver may transport any other student (other than a sibling)** to or from school unless the Principal has approved the arrangement. Prior to approval being given both the student driver and passenger must return:

- A letter from the driver's parent/guardian giving the driver permission to transport another student.
- A letter from the parent of each of the proposed passengers giving express permission for that driver to transport that passenger.

### **Drivers**

Student cars may **only** be parked on Castle Street.

The College accepts no responsibility for damage or loss that may occur to any vehicle.

## STUDENT CONTRACT

At the beginning of each Senior Year, students are required to sign a College contract advising that they will adhere to all College policies and guidelines as set out in this handbook and the school website. Failure to do so will result in a meeting with senior staff and possible disciplinary action.

**Please refer to the Mirboo North Secondary College website for a full list of College policies**

# IMPORTANT INFORMATION ABOUT OBTAINING YOUR VCE AS PER VCAA GUIDELINES

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## VCAA

Further information regarding VCE guidelines and policies which the school and students are required to follow can be found via the following link [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

## ASSESSMENT AND REPORTING POLICY

The current reporting Policy is based on the following program.

- |                              |   |
|------------------------------|---|
| ▪ During and end of Term I   | Learning Habits Reports and Parent/Teacher Interviews |
| ▪ During and end of Term II  | Learning Habits Reports /Written Semester Report      |
| ▪ During and end of Term III | Learning Habits Reports and Parent/Teacher Interviews |
| ▪ During and end of Term IV  | Learning Habits Reports /Written Semester Report      |

## DUE DATES, DEADLINES AND EXTENSIONS OF TIME

For each outcome or assessment task that requires work to be completed and submitted the following rules apply.

- Teachers will set a due date for the submission of any such work. An attempt will be made to spread outcomes throughout each semester, no guarantee can be given that due dates, in different units, will not occur at the same time.
- Teachers will assess all outcomes handed in on the due date promptly so that any outcome that is unsatisfactory can be returned to the student and re-submitted to achieve an S. If a piece of work is both an outcome and an assessment task it may be re-submitted to improve from an N to an S but the original grading of the work as an assessed task will remain.
- Students who need an extension of time beyond the completion due date must apply (before the due date) to the Head of Senior School who will decide, in consultation with the unit teacher, to decide its merit.
- No deadline dates will be set later than a date in term four consistent with the date set by VCAA for lodging Unit Completion Returns.

## UNFORESEEN CIRCUMSTANCES

The VCAA policy may not cover all situations. Authorisation is given to the Principal in consultation with the Assistant Principal and the Head of Senior School to alter or determine policy within the guidelines set by VCAA.

### **Computer Malfunction – Loss of Work**

Computer/Flash drive malfunction does not give sufficient ground for Special Provision arrangements within the VCE.

If a computer is used, the student is responsible for ensuring that:

- There is an alternative system available in case of computer or printer malfunction.
- Hard copies of work in progress are produced regularly.
- Each time changes are made the work is saved onto a back-up file. The back-up file should not be stored with the computer.



# IMPORTANT INFORMATION ABOUT OBTAINING YOUR VCE AS PER VCAA GUIDELINES Cont'd

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## SPECIAL PROVISIONS

Special Provision provides eligible students with the reasonable opportunity to participate in and complete their senior secondary studies. Individual students may need special provisions in their learning program to achieve the learning outcomes, and in assessment to demonstrate their learning and achievement. Implicit in the provisions is that students who are enrolled in VCE studies do so with a reasonable expectation of being able to achieve the outcomes of the study design, and to demonstrate their achievement fairly in both the school assessment program and the external examinations.

Specific eligibility criteria apply to the granting of Special Provisions for the VCE. Students who are eligible for integration funding may not necessarily meet the eligibility criteria for special provision in the VCE. 10 There are four forms of Special Provision for the VCE:

- Student Programs
- School-based Assessment
- Special Examination Arrangements
- Derived Examination Score

Students may apply for special provisions for the following reasons:

Significant health impairment

- Significant physical disability
- Learning disability
- Severe language disorder
- Hearing impairment
- Vision impairment
- Illness (physical or psychological)
- Factors relating to personal environment
- Difficult personal circumstances.

- In order to be awarded special provision for these reasons it is necessary for students to meet set criteria including specific tests and statements from independent professionals.

The types of special provision available are:

- Rest breaks
- Permission to stand, stretch or move around the room
- Permission to leave the room (under supervision)
- Medication (food and drink)
- Extra reading or writing time (in production time)
- Reader
- Scribe
- Clarifier
- Computer
- Separate room
- Alternative formats

Students who believe that they qualify for special provisions are advised to speak to the Head of Senior School as soon as possible as VCAA do have specific rules regarding eligibility and require specific testing to be carried out to support applications. Each application is assessed by VCAA, the School and the student is informed of their decision.

# IMPORTANT INFORMATION ABOUT OBTAINING YOUR VCE AS PER VCAA GUIDELINES Cont'd

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## **REPORTING OF RESULTS VCE**

### **Unit Result**

- S satisfactory completion of the outcomes
- N four possible reasons
  - one or more outcomes not achieved as work is not of required standard
  - student has failed to meet a required deadline.
  - work cannot be authenticated.
  - there has been a substantial breach of rules, possibly school attendance rules.

### **The College will provide a report at the completion of units 1, 2 and 3 that will contain:**

- S or N for each outcome
- S or N for satisfactory completion of the Unit
- A performance rating (grade) for each assessment task (Units 1 and 2 only)
- Teachers' comments on performance and progress

### **VCAA will provide statements which:**

- List all Units attempted and whether an S or N has been awarded.
- Indicate that the student has satisfied the requirements of the award of the VCE if this has been achieved.
- States your school, assessment and examination grades and your study score. This is a score on a scale of zero to 50 showing your achievement relative to that of all other students doing a particular study. VTAC will use the study score to determine the ATAR – the percentile ranking of the applicant.
- Gives your GAT results.

### **Statement of Results**

- S or N for each unit
- Grades for scored assessment and examinations.
- VCE Certificate for those students who satisfactorily complete their VCE.

VCE-VM Students who exit without meeting the eligibility requirements will receive an enhanced statement of results. For example, a student who exits at the completion of year 11.

## **ATAR AND SCALING**

ATAR stands for the Australian Tertiary Admission Rank. It's a number between 0 and 99.95 that shows how your overall VCE results compare with other students in your year level across Australia.

### **Why Is the ATAR Important?**

- University & TAFE entry: Most courses use the ATAR to select students. A higher ATAR means more options and access to competitive courses.
- Scholarships: Some scholarships require a strong ATAR.
- Goal setting: Aiming for a high ATAR encourages you to stay focused, do your best, and make the most of your VCE years.

### **Why Aim High?**

Even if you're unsure about University now, having a strong ATAR keeps doors open. It gives you more choices and flexibility in the future. Doing your best in VCE helps build skills, confidence, and opportunities—whatever your path.

### **What Is VCAA Scaling?**

VCAA scaling is the process used by VTAC to adjust VCE study scores so they can be fairly compared across different subjects. It ensures that all subjects contribute equally to your ATAR, no matter how difficult or competitive they are.

# IMPORTANT INFORMATION ABOUT OBTAINING YOUR VCE AS PER VCAA GUIDELINES Cont'd

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## **Why Are VCE Results Scaled?**

Students take different subject combinations, and some subjects are more competitive than others. Scaling adjusts scores to reflect this, so everyone is compared on a fair playing field when calculating the ATAR.

Think of it like adjusting scores in a race where some tracks are harder than others—scaling ensures results are balanced.

## **How Does Scaling Work?**

VTAC looks at how students in each subject perform across all their subjects:

- If a subject attracts high-performing students, scores are usually scaled up.
- If the overall group performs lower, scores may be scaled down.
- Some subjects remain about the same.

All subjects are treated the same at the start—there's no built-in advantage or disadvantage.

## **What's the Impact?**

- A scaled score of 25 in any subject is worth the same in your ATAR calculation.
- Scaling doesn't punish or reward you—it just keeps the system fair.
- Choose subjects based on your strengths and interests—not just scaling.

Remember: If competition is high within a study – you can expect to receive a lower VCAA study score – scaling by VTAC ensures this study is adjusted up. If competition is low within a study – you can expect to receive a higher VCAA study score – scaling by VTAC ensures this study is adjusted down. Across all studies, your ATAR subject scores can therefore be expected to be more uniform than your VCAA study scores.

Scaling Reports are available from the VTAC website. [VTAC ATAR and Scaling Guide 2026](#)

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# 2026

# SENIOR SUBJECT

# OFFERINGS

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## IN THIS SECTION

- Year 10 Core Subjects
- Year 10 Elective Options
- VCE Subject Descriptions

# YEAR 10 CORE SUBJECTS

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## CORE | YEAR 10 ENGLISH

In year 10 English students continue to develop skills of reading, writing, listening, and speaking. Students continue to develop skills in effective communication as both author and audience and focus on a study of literature, the expression of informed opinion and the analysis of persuasive language.

## CORE | YEAR 10 MATHEMATICS

At year 10 students will continue to consolidate and extend their skills and understanding of mathematics, as well as prepare for the future study of mathematics at VCE and beyond. Courses are designed to provide students with the necessary skills and knowledge to continue their chosen pathway.

### ➤ **CORE MATHEMATICS**

This year 10 unit prepares students for the study of maths at VCE. They incorporate the application of scientific and CAS calculators and computer software to a wide variety of computations. This course leads directly to the study of VCE General Maths Units 1 & 2 and VCE Further Maths 3 & 4. Students choosing to do only Yr 10 Core mathematics will **not** have the necessary skills to attempt Mathematical Methods at Yr 11.

### ➤ **INTRODUCTION TO MATHS METHODS**

This unit is only available for students who successfully complete the year 9 accelerated mathematics course. This unit contains additional algebra, graph, and number work to broaden students' knowledge and understanding and prepare them for the study of Mathematical Methods at year 11. Incorporating further applications of scientific calculators, applications of graphics calculators and computer software to graphing functions students who successfully complete Introduction to Maths Methods, have access to the study of VCE General Maths 1 & 2 and Mathematical Methods 1 & 2 at year 11.

### ➤ **CORE PLUS MATHEMATICS**

The Core Plus mathematics unit is a similar course to core mathematics but with a greater emphasis on algebra skills. Students who demonstrate a sound knowledge of the concepts covered in this unit have access to the study of all VCE mathematics Units. *\*\* Only students recommended by their teacher will be able to pursue this course.*

## CORE | YEAR 10 SCIENCE

The science curriculum has been developed to give students a solid background for further studies at VCE whilst providing them with the science literacy needed to operate in the modern world. The themes over the year will include genetics and evolution, chemical reactions, psychology, physics, cosmology, and study skills.

## CORE | YEAR 10 HUMANITIES

Year 10 Humanities covers the four areas within Humanities: Civics and Citizenship, Economics and Business, Geography and History. Students study the legal system and human rights, financial literacy, economics, geographies of interconnections and human wellbeing, the globalising world, and World War 2.

## CORE | YEAR 10 CAREERS *(to be completed in either semester)*

Students must complete one semester of Careers during the year. This unit has a focus on further education and training options, pathways and the skills required for seeking employment. All students will undertake a week of work experience to help cement their learnings.

## CORE | YEAR 10 INDIVIDUAL AND GLOBAL HEALTH *(to be completed in either semester)*

The year 10 curriculum encompasses Respectful Relationships, exploring emotional literacy, personal strengths and positive coping. Consent education, road safety, party safe practices, and online safety will be included in the unit. World health will also be explored, as an introduction to VCE Health and Human Development. This will give students the opportunity to compare Australia's health to that of other countries.

# YEAR 10 ELECTIVE OPTIONS

## YEAR 10 ARTS OPTIONS

### DIGITAL PHOTOGRAPHY

This unit is designed to give students a thorough grounding in the art and capabilities of DSLR (Digital Single Lens Reflex) photography. Students will learn how to use a camera in manual mode, learn the different composition techniques, and learn to use the lighting for studio photography. Students will also learn how to use some aspects of Adobe Photoshop. Your computer must be capable of running Adobe Photoshop program. Students will analyse and evaluate how and why visual conventions, visual arts processes and materials are manipulated in photo artworks they create and experience with study in Aboriginal and Torres Strait Islander artists.

#### Knowledge and Skills Developed

Students explore and respond to artworks to develop and refine pieces that communicate ideas and meaning. They reflect on their practice, apply visual arts skills and conventions, and evaluate artworks and exhibitions across different contexts and audiences.

#### What I need to know about this subject?

This subject is ideal if you enjoy visual storytelling, working with technology, and creating meaningful images. You will need a computer capable to run Adobe Photoshop.

Extra Costs Involved:  
\$30 per Unit

#### Where can this lead?

This subject leads into Year 11 Art Making & Exhibiting, Media, Visual Communication Design.

### PUBLIC ART

In this unit, students will explore the dynamic world of Public Art as a powerful form of contemporary visual expression. Through the lens of local and global street artists, students will investigate how art can challenge social norms, convey political messages, and reflect urban culture.

#### Knowledge and Skills Developed

This unit fosters critical thinking, collaboration, and creative risk-taking, while addressing key content descriptors in the Victorian Curriculum Visual Arts, including exploring and expressing ideas, visual arts practices, and presenting and responding. The unit culminates in the creation of a final street-art inspired piece and an artist statement, allowing students to reflect on the meaning and impact of their work.

#### What I need to know about this subject?

Students will experiment with art techniques such as stencilling, paste-ups, spray paint, and digital art, developing their own unique voice while responding to current issues that matter to them. There will be an excursion to Melbourne to visit Street art and graffiti laneways and Art Galleries.

Extra Costs Involved:  
\$35 per unit

#### Where can this lead?

VCE Art Making & Exhibiting, VCE Visual Communication Design, VCE Media. Further TAFE studies in Visual Arts and Fashion Design and Apparel.

# YEAR 10 ELECTIVE OPTIONS

## VISUAL COMMUNICATION AND DESIGN

Discover how design can shape human behaviour and create a better future for everyone. In this elective, students explore how designers create innovative solutions to real-world problems. You will develop skills across a whole range of design, including environmental, objects, messaging and interactive experiences, working in both manual and digital media. Projects may include prototyping, model making, manual and digital drawing, posters, layouts for digital and interactive media, and product designs.

### Knowledge and Skills Developed

This subject supports students in achieving the Victorian Arts 2.0, Level 10 Achievement Standard by developing the skills to analyse and evaluate how and why ideas and information are communicated through visual communications that they create or experience. They will evaluate design across culture, time, and place, considering how design shapes and challenges perspectives.

### What I need to know about this subject?

Students will use a range of methods, media and materials to create designs, and will apply critical thinking skills to reflect on their own and existing designs.

### Extra Costs Involved:

\$35 per Unit

### Where can this lead?

This subject leads into Year 11 Visual Communication Design, Art Making & Exhibiting, and Media.

## YEAR 10 ENGLISH OPTIONS

### LITERATURE

This unit is for students who love reading, storytelling, or diving into powerful ideas. Year 10 Literature is for you. This course explores classic and contemporary texts with big themes and bold writing. You'll dig into key scenes, compare books to films, and sharpen your skills with tasks that prepare you for VCE English & Literature. There's also room for creativity — choose your own book and pitch its literary value to the class. If you enjoy reading, discussing, and challenging the way texts shape our world, this subject will stretch your thinking and set you up for success in VCE and beyond.

### Knowledge and Skills Developed

- Understanding of literary texts across a range of genres, periods, and contexts.
- Close reading and analysis of language, structure, and literary devices.
- Comparative analysis of texts and their film adaptations.
- Development of personal interpretations supported by textual evidence.
- Oral presentation and persuasive argument skills through literary 'pitching'.
- Familiarity with VCE-style analytical and creative responses.
- Critical thinking and the ability to engage with complex ideas and themes.

### What I need to know about this subject?

This subject will involve plenty of reading and you will be required to think deeply about the ideas, themes and messages presented by the author via both class discussion and formal written analysis.

### Extra Costs Involved:

No

### Where can this lead?

This subject builds essential skills for VCE by introducing students to analytical writing, close reading, and comparative tasks that mirror VCE English & Literature. It also strengthens communication, critical thinking, and presentation skills—key abilities valued in the workforce across many industries.



# YEAR 10 ELECTIVE OPTIONS

## YEAR 10 LIFE READY

Life Ready is a practical, hands-on course designed to support potential early school leavers in preparing for everyday life and the workplace. The program also serves as preparation for the VCE Vocational Major (VCE/VM), with a strong focus on individual goal setting in English and Maths, supported by additional teacher assistance. Students engage in real-world learning experiences such as applying for a tax file number, developing household skills, and exploring trade-based knowledge.

### Knowledge and Skills Developed

- Goal setting and personal development
- Functional literacy and numeracy skills
- Workplace readiness, including resume writing and tax file number applications
- Life skills such as home maintenance
- Basic trade skills, including tool use and engine maintenance (for selected students)
- Self-paced learning and independent work habits

### What I need to know about this subject?

There are not prerequisites for this subject, but an interest in practical learning and a willingness to work independently and in small groups will help students get the most from this subject. Students will be expected to participate in hands on activities and may have the opportunity to explore trade-related skills depending on availability.

### Extra Costs Involved:

\$50

### Where can this lead?

This unit can lead to further vocational education, including VCE/VM or pre-apprenticeships, as well as direct entry into the workforce.

## YEAR 10 HUMANITIES OPTIONS

### MONEY & THE LAW

Explores the intersection of civics, economics, and legal systems. Students will gain an understanding of how Australia's democratic system operates, how laws are made, and how businesses function in a dynamic economic environment. They will explore how citizens and entrepreneurs contribute to a fair, functioning society and economy. Students apply legal, political, and economic knowledge to real-world scenarios and develop their own business ideas and civic positions.

### Knowledge and Skills Developed

- Understand the structure and principles of Australia's democratic government.
- Examine the role of the Constitution, separation of powers, and the High Court.
- Evaluate how individuals and groups influence political decisions and law reform.
- Investigate values like freedom, equality, and respect in Australian democracy.
- Understand how laws are created, interpreted, and applied.
- Analyse contemporary political/legal issues and propose evidence-based solutions.
- Understand entrepreneurship, innovation, and competitive advantage.
- Explore Australia's economy and how businesses contribute to national and local wellbeing.
- Develop and refine a business idea through real-world case studies and assignments.

### What I need to know about this subject?

This is an advanced subject which is designed for those who are aiming to study VCE subjects like Legal Studies, or Business Management.

### Extra Costs Involved:

No

### Where can this lead?

VCE Legal studies, VCE Business Management

# YEAR 10 ELECTIVE OPTIONS

## YEAR 10 HEALTH & PHYSICAL EDUCATION OPTIONS

### PEAK PERFORMANCE

This subject delves further into the science of sport and examines how the body systems react to physical activity. Through observation, testing and analysis of athletes, you will be introduced to how sports scientists measure physical activity and use those measurements to improve an athlete's biomechanics and performance, as well as create your own training program. You will participate in a diverse range of practical and recreational activities, as well as gain a certain level of understanding of the theoretical aspects of Physical Education as a science.

#### Knowledge and Skills Developed

- Develop an understanding of fitness components, training principles, and training methods and use these terms to help create your own training program.
- Understanding of energy systems, aerobic system, anaerobic glycolysis system and the ATP-PC system and how these are fuelled.
- Understanding of biomechanical principles such as the magnus effect, levers, performance enhancing devices and equipment, spin, Newton's Laws, etc.
- Develop motor skills and tactical awareness in a range of practical activities.

#### What I need to know about this subject?

This is an advanced subject which is designed for those who are aiming to study Physical Education in VCE.

This elective will have a substantial theory component.

#### Extra Costs Involved:

No

#### Where can this lead?

VCE Physical Education. Sport and Exercise Science

### ADVANCED PE

This subject is about acknowledging the importance of physical activity in everyday life. You will learn about the National Physical Activity Guidelines (NPAG's), as well as exploring the contemporary issues in sport including drugs, gender, and funding. You will have the opportunity to learn the skills and knowledge that allow you to be fit and active throughout your life. The emphasis in this subject will be on enjoyment and participation, featuring a range of recreational activities. You'll consider how these sorts of activities contribute to making communities like Mirboo North stronger, healthier, and happier.

#### Knowledge and Skills Developed

- Explore a range of recreational activities and how accessible these are within the community.
- Explore different ways to maintain fitness.
- Enhancing your motor skills allows for participation in physical activity throughout your life.
- Development of coordination and body awareness.

#### What I need to know about this subject?

A small cost may occur to cover the cost of group fitness sessions and excursions/ incursions This unit includes practical based learning and a theory component.

#### Extra Costs Involved:

Yes – Excursion Costs

#### Where can this lead?

VCE Physical Education. VCE Health and Human Development

# YEAR 10 ELECTIVE OPTIONS

## OUTDOOR EDUCATION

This subject is designed to provide a bridge between the Outdoor Education activities completed at Year 9, and the completion of VCE Outdoor and Environmental Studies at Year 11. This subject will appeal to a student who may have a history of participating in outdoor education activities but is also interested in developing their knowledge of human connection to the outdoors and understanding the broader context of outdoor experiences. While still including many practical outdoor education experiences, this subject will also include topics designed to develop your insight into the cultures, issues and challenges that influence our engagement with the outdoor world.

### Knowledge and Skills Developed

Continue to develop the different skills to safely participate in practical experiences.

- Planning and being organised for a specific activity (eg. Hiking, camping, skiing)
- Develop transferable skills such as leadership, team building and communication
- Build confidence in yourself and become more resilient
- Develop insight into the broader outdoor world and its culture
- Learn about the indigenous perspective on the outdoors

### What I need to know about this subject?

Attendance of practical learning experiences is expected. These will occur in a variety of environments. There will be a cost for the practical experiences within the subject. You will be charged per experience. This must be paid prior, to be able to attend.

### Extra Costs Involved:

Yes \$120 plus Excursions

### Where can this lead?

VCE Outdoor & Environmental Studies, VCE Physical Education, VCE Geography, VCE History

# YEAR 10 LANGUAGE OPTIONS

## GERMAN

This unit is designed to develop all the language skills of listening, speaking, reading, and writing to a higher and more sustained level competence. Students will study several cultural topics.

Students can host a German exchange student around Easter time.

More advanced language structures will be introduced. Students can travel to Germany for 28 days as part of our school exchange program.

### Knowledge and Skills Developed

- More complex sentence structures and grammar
- How to communicate in everyday and cultural contexts
- Greater cultural understanding of Germany and other German-speaking countries
- Practical conversation skills for travel and real-life interactions in communicative tasks for each topic.

### What I need to know about this subject?

You'll be encouraged to speak regularly in class to build confidence. There will be written and oral assessments to practise and apply what you learn. Cultural understanding is just as important as language — be open to learning how people live, think, and communicate in Germany

### Extra Costs Involved:

No

### Where can this lead?

The year 10 German units prepare students for VCE German classes.

# YEAR 10 ELECTIVE OPTIONS

## YEAR 10 MATHEMATICS OPTIONS

### PRE-VCE MATHS

Pre VCE Maths is a subject designed to build on the learning that students have undertaken during years 7 to 9 and consolidate their understanding of concepts that they will be undertaking in VCE General and Further Maths. Students will also be given an introduction to the CAS calculator which is an essential tool for VCE Mathematics.	
<u>Knowledge and Skills Developed</u> <ul style="list-style-type: none"> <li>▪ Problem-solving using logical and mathematical reasoning</li> <li>▪ Data interpretation and statistical thinking</li> <li>▪ Use of the CAS calculator (essential for VCE Maths)</li> <li>▪ Confidence working through multi-step problems</li> <li>▪ Preparation for VCE assessments and mathematical thinking</li> </ul>	<u>What I need to know about this subject?</u> This subject is a great way for students to help cement key concepts from years 7-9 which will set them up for a stronger maths pathway during VCE.
	<u>Extra Costs Involved:</u> No
<u>Where can this lead?</u> VCE Maths	

## YEAR 10 TECHNOLOGY OPTIONS

The Art/Technology area has special concerns in relation to the safe use of all tools and cutting implements. To give parents and students a clearer understanding of the types of equipment used, an additional section has been included (Equipment/Tools used) in the unit descriptions.

### DIGITAL TECHNOLOGIES

This unit is for students who are interested in further developing and consolidating their knowledge of digital systems and technologies. Students will negotiate learning outcomes within their chosen area of interest to create a personalised curriculum. These could include areas such as web design, app development, Arduino systems, VR and others. A design thinking model will be used to structure learning projects and encourage development of problem solving, creative and critical thinking.	
<u>Knowledge and Skills Developed</u> Students who take this subject will gain an understanding of how different technologies (like websites, apps, VR, Arduino) function. Learn programming and coding concepts.	<u>What I need to know about this subject?</u> This subject is suited to students who are curious about technology and enjoy experimenting. Students who can work independently and can see themselves project managing or who want to explore coding, design, or systems in a hands-on way.
	<u>Extra Costs Involved:</u> No
<u>Where can this lead?</u>	

# YEAR 10 ELECTIVE OPTIONS

## FOOD TODAY

This unit will focus on the qualities and skills required by a chef, providing students with relevant knowledge and practical experience. Students will be given the opportunity to undertake the responsibilities of a chef, including menu planning, food ordering, various food preparation skills, food presentation and service. The processes of design, production, analysis and evaluation are developed through the unit.

Food groups will be investigated to broaden the student's understanding of their properties, nutritional value and contributions to health. The study will provide students with a sound skill base as an essential life-skill and for further development in future studies and in the workplace.

### Knowledge and Skills Developed

- How to plan meals and manage kitchen tasks
- Skills in preparing, cooking, and presenting food
- Understanding the nutritional value of food and healthy eating
- Basic knowledge of food science and dietary needs
- Life skills that are useful at home, in study, or in hospitality jobs

### What I need to know about this subject?

This is not just a cooking class, there will be some theory aspects, and you will need to be good at following instructions, have good time management and organisation.

### Extra Costs Involved:

\$100 per unit

Where can this lead? VCE Food Technology

## INTRODUCTION TO CABINET MAKING

Emphasis is placed on the design and construction of a project which will enable students to learn and utilize fine motor skills in woodworking and cabinet making. The students will be involved in the construction of a Clock, which will be determined by their clients needs and give students the opportunity to learn a variety of construction and joining techniques that are used in fine intricate work.

### Knowledge and Skills Developed

- Understanding of woodworking techniques, tools, and materials
- Construction and joining methods used in fine, detailed work
- Awareness of safety procedures and workshop expectations

### What I need to know about this subject?

Work will be practical in nature and allow for a variety of abilities and experience in the students

### Extra Costs Involved:

\$95 per unit

Where can this lead? Provides foundations for a trade pathway.

# YEAR 10 SCIENCE OPTIONS

## FORENSIC SCIENCE

Forensic science is the application of scientific knowledge and methodology to criminal investigations. Students will use scientific questioning and reasoning to explore a range of forensic techniques used by law enforcement when investigating and solving crime.

### Knowledge and Skills Developed

Problem-solving, Scientific Questioning, Scientific Reasoning, Looking for clues, making inferences, Blood Spatter, Chromatography, Fingerprinting, Reliability of eyewitness accounts, Mock crime scene, Microscopy

### What I need to know about this subject?

This unit includes practical based learning and a theory component.

### Extra Costs Involved:

No

Where can this lead? VCE Psychology

# VCE – For Year 11 and 12 Students

*(and for Year 10 students accelerating with a Year 11 subject during Year 10)*

## VCE | Victorian Curriculum Education Course Outline

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*The **VCE** stream, with an optional VET (Tafe) subject. This stream is designed predominantly for students wishing to obtain an ATAR and undertake a tertiary pathway.*

*\*\* Students may opt to add in a VET course in replacement of one of their subjects if they choose. (Full description of courses available on pg 19 and 20.)*

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## VCE-VM | VCE Vocational Major Course Outline

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*The **VCE-Vocational Major (VCE-VM)** stream allows student to combine the VCE with vocational training and experience in the workplace. This stream is designed predominantly for students wishing to undertake a vocational pathway such as an apprenticeship, traineeship, a Tafe pathway or directly enter the workforce. Successful completion of the VCE-VM will provide students with skills that are important for life, work, and further study as well as a VCE Certificate and/or Enhanced Statement of Results if a student chooses to exit prior to completion of the two years. For example, if a student exits at the end of year 11, they will receive an Enhanced Statement of Results.*

*\*\* Students must add in a VET course to accompany their course. (Full description of courses available on pg 19 and 20)*

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## VPC Victorian Pathways Certificate

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*The **VPC The Victorian Pathways Certificate (VPC)** stream is an option for students who require a more individualised and flexible option to complete their year 12 studies. Students are invited into the VPC by staff discretion.*

*\*\* Students may opt to add in a VET course to accompany their course if they wish. (Full description of courses available on pg 19 and 20)*

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## VCE UNIT DESCRIPTIONS

*The VCE units outlines on the following pages are those offered by Mirboo North Secondary College, however, are dependent on the number of students picking the subjects and teaching staff availability. Distance Education is an option if required, student will need to discuss this with their course counsellor. The information provided is accurate at the time of publication; however, for the most current and official details, please refer to the VCAA website. Full unit descriptions can be found at <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx>*

# VCE UNIT DESCRIPTIONS

## ART MAKING AND EXHIBITION (Unit 1&2 \$35 per unit - Unit 3&4 \$50 per unit)

VCE Art Making and Exhibiting encourages creativity, self-expression, and confidence, helping students develop artistic skills and a strong sense of identity. It fosters critical thinking, independent and collaborative work, and exploration of visual arts. Through engagement with galleries, museums, and online resources, students learn how artworks are presented, displayed, and conserved, while gaining insight into diverse artistic perspectives and practices.

Unit 1 Explore, expand and Investigate	Unit 2 Understand, develop and explore	Unit 3 Connect, extend and connect	Unit 4 Consolidate, present and conserve
Students will be able to explore and manipulate materials to express ideas in their art making, create and present at least one finished artwork with supporting documentation in a Visual Arts journal, and research Australian artists to present information suitable for a proposed exhibition.	Students will be able to design a thematic exhibition by selecting artworks from various sources, create experimental artworks using art elements, principles, and aesthetic qualities in response to a theme, and document their art-making process to develop and complete at least one finished piece.	Students will be able to gather inspiration from artists and artworks to develop their own ideas, create artworks in specific art forms, present and reflect on critiques, and research and plan an exhibition featuring three artists.	Students will be able to refine and complete a finished artwork in a specific art form, document their artistic process, plan and display their work, present a critique, and understand how to properly present, conserve, and care for artworks, including their own.
<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>Materials, techniques and art forms</li> <li>Expand, make, present and reflect</li> <li>Investigation, research and present</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>Understand – ideas, artworks and exhibition</li> <li>Develop – theme, aesthetic qualities and style</li> <li>Resolve – ideas, subject matter and style</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>Collect – inspirations, influences and images</li> <li>Extend – make, critique and reflect</li> <li>Connect – curate, design and propose</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>Consolidate – refine and resolve</li> <li>Present – plan and critique</li> <li>Conserve – present and care</li> </ul>

**Possible Career Outcomes:** Artist, Curator, Photographer, Designer, Conservator, Multimedia, Photographic Journalist, Art Teacher, Commercial Artist, Aerial Photographer, Photo Editor, Sports Photographer, Digital Asset Manager, Studio Lighting Assistant, Science Photographer, Commercial Photographer, Fine Art Photographer.



# VCE UNIT DESCRIPTIONS

## BIOLOGY

VCE Biology allows students to explore the processes that sustain life at cellular, system, and species levels. They learn how changes in the interconnected system of life affect individuals, species, and biodiversity. The course covers molecular and evolutionary concepts and their application in solving real-world problems. Students develop inquiry skills through practical experiments, research, problem-solving, and communication. They pose questions, conduct investigations, analyse data, evaluate methodologies, and communicate findings. Additionally, students use biological knowledge and ethical understanding to analyse bioethical issues.

Unit 1 How do organisms regulate their functions?	Unit 2 How does inheritance impact on diversity?	Unit 3 How do cells maintain life?	Unit 4 How does life change and respond to challenges?
Students should be able to explain and compare cellular structure, function, and the cell cycle, including growth, death, and differentiation. They should also compare cell specialization in plants and animals and analyse system regulation in both. Additionally, students will design and conduct an investigation on cell or system function, drawing conclusions from primary data.	Students should be able to explain and compare chromosomes, genomes, genotypes, and phenotypes, and predict inheritance patterns. They should also analyse the advantages and disadvantages of reproductive strategies and evaluate how adaptations and interdependencies support survival. Additionally, students should identify and evaluate a bioethical issue in genetics, reproductive science, or survival adaptations.	Students should be able to analyse the relationship between nucleic acids and proteins and evaluate DNA manipulation tools. They should also examine the structure and regulation of photosynthesis and cellular respiration pathways and assess how biotechnology can address related issues.	Students should be able to analyse the immune response to antigens, compare immunity methods, and evaluate disease treatment challenges. They should also examine genetic changes, species and human evolution. Additionally, students will design and conduct a scientific investigation on cellular processes, presenting their findings in a poster.
<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>How do cells function?</li> <li>How do plant and animal systems function?</li> <li>How do scientific investigations develop an understanding of how organisms regulate their functions?</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>How is inheritance explained?</li> <li>How do inherited adaptations impact on diversity?</li> <li>How do humans use science to explore and communicate contemporary bioethical issues?</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>What is the role of nucleic acids and proteins in maintaining life?</li> <li>How are biochemical pathways regulated?</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>How do organisms respond to pathogens?</li> <li>How are species related over time?</li> <li>How is scientific inquiry used to investigate cellular processes and/or biological change?</li> </ul>

**Possible Career Outcomes:** Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of endeavour including biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science.

# VCE UNIT DESCRIPTIONS

## BUSINESS MANAGEMENT

In today's Australian society, businesses use established systems and processes—shaped by experience and management theories—to achieve their goals. Through VCE Business Management, students gain the knowledge and skills to become confident, ethical, and socially responsible participants in the business world and broader community.

Unit 1 Planning a business	Unit 2 Establishing a business	Unit 3 Managing a business	Unit 4 Transforming a business
<p>Students should be able to describe the process of developing a business idea and explain how innovation and entrepreneurship benefit the economy and society. They should also understand the internal business environment and how internal factors influence business planning, as well as explain how macro and operating external factors affect business planning.</p>	<p>Students should be able to outline key legal and financial requirements for establishing a business and explain the importance of policies and procedures for compliance. They should understand how building a customer base and marketing presence supports business objectives, analyse and apply marketing and public relations strategies, and discuss staffing needs and effective staff-management strategies from both employer and employee perspectives.</p>	<p>Students should be able to analyse key business characteristics, stakeholders, management styles, skills, and corporate culture. They should also understand and apply motivation theories, evaluate employee management strategies, and analyse the link between business objectives and operations management, proposing strategies to improve operational efficiency and effectiveness.</p>	<p>Students should be able to explain business change, analyse proactive and reactive approaches, use key performance indicators, identify forces for change, and evaluate management strategies. They will also understand the role of management and leadership in change, assess implementation strategies, and discuss the impact on stakeholders.</p>
<p><b>AREAS STUDIED</b></p> <ul style="list-style-type: none"> <li>• The business idea</li> <li>• Internal business environment and planning</li> <li>• External business environment and planning</li> </ul>	<p><b>AREAS STUDIED</b></p> <ul style="list-style-type: none"> <li>• Legal requirements and financial considerations</li> <li>• Marketing a business</li> <li>• Staffing a business</li> </ul>	<p><b>AREAS STUDIED</b></p> <ul style="list-style-type: none"> <li>• Business Foundations</li> <li>• Human Resources Management</li> <li>• Operations Management</li> </ul>	<p><b>AREAS STUDIED</b></p> <ul style="list-style-type: none"> <li>• Reviewing performance – the need for change.</li> <li>• Implementing Change</li> </ul>

**Possible Career Outcomes:** The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

# VCE UNIT DESCRIPTIONS

## CHEMISTRY

VCE Chemistry allows students to explore chemical, biochemical, and geophysical phenomena by studying chemicals and processes. It emphasizes sustainability, focusing on producing materials with minimal impact on health and the environment. Through practical activities, students apply chemical principles to analyse and synthesize materials. In this course, students develop inquiry skills like experimentation, research, analysis, problem-solving, and communication. They pose questions, conduct investigations, analyse data, evaluate methodologies, and communicate findings. Students apply their knowledge to investigate and address contemporary chemistry issues.

Unit 1 How can the diversity of materials be explained?	Unit 2 How do chemical reactions shape the natural world?	Unit 3 How can design and innovation help to optimise chemical processes?	Unit 4 How are carbon-based compounds designed for purpose?
Students will explain how elements form carbon compounds, metallic lattices, and ionic compounds, and use chromatography to separate mixtures. They will calculate mole quantities, name organic compounds, design polymers, and assess the environmental and health impacts of producing organic materials. Students will also explore how chemistry can contribute to a more sustainable future in material production.	Students will explain water's properties, investigate acid-base and redox reactions, calculate solution concentrations, predict solubilities, and analyse acids, bases, and salts using volumetric and instrumental techniques. They will also apply stoichiometry and draw conclusions from data generated in investigations on gas production or substance analysis in water.	Students will compare fuels by combustion products and energy outputs, design and test electrochemical cells, and assess their sustainability. They will also analyse chemical systems to optimize reactions, explain electrolysis in chemical production, and evaluate the sustainability of electrolytic processes.	Students will analyse organic compound structures and reactions, design synthesis pathways, and assess sustainability. They will test and deduce structures of organic compounds, explore medicine functions, and study natural medicine extraction. Students will also design investigations related to energy, chemical synthesis, or organic analysis, and present their findings in a scientific poster.
<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>How do the chemical structures of materials explain their properties and reactions?</li> <li>How are materials quantified and classified?</li> <li>How can chemical principles be applied to create a more sustainable future?</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>How do chemicals interact with water?</li> <li>How are chemicals measured and analysed?</li> <li>How do quantitative scientific investigations develop our understanding of chemical reactions?</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>What are the current and future options for supplying energy?</li> <li>How can the rate and yield of chemical reactions be optimised?</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>How are organic compounds categorised and synthesised?</li> <li>How are organic compounds analysed and used?</li> <li>How is scientific inquiry used to investigate the sustainable production of energy and/or materials?</li> </ul>

**Possible Career Outcomes:** 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. Branches of chemistry include organic, inorganic, analytical, physical and biochemistry. In addition, chemistry is applied in many fields of endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

# VCE UNIT DESCRIPTIONS

## ENGLISH

### Please Note: English is Compulsory for ALL VCE students

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

Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

Unit 1	Unit 2	Unit 3	Unit 4
<p>Students will make personal connections with a text while exploring its vocabulary, structure, language features, and ideas. They will also demonstrate effective writing skills by crafting their own texts for a specific context and audience, with a clear purpose. Additionally, students will describe the choices they make regarding vocabulary, structure, language features, and conventions in their writing process.</p>	<p>Students will explore and analyse how vocabulary, text structures, language features, and ideas in a text create meaning. They will also examine persuasive texts on contemporary issues, focusing on how argument and language can influence an audience. Finally, students will construct and present a point of view text orally.</p>	<p>Students will analyse the ideas, concerns, and values in a text, focusing on how vocabulary, structure, and language features contribute to meaning. They will also develop effective writing skills by creating their own texts for a specific context and audience, aiming to achieve a clear purpose. Additionally, students will explain the decisions they make throughout the writing process.</p>	<p>Students will analyse both explicit and implicit ideas, concerns, and values in a text, focusing on how vocabulary, structure, and language features contribute to meaning. They will also analyse the use of argument and language in persuasive texts across different modes, including written, visual, audio, and audiovisual. Finally, students will develop and present their own point of view in a text.</p>
<p><b>AREAS STUDIED</b></p> <ul style="list-style-type: none"> <li>• Reading and exploring texts</li> <li>• Crafting texts.</li> </ul>	<p><b>AREAS STUDIED</b></p> <ul style="list-style-type: none"> <li>• Reading and exploring texts</li> <li>• Exploring argument.</li> </ul>	<p><b>AREAS STUDIED</b></p> <ul style="list-style-type: none"> <li>• Reading and responding to texts</li> <li>• Creating texts.</li> </ul>	<p><b>AREAS STUDIED</b></p> <ul style="list-style-type: none"> <li>• Reading and responding to texts</li> <li>• Analysing argument.</li> </ul>

# VCE UNIT DESCRIPTIONS

## ENGLISH LITERATURE

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

Throughout this study, students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices. Students immerse themselves in challenging fiction and non-fiction texts, discovering and experimenting with a variety of interpretations to develop their own responses.

Unit 1	Unit 2	Unit 3	Unit 4
<p>Students will respond to a variety of texts through close analysis, building on key knowledge and skills from Area of Study 1. They will explore the conventions of a selected movement or genre and engage with the ideas, concerns, and representations in at least one complete text, along with multiple other texts typical of that movement or genre.</p>	<p>Students will explore and reflect on the voices, perspectives, and knowledge in texts by Aboriginal and Torres Strait Islander authors and creators. They will also analyse and respond to the representation of a specific time period or culture in a text, reflecting on the ideas and concerns of individuals and groups in that context.</p>	<p>Students will analyse aspects of a text through close examination of textual details and discuss how its meaning changes when adapted to a different form. They will also develop interpretations of a set text, informed by the ideas, views, and values in both the set text and a supplementary reading.</p>	<p>Students will respond creatively to a text and critically comment on both the original text and their creative response. They will also analyse literary forms, features, and language to present a coherent interpretation of the entire text.</p>
<p><b>AREAS STUDIED</b></p> <ul style="list-style-type: none"> <li>• Reading practices</li> <li>• Exploration of literary movements and genres</li> </ul>	<p><b>AREAS STUDIED</b></p> <ul style="list-style-type: none"> <li>• Voices of country</li> <li>• The text in its context</li> </ul>	<p><b>AREAS STUDIED</b></p> <ul style="list-style-type: none"> <li>• Adaptations and transformations</li> <li>• Developing interpretations</li> </ul>	<p><b>AREAS STUDIED</b></p> <ul style="list-style-type: none"> <li>• Creative responses to text</li> <li>• Close analysis of texts</li> </ul>

**Possible Career Outcomes:** Specific careers include linguistics, speech pathology, journalism, writing, teaching, governmental careers, any organisation which produces documentation, briefs, careers in law, and any area where language is valued and scrutinised.

# VCE UNIT DESCRIPTIONS

## FOOD STUDIES (\$120 per Unit)

Australia has a diverse and plentiful food supply, unlike many places globally. However, many Australians consume food in ways that can harm their health. Food and cooking have also become major themes in digital media. This study explores the reasons behind our food choices and the abundance of food available.

VCE Food Studies helps students make informed food choices and understand issues like food security, sovereignty, and citizenship. It builds knowledge and skills for personal food decisions and supports pathways in home economics, food tech, manufacturing, and hospitality.

Unit 1 Food Origins	Unit 2 Food Makers	Unit 3 The science of food	Unit 4 Food issues, challenges and future
Students will examine the globalised food supply and how traditional foods are adapted today. They will also explore changes in Australia's food culture and industries, analysing the use of Indigenous and migrant-introduced foods through practical activities.	Students will explore Australia's food systems, address challenges and opportunities, and apply commercial food production principles to create and evaluate food products for various dietary needs and settings.	Students should understand digestion, nutrient use, and the science behind the Australian Dietary Guidelines. They will apply nutrition principles to meet specific dietary needs and analyse how values, beliefs, and access influence food choices. Students will also develop practical skills for planning and preparing healthy meals for children and families.	Students should be able to evaluate food trends, fads, and marketing claims using evidence-based research and healthy eating guidelines. They should also be able to analyse food system issues related to ethics, sustainability, and sovereignty, and propose practical, values-based solutions.
<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>Food from around the world</li> <li>Food in Australia</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>Australia's food system</li> <li>Food in the home</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>The science of food</li> <li>Food choice, health and wellbeing</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>Navigating food information</li> <li>Environment and ethics</li> </ul>

**Possible Career Outcomes:** The study of Food & Technology leads to opportunities across all facets of the hospitality field, including kitchen hand, waiter, cook. Further study can lead to specialisation in areas such as chef, pastry cook, baker, maitre d, barista and caterer.

# VCE UNIT DESCRIPTIONS

## GERMAN

Studying German enhances personal development in communication, intercultural understanding, cognitive skills, and literacy. It encourages students to explore different perspectives and the role of language and culture in communication and identity. Learning German also improves analytical thinking and adaptability to other languages. German is widely spoken across Europe and in communities in Latin America, Africa, and Australia. It opens access to the culture, traditions, and values of German-speaking countries, which are leaders in fields like science, medicine, economics, and sustainability.

Unit 1	Unit 2	Unit 3	Unit 4
Students should be able to engage in spoken interactions in German, interpret and respond to two texts on the same subtopic in both German and English, and present written information in German for a specific audience and purpose.	Students should be able to write responses in German to various texts, analyse and use information from texts to produce extended written responses, and explain cultural concepts orally in German to a specific audience.	Students should be able to resolve a personal issue in spoken German, interpret texts and write responses in German, and express ideas in personal, informative, or imaginative writing in German.	Students should be able to share ideas in spoken German, analyse information from various texts for written responses in German, and present evaluative or persuasive writing on an issue in German.
<b>AREAS STUDIED</b> <ul style="list-style-type: none"><li>• Interpersonal communication</li><li>• Interpretive communication</li><li>• Presentational communication</li></ul>			

**Possible Career Outcomes:** The ability to communicate in another language provides opportunities for employment in the fields of interpreting, social services, ethnic affairs, the tourism and hospitality industries, international relations, the arts, commerce, technology, science, education etc. Specific jobs that specify the Indonesian language include the Army/Navy/Airforce. Also, most international Airlines prefer that their staff have a second (preferably Asian) language.



# VCE UNIT DESCRIPTIONS

## HEALTH & HUMAN DEVELOPMENT

VCE Health and Human Development offers students a broad understanding of health and wellbeing, extending beyond the individual to families, communities, and global society. Students explore the factors that impact health—biological, sociocultural, and environmental—and view health and development holistically. The course builds health literacy, helping students analyse health information, evaluate healthcare initiatives, and take supportive action. This knowledge prepares them to apply their learning in future challenges and changes.

Unit 1 Understanding Health and Wellbeing	Unit 2 Managing Health and Development	Unit 3 Australia's Health in a Globalised World	Unit 4 Health and Human Development in a Global Context
Students will explore health and wellbeing dimensions, understand health indicators, and analyse sociocultural factors affecting youth health. They will interpret data to identify areas for improvement and analyse a specific health issue. Additionally, students will evaluate nutrition-related information using food selection models and initiatives.	Students will explore developmental changes from youth to adulthood and analyse factors promoting healthy development in prenatal and early childhood stages. They will also understand health and wellbeing as an intergenerational concept and examine factors affecting access to Australia's health system, health literacy, and youth wellbeing.	Students will explore the global nature of health and wellbeing, interpret Australia's health data, and analyse health status variations. They will also examine changes in public health approaches, assess improvements in population health, and evaluate health promotion strategies.	Students will analyse global health and development disparities, exploring contributing factors. They will also examine the role of Sustainable Development Goals (SDGs) in promoting health and evaluate the effectiveness of global aid programs.
<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>• Concepts of Health</li> <li>• Youth Healing and Wellbeing</li> <li>• Health and Nutrition</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>• Developmental Transitions</li> <li>• Youth Health Literacy</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>• Understanding Health and Wellbeing</li> <li>• Promoting Health in Australia</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>• Global Health and Human Development</li> <li>• Health and the Sustainable Development Goals</li> </ul>

**Possible Career Outcomes:** VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

# VCE UNIT DESCRIPTIONS

## HISTORY | Unit 1 & 2 Modern History – Unit 3 & 4 History Revolutions

The study of VCE History helps students understand themselves, others, and the contemporary world by exploring key events, ideas, and movements that have shaped society. It encourages awareness of change over time and its relevance to current issues, while fostering skills in critical thinking, independent research, and evidence-based argument. Through interpreting historical sources and engaging with differing perspectives, students learn to navigate contested views of the past and form informed opinions, preparing them to be thoughtful and engaged citizens.

<b>Unit 1</b> <b>Modern History</b> Change and Conflict	<b>Unit 2</b> <b>Modern History</b> The Changing World Order	<b>Unit 3</b> <b>Revolutions</b> Causes of Revolutions	<b>Unit 4</b> <b>Revolutions</b> Consequences of Revolutions
<p>This unit examines major global changes from the late 19th to mid-20th century, focusing on events, ideas, individuals and movements that shaped the modern world.</p> <p>Key Themes:</p> <ul style="list-style-type: none"> <li>• Decline of Empires &amp; Rise of Nations</li> <li>• Modernisation</li> <li>• World War I</li> <li>• Interwar Years</li> <li>• Totalitarianism &amp; Conflict</li> <li>• Cultural Responses</li> </ul> <p>The unit highlights how this period laid the foundations for today's global landscape.</p>	<p>This unit explores the Cold War's impact and the major global changes in social, political, and economic structures from 1945 to the early 21st century.</p> <p>Key Themes:</p> <ul style="list-style-type: none"> <li>• Cold War (1945–1989)</li> <li>• Decolonisation</li> <li>• Social Movements</li> <li>• 21st Century Shifts</li> <li>• Technology &amp; Communication</li> </ul> <p>This period saw both dramatic transformations and enduring continuities in the global order.</p>	<p>This area of study explores the causes and triggers of revolution, focusing on the role of significant events, ideas, individuals, and popular movements within specific historical contexts. Students examine how long-term tensions and short-term crises led to revolutionary outbreaks, shaped by political, social, economic, cultural, and environmental conditions.</p> <p>Revolutions studied:</p> <ul style="list-style-type: none"> <li>• American (1754–4 July 1776)</li> <li>• French (1774–4 August 1789)</li> <li>• Russian (1896–26 October 1917)</li> <li>• Chinese (1912–1 October 1949)</li> </ul>	<p>This area of study focuses on the outcomes of revolution and how new regimes consolidated power amid internal challenges and opposition. Students explore the extent to which revolutions led to meaningful social, political, economic, and cultural change, or whether continuity and compromise prevailed.</p> <p>Revolutions studied:</p> <ul style="list-style-type: none"> <li>• American (4 July 1776–1789)</li> <li>• French (5 August 1789–1795)</li> <li>• Russian (26 October 1917–1927)</li> <li>• Chinese (October 1949–1976)</li> </ul>
<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>• Ideology and conflict</li> <li>• Social and cultural change</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>• Challenge and change</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>• Causes of Revolution</li> <li>• Role of Ideas</li> <li>• Key Individuals</li> <li>• Popular Movements:</li> <li>• Historical interpretation</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>• Consolidating Power</li> <li>• Use of Force</li> <li>• Leadership &amp; Challenges</li> <li>• Impact on Society</li> <li>• Revolutionary Ideals</li> </ul>

**Possible Career Outcomes:** Tour guide, Writer, Teacher, Journalist, Historian, Anthropologist, Librarian, Museum Curator, Research, Officer, Editor, Political Scientist

# VCE UNIT DESCRIPTIONS

## LEGAL STUDIES

In contemporary Australian society, laws protect individual rights and promote social cohesion, created by bodies like parliament and the courts, and upheld by various institutions. VCE Legal Studies helps students become informed citizens, enhancing their understanding of the legal system and their role within it. It builds skills in legal research, analysis, reasoning, and problem-solving, while fostering an appreciation for the rule of law and how individuals can influence legal change.

Unit 1 The presumption of innocence	Unit 2 Wrongs and rights	Unit 3 Rights and justice	Unit 4 The people, law and reform
Students should be able to describe sources and types of law, evaluate legal effectiveness, explain key concepts and purposes of criminal law, apply legal reasoning to assess culpability, and discuss how the criminal justice system upholds justice and uses sanctions to achieve its aims.	Students should be able to explain key concepts and purposes of civil law, apply legal reasoning to assess liability, discuss dispute resolution and justice principles, evaluate the effectiveness of remedies, and explore how rights are protected in Australia through a contemporary human rights issue.	Students should be able to explain key principles of the criminal and civil justice systems, assess how sanctions and remedies achieve their purposes, and evaluate how effectively each system upholds justice.	Students should be able to discuss how parliament and courts make laws, evaluate how the Constitution limits parliament, explain reasons for law and constitutional reform, and assess how individuals and law reform bodies can influence legal change.
<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>Legal foundations</li> <li>Proving guilt</li> <li>Sanctions</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>Civil liability</li> <li>Remedies</li> <li>Human rights</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>The Victorian criminal justice system</li> <li>The Victorian civil justice system</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>The people and the lawmakers</li> <li>The people and reform</li> </ul>

**Possible Career Outcomes:** This subject provides an excellent foundation for careers in the law. Some of these include barrister, solicitor, legal clerk, police force, teacher and youth worker.

# VCE UNIT DESCRIPTIONS

## MATH - General

General Maths 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, where data analysis, recursion and financial modelling, networks and matrices are important. Students who have done only Mathematical Methods Units 1 and 2 will have had access to assumed key knowledge and key skills for General Mathematics Units 3 and 4 but may also need to undertake some supplementary study.

Unit 1	Unit 2	Unit 3	Unit 4
By the end of this unit, students will understand key concepts, apply methods to solve non-routine problems, and use computational thinking and technology to analyse and solve complex tasks.	By the end of this unit, students will understand key concepts, solve non-routine problems, and use computational thinking with technology to analyse and solve complex math tasks.	By the end of this unit, students will be able to: explain key concepts and apply mathematical procedures; solve and analyse open-ended problems; and use computational thinking and technology to develop and evaluate solutions.	By the end of this unit, students will understand key concepts and perform procedures, solve complex problems using various methods, and apply computational thinking with technology to analyse solutions.
<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>• Data analysis, probability and statistics</li> <li>• Algebra, number and structure</li> <li>• Discrete mathematics</li> <li>• Functions, relations and graphs</li> <li>• Space and measurement</li> </ul>			

**Possible Career Outcomes:** Business, Nursing, Education – most careers require a level of maths competency (NOTE: at time of writing Tertiary Education have not indicated what level of Mathematics is required for specific courses for 2025 entry).

# VCE UNIT DESCRIPTIONS

## MATH – Methods

**NB. Math Methods is a prerequisite for any University Engineering course.**

Methods 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.

Unit 1	Unit 2	Unit 3	Unit 4
<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>Understand and explain key concepts and perform related mathematical procedures.</li> <li>Apply mathematics to solve open-ended, non-routine problems using investigation, modelling, and analysis.</li> <li>Use technology and computational thinking to explore, analyse, and solve mathematical problems.</li> </ul>	<p>By the end of this unit, students will:</p> <ul style="list-style-type: none"> <li>Understand key concepts and perform related mathematical procedures.</li> <li>Apply mathematics to solve open-ended problems through investigation, modelling, and analysis.</li> <li>Use technology and computational thinking to investigate, model, and solve mathematical problems.</li> </ul>	<p>Students should:</p> <ul style="list-style-type: none"> <li>Understand and explain key mathematical concepts and perform related calculations.</li> <li>Use mathematical techniques to solve complex, open-ended problems involving investigation and modelling.</li> <li>Utilize technology and computational thinking to explore, analyse, and solve mathematical problems through various representations.</li> </ul>	<p>Students should:</p> <ul style="list-style-type: none"> <li>Understand and explain key mathematical concepts and perform related procedures.</li> <li>Apply mathematical methods to solve complex, non-routine problems, including investigative and modelling tasks.</li> <li>Use technology and computational thinking to explore, analyse, and solve mathematical problems through graphs, symbols, statistics, and other representations.</li> </ul>
<p><b>AREAS STUDIED</b></p> <ul style="list-style-type: none"> <li>Functions, relations and graphs</li> <li>Algebra, number and structure</li> <li>Calculus</li> <li>Data analysis, probability and statistics</li> </ul>			

**Possible Career Outcomes;** Engineering, Computer Science and IT, Data Analysis and Statistics, Finance and Economics, Architecture, Physics and Scientific Research, Medicine and Health Sciences, Environmental Science, Teaching and Education

# VCE UNIT DESCRIPTIONS

## MEDIA STUDIES – Material Costs (Unit 1&2 \$15 per unit - Unit 3&4 \$25 per unit)

VCE Media allows students to explore the media in historical and contemporary contexts while developing skills in media design and production. It encourages critical analysis of media forms, narratives, and technologies, and examines the media's influence on society. Through creating their own media products, students refine their creative, analytical, and communication skills. This study also prepares students for further education and careers in fields such as media, design, advertising, and communication.

Unit 1 Media forms, representations and Australian stories	Unit 2 Narrative across media forms	Unit 3 Media narratives, contexts and pre-production	Unit 4 Media production; agency and control in and of the media
Students will be able to explain how media representations are constructed and interpreted, design and evaluate media representations using the production process, and analyse how Australian narratives in various media forms engage and are received by audiences.	Students will be able to analyse the style and impact of media creators, use the media production process to develop narratives, and discuss how new media technologies influence society, audiences, individuals, and the media industry.	Students will be able to analyse media narratives and their contexts, explore audience engagement, and research key aspects of media forms to inform and develop a detailed pre-production plan that reflects their creative concepts and intended audience.	Students will be able to finalise and distribute a media product developed in Unit 3, and critically discuss audience agency, media influence, regulation, and related ethical and legal issues.
<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>Media representations</li> <li>Media forms in production</li> <li>Australian stories</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>Narrative, style and genre</li> <li>Narrative in production</li> <li>Media in change</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>Narratives and their contexts</li> <li>Research, development and experimentation</li> <li>Preproduction planning</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>Media production</li> <li>Agency and control in the media</li> </ul>

**Possible Career Outcomes:** Film and television director, producer, editor, script writer, cinematographer, special-effects technician, newspaper or magazine publisher, layout designer, writer, or editor, animator, radio presenter, director, producer, sound technician, sound editor.

# VCE UNIT DESCRIPTIONS

## PHYSICAL EDUCATION

VCE Physical Education combines theory and practice to help students understand the factors influencing physical activity and performance. It highlights the physical, social, and emotional benefits of movement for health and wellbeing. Students develop skills to stay active throughout life and prepare for careers or further study in sport, health, and fitness-related fields.

Unit 1 The human body in motion	Unit 2 Physical activity, sport, exercise and society	Unit 3 Movement skills and energy for physical activity, sport and exercise	Unit 4 Training to improve performance
Students will explore how the muscular, skeletal, cardiovascular, and respiratory systems work together to produce movement. They will also evaluate the use and impact of performance-enhancing substances and methods.	Students will analyse data on physical activity and sedentary behaviour, create and evaluate a personalised activity plan, and explore factors affecting access, inclusion, and participation in sport and physical activity at various levels.	Students will use data to improve movement skills through biomechanical and skill acquisition principles and analyse how body and energy systems support movement. They will also explore causes of fatigue and suggest effective recovery strategies.	Students will analyse the physiological demands of physical activities to assess fitness needs, design and evaluate training programs, and explain performance improvements. They will also explore how skill acquisition, biomechanics, energy systems, and training methods interact to influence performance.
<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>How does the musculoskeletal system work to produce movement?</li> <li>What role does the cardiorespiratory system play in movement?</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>How do physical activity, sport and exercise contribute to healthy lifestyles?</li> <li>What are the contemporary issues associated with physical activity and sport?</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>How are movement skills improved?</li> <li>How does the body produce energy?</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>What are the foundations of an effective training program?</li> <li>How is training implemented effectively to improve fitness?</li> <li>Integrated movement experiences</li> </ul>

**Possible Career Outcomes:** Teaching, Health Science, Nursing, Coaching, Psychology.



# VCE UNIT DESCRIPTIONS

## PHYSICS

VCE Physics helps students use observations, experiments, and mathematical analysis to explain phenomena from subatomic to macroscopic scales, exploring key concepts like relativity and quantum physics. While some physics theories are well-established, others continue to evolve, driving technological advancements. Students develop scientific inquiry skills through practical activities, applying physics principles to explain and quantify phenomena. They enhance skills in experimentation, research, problem-solving, critical thinking, and communication, posing questions, conducting investigations, analysing data, and communicating findings. Students also evaluate physics-related issues and the global impacts of physics research.

Unit 1 How is energy useful in society?	Unit 2 How does physics help us to understand the world?	Unit 3 How do fields explain motion and electricity?	Unit 4 How have creative ideas and investigation revolutionised thinking in physics?
Students will model and evaluate the wave-like nature of light, thermal energy, and light's interaction with matter. They will explain and assess nuclear radiation, radioactive decay, and nuclear energy. Additionally, students will investigate DC circuits, apply mathematical models to analyse circuits, and describe the safe use of electricity in daily life.	Students will investigate, analyse, and model force, energy, and motion. They will apply physics knowledge to address a contemporary societal issue and communicate their findings. Additionally, students will draw evidence-based conclusions from data generated in a student-designed investigation.	Students will investigate motion and energy transformations, analysing motion using Newton's laws. They will study gravitational, electric, and magnetic fields to explain motors, particle accelerators, and satellite orbits. Students will also analyse and evaluate electricity generation and distribution systems.	Students will analyse models explaining the nature of light and matter and use special relativity to explain high-speed motion. They will also design and conduct investigations on fields, motion, or light, presenting their findings in a scientific poster.
<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>How are light and heat explained?</li> <li>How is energy from the nucleus utilised?</li> <li>How can electricity be used to transfer energy?</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>How is motion understood?</li> <li>How does physics inform contemporary issues and applications in society?</li> <li>How do physicists investigate questions?</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>How do physicists explain motion in two dimensions?</li> <li>How do things move without contact?</li> <li>How are fields used in electricity generation?</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>How has understanding about the physical world changed?</li> <li>How is scientific inquiry used to investigate fields, motion or light?</li> </ul>

**Possible Career Outcomes:** Physics leads to a wide range of careers, including (but not limited to) acoustics, astrophysics and cosmology, atmospheric physics, bushfire research, climate science, computational physics and games development, education, electrical and electronics, energy research, engineering, forensic science, geology, instrumentation, lasers and photonics, materials science, medical physics, neuroscience, nuclear science, optics, pyrotechnics, radiography, robotics and sports science.

# VCE UNIT DESCRIPTIONS

## PRODUCT DESIGN & TECHNOLOGY (Material Costs \$70 per Unit)

VCE Product Design and Technologies provides hands-on experiences that support careers in design fields like fashion, engineering, interior design, and more. Students focus on creativity, innovation, and ethical product development, learning to solve problems through collaboration and critical thinking. They use various materials and tools, develop technical skills, and engage with real-world, industry-relevant design practices.

Unit 1 Design Practices	Unit 2 Positive impacts for end users	Unit 3 Ethical product design and development	Unit 4 Production and evaluation of ethical designs
Students will use design thinking to research and develop product concepts in response to a need, working collaboratively to address a design brief. They will test materials and processes, follow a production plan to create a product, and reflect on teamwork and improvements.	Students will analyse products based on design factors and their impact on users, design and create an inclusive product addressing needs like access and equity and explore how culture influences designers and end users.	Students will explore ethical product design and innovation in industry, identify a design need or opportunity, and develop a brief based on market research. They will evaluate and refine product concepts, justify a final design, and plan for safe production.	Students will follow a production plan to create a designed product, managing materials, tools, and time effectively. They will also evaluate products, consider their success, and explore design in terms of innovation, entrepreneurship, sustainability, and ethics.
<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>Developing and conceptualising designs</li> <li>Generating, designing and producing</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>Opportunities for positive impacts for end users</li> <li>Designing for positive impacts for end users</li> <li>Cultural influences on design</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>Influences on design, development and production of products</li> <li>Investigating opportunities for ethical design and production</li> <li>Developing a final proof of concept for ethical production</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>Managing production for ethical designs</li> <li>Evaluation and speculative design</li> </ul>

**Possible Career Outcomes:** Designers, practical skill for various trades and professions

# VCE UNIT DESCRIPTIONS

## PSYCHOLOGY

VCE Psychology helps students explore how thoughts, emotions, and behaviours interact, while developing key science and research skills. It encourages critical and creative thinking, problem-solving, and applying psychological concepts to everyday life. The study also highlights how psychology is used in society to solve problems and improve well-being.

Students gain insights into biological, psychological, and social influences on behaviour and can explore career pathways in psychology and related fields. These include roles in health, education, social work, marketing, human resources, and community services, with or without becoming a registered psychologist.

Unit 1 How are behaviour and mental processes shaped?	Unit 2 How do internal and external factors influence behaviour and mental processes?	Unit 3 How does experience affect behaviour and mental processes?	Unit 4 How is mental wellbeing supported and maintained?
Students will explore psychological development across the lifespan and how it is understood. They will examine the brain's role in behaviour, including the effects of brain plasticity and injury, and evaluate evidence to answer a contemporary psychology research question.	Students will explore how social cognition shapes behaviour and what influences individual and group actions. They'll examine attention and perception, compare visual and taste perception, and analyse perceptual distortions. Students will also carry out a scientific investigation on influences on perception or behaviour and draw conclusions from their data.	Students will examine how the nervous system supports interaction with the world and how stress affects the body and mind. They will also explore learning theories and understand memory as a psychobiological process.	Students will analyse the need for sleep and its impact on psychological functioning, explore mental wellbeing using the biopsychosocial approach, and examine factors supporting wellbeing. They will also design and conduct a scientific investigation, presenting their findings in a scientific poster format.
<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>What influences psychological development?</li> <li>How are mental processes and behaviour influenced by the brain?</li> <li>How does contemporary psychology conduct and validate psychological research?</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>How are people influenced to behave in particular ways?</li> <li>What influences a person's perception of the world?</li> <li>How do scientific investigations develop understanding of influences on perception and behaviour?</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>How does the nervous system enable psychological functioning?</li> <li>How do people learn and remember?</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>How does sleep affect mental processes and behaviour?</li> <li>What influences mental wellbeing?</li> <li>How is scientific inquiry used to investigate mental processes and psychological functioning?</li> </ul>

**Possible Career Outcomes:** The study of psychology can lead to opportunities in a range of careers that involve working with individuals, couples, families, large groups, organisations or even communities. For example, opportunities exist in industry, community mental health services, within government departments in the public service, in schools, courts, prisons, the defence forces, emergency services, with sports teams or in a university as a lecturer and/or researcher.

# VCE UNIT DESCRIPTIONS

## VISUAL COMMUNICATION & DESIGN (Unit 1&2 \$35 per unit - Unit 3&4 \$50 per unit)

VCE Visual Communication Design prepares students for the evolving demands of the 21st century, where design goes beyond appearance and function to address complex, sustainable problems across various sectors. Designers today engage with human-centred research to understand stakeholders' needs and trends, with consumers often co-creating content. The study fosters future-ready designers who are critical, reflective, and skilled, equipped to solve real-world problems while understanding design's role in society. Students develop the knowledge and mindset of responsible, empathetic, and initiative-driven designers.

Unit 1 Finding, reframing and resolving design problems	Unit 2 Design contexts and connections	Unit 3 Visual communication in design practice	Unit 4 Delivering design solutions
Students will use human-centered research to redefine a design problem and identify a communication need, create visual branding using the VCD design process, and design a sustainable object considering design's impact and influences.	Students will create an environmental design inspired by context and style, apply ethical and culturally appropriate practices in personal iconography, and use the VCD design process to design a digital interface.	Students will research and compare how contemporary designers use visual communication, analyse how aesthetics support effective design, and identify client needs to develop design ideas using the VCD design process.	Students will refine design concepts, present them to an audience, and evaluate their effectiveness. They will also produce final design solutions that meet the brief's criteria.
<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>Reframing design problems</li> <li>Solving communication design problems</li> <li>Design's influence and influences on design</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>Design, place and time</li> <li>Cultural ownership and design</li> <li>Designing interactive experiences</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>Professional design practice</li> <li>Design analysis</li> <li>Design process: defining problems and developing ideas</li> </ul>	<b>AREAS STUDIED</b> <ul style="list-style-type: none"> <li>Design process: refining and resolving design concepts</li> <li>Presenting design solutions</li> </ul>

**Possible Career Outcomes:** Industrial Design, Product Designer, Graphic Design, Architect, Landscape Architect, Interior Design, Illustrator, Typographer, Website design, Engineer, Fashion Design, Exhibition Design, Photography, Printer, Printmaking

# VCE – VM

## VCE Vocational Major UNIT DESCRIPTIONS

*Students must undertake Literacy, Numeracy, Work Related Skills (WRS), and Personal Development Skills (PDS), plus choose a VET course from the list on pages 19 and 20. Students must also undertake one day a week of Structured Work Placement (SWL), which students are required to arrange themselves.*

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# VCE-VM UNIT DESCRIPTIONS

## LITERACY

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**IMPORTANT:** *Students must complete 3 units of Literacy, including a 3 & 4 sequence.*

VCE-VM Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

### Unit 1

The main purpose of this unit is for students to develop their reading, viewing, responding and digital literacy skills. Students will study visual and film texts, critically assess digital texts, including webpages for vocational and workplace settings, podcasts, and social media to examine how purpose, language and structure influence the audience of a text.

### Unit 2

The main purpose of this unit is for students to engage in issues that are characterised by disagreement or discussion, developing, and expanding upon students' learning from Unit 1. Students will practise their use of persuasive language and participate in discussion of current issues.

### Unit 3

The main purpose of this unit is for students to become familiar with and develop confidence in understanding and accessing texts of an informational, organisational, and procedural nature. Students will focus on texts about an individual's rights and responsibilities within organisations, workplaces, and vocational groups.

### Unit 4

The main purpose of this unit is for students to illustrate understanding of the use of language in advocacy by producing a range of written, visual, and multimodal texts for the promotion of self, a product, or a chosen community group. Students will use their knowledge and understanding of language, context, and audience to complete an oral presentation that showcases their learning.

# VCE-VM UNIT DESCRIPTIONS

## NUMERACY

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**IMPORTANT:** *Over the course of the 2-year VCE-VM program, students must complete 2 Numeracy or VCE Mathematic units.*

**A scientific calculator is required for this subject.**

The four units of VM Numeracy are focused on enabling students to develop and enhance their numeracy skills to make sense of their personal, public, and vocational lives. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices but also extends to applications outside the immediate personal environment, such as the workplace and community.

### Unit 1 & 2

These units provide students with the fundamental mathematical knowledge, skills, understandings, and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

### Unit 3 & 4

The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.

# VCE-VM UNIT DESCRIPTIONS

## WORK RELATED SKILLS (WRS)

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**IMPORTANT:** Over the 2-year VCE-VM course, students must complete 2 units of Work-Related Skills. Students must meet the Learning Outcomes for each unit to gain one credit.

Students will develop a broad understanding of workplace environments and the future of work and education, to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway. This will include students completing tasks including OH&S training, applying for jobs, interview techniques and digital literacy.

In addition, students will complete at least 100 hours of structured workplace learning. This will preferably be in an industry that relates to their chosen VET course. They will document details about the placement to meet the Learning Outcomes. External, non-accredited programs or experiences can be included in a student's learning program if it enables the achievement of the Learning Outcomes of a Work-Related Skills unit. It can include:

- Work experience
- Part-time work undertaken
- TAFE Taster programs

### Unit 1 – Careers and Learning For The Future

The purpose of this unit is for the student to investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills, capabilities, and education and/or employment goals. They will develop and apply strategies to communicate their findings.

### Unit 2 – Workplace Skills and Capabilities

The purpose of this unit is for the student to consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

### Unit 3 – Industrial Relations, Workplace Environment and Practice

This unit focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas:

- wellbeing, culture, and the employee-employer relationship
- workplace relations, and
- communication and collaboration.

The purpose of this unit is for the student to learn how to maintain positive working relationships with colleagues and employers, understand the characteristics of a positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate, and productive workplaces.

### Unit 4 – Portfolio Preparation and Presentation

The purpose of this unit is for the student to develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the product.

# VCE-VM UNIT DESCRIPTIONS

## PERSONAL DEVELOPMENT SKILLS (PDS)

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**IMPORTANT:** Over the 2-year VCE-VM course, students must complete 2 units of Personal Development Skills. Students must meet the Learning Outcomes for each unit to gain one credit.

This study provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways. Students will explore concepts of effective leadership, self-management, project planning and teamwork to support them to engage in their work, community, and personal environments.

### **Unit 1 – Healthy Individual**

The purpose of this unit is for the student to enhance their understanding of community cohesion, community engagement and how sense of identity may affect outcomes in different contexts. Students will investigate local health-promoting organisations and resources and play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing. This unit highlights the importance of critical and creative thinking and clear communication as individuals explore personal identity and the role of community.

### **Unit 2 – Connecting With Community**

The purpose of this unit is for students to focus on the benefits of community participation and how people can work together effectively to achieve a shared goal. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community through the planning, implementation, and evaluation of an active response to an individual's need for community support.

### **Unit 3 – Leadership And Teamwork**

The purpose of this unit is for the student to consider the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team.

### **Unit 4 – Community Project**

The purpose of this unit is for the student to identify environmental, cultural, economic, and social issues affecting the community and select one for an extended community project. Students will engage in a process of planning, implementing, and evaluating a response to a selected community issue.