

RESPECT, EXCELLENCE, RESPONSIBILITY



SENIOR PATHWAYS HANDBOOK 2027



College Values

RESPECT

Treating yourself, others, and the school environment with integrity and honesty; Embracing diversity; Treating others with kindness and compassion; Engaging in our community with empathy, pride, and self-awareness.

EXCELLENCE

Achieving success within a culture of high expectations; Promoting an aspirational and creative culture that celebrates success; Empowering each other to learn and grow; Being a motivated, life-long learner and critical global citizen

RESPONSIBILITY

Taking ownership of your personal and educational growth; Acting with honesty and resilience; Collaborating to create a safe, effective, and respectful school environment; Taking initiative in, and ownership of, all learning, and encouraging others to do the same.

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Handbook Acronyms

ATAR	Australian Tertiary Admission Rank
CAP	Career Action Plan (formerly MIP)
GAT	General Achievement Test
HES	Higher Education Study
LOTE	Languages other than English
MSV	Monbulk Student Voice
SAC	School-assessed Coursework
SAT	School-assessed Task
TAFE	Tertiary Entrance Requirements
VCAA	Victorian Curriculum and Assessment Authority
VCE	Victorian Certificate of Education
VCE VET	VCAA – managed VET programs comprised of VCE Vet units
VCE VM	Victorian Certificate of Education – Vocational Major
VET	Vocational Education and Training
VTAC	Victorian Tertiary Admissions Centre

Introduction

Monbulk College was established in 1962. Set in eight hectares of native gardens and bush land, Monbulk College is a Year 7-12 co-educational school drawing its students from the communities of the Dandenong Ranges.

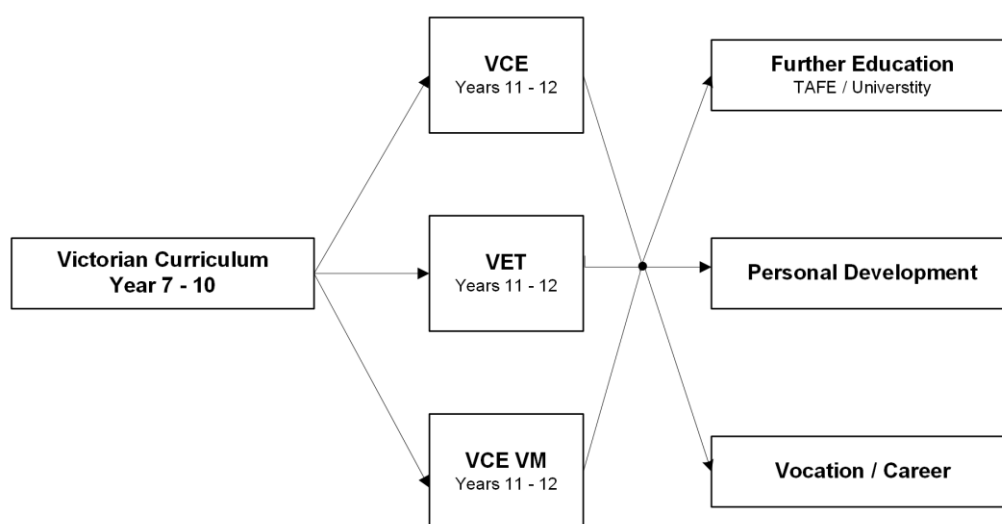
The College offers its post-compulsory students a wide range of services that include:

- A comprehensive curriculum within the Victorian Certificate of Education (VCE), Vocational Education and Training (VET) and the new Victorian Certificate of Education Vocational Major (VCE VM).
- Access to School Based Apprenticeships and Traineeships (SBATs).
- Access to excellent facilities and equipment, including the College library, sports stadium, theatre, arts and technology complexes, and VCE study rooms.
- Opportunities to enhance their learning through participation in College leadership, co-curricular and acceleration programs.
- Individual support and attention through its career/pathways programs, as well as its student welfare, learning support, and year level programs.

Senior Pathways at Monbulk College

Senior Pathways refers to the options available to senior students as they move through Years 10, 11 and 12. While Year 10 students are still completing the compulsory Victorian Curriculum, they are able to select a range of electives and have the opportunity to discuss their future aspirations in individual pathways interviews.

Monbulk College provides a variety of pathway options to cater for the diverse needs of its students. At Years 11 and 12, students have the option of completing the Victorian Certificate of Education (VCE), Victorian Certificate of Education Vocational Major (VCE VM) or an unscored VCE and apprenticeship or traineeship with an SBAT. Students are supported to select individual pathways that will lead to their preferred life goals in vocation, personal development or further education.



From 1 January 2010, all Victorian students must complete Year 10. After Year 10 and until the age of 17 students must be:

- in school, or registered for home schooling, OR
- in approved education or training (e.g. TAFE, traineeship, apprenticeship), OR
- in full-time paid employment, OR
- in a combination of 1, 2 and/or 3
- for a minimum of 25 hours per week.

A wide range of studies are offered to meet the diverse interests and ambitions of students. Post-compulsory education links schooling, further study and the world of work, to cater for all students. It offers students the opportunity to shape their program of studies to suit their capabilities, interests and goals.

All teachers at Monbulk College are committed to assisting students develop their skills and potential. Each student is provided with careful advice on course selection, and the College careers and welfare staff assist students with specific concerns about their studies and future pathways. Parents are informed about their student's course options at information sessions and through the College News. Parents are welcome to discuss their student's progress with the Year Level Team Leader, Careers Manager or Welfare Coordinator.

The College offers a wide range of programs to meet the diverse needs of students, including VCE units in The Arts, English, Health & Physical Education, Humanities, Languages other than English (LOTE), Mathematics, Science, and Technology, as well as the College VET programs, VCE VM and SBATs.

Active student leadership is encouraged by participation in the College's sport, debating, music and drama programs, through student involvement in the Student Representative body, Monbulk Student Voice (MSV) and the College Council, and by performing a leadership role such as College, Sports or Technology Captains.

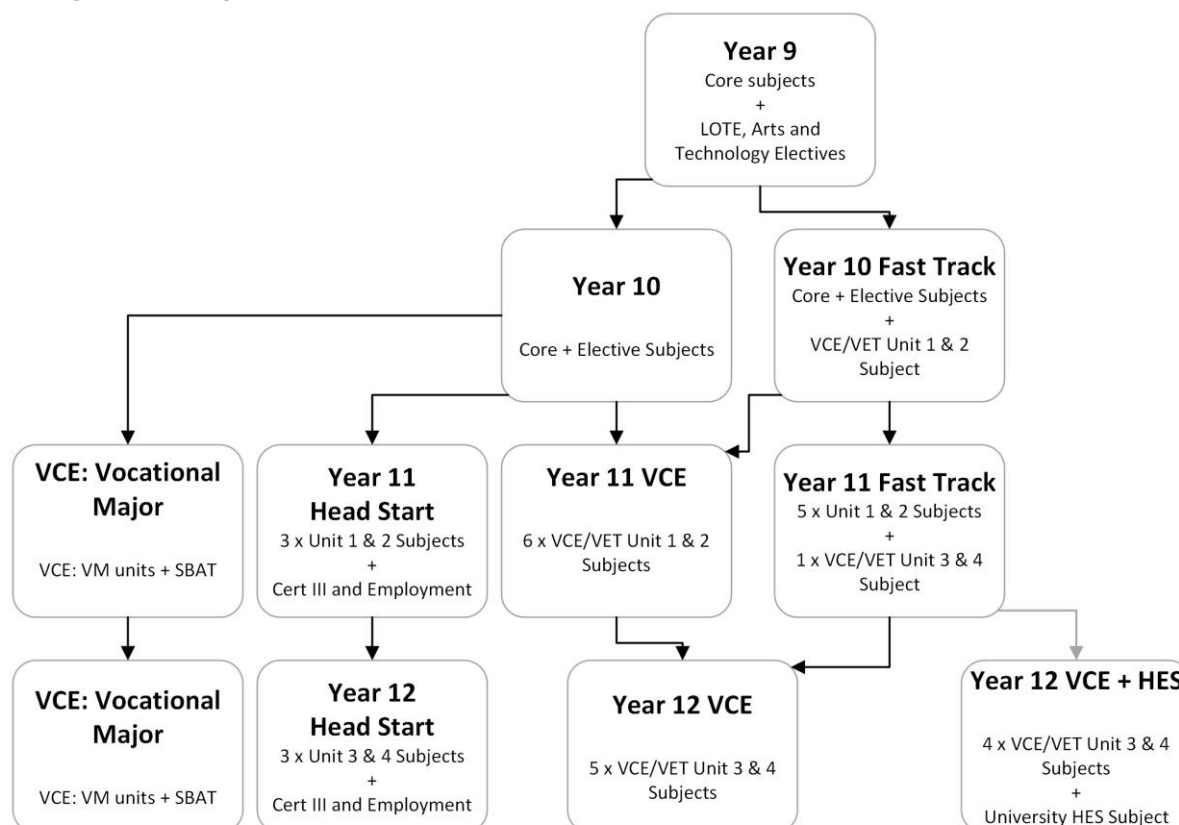
Getting the most out of your senior years and preparing for the future requires balance in your activities. Your academic achievements are important, but they must be balanced with other facets of your life. Similarly, part-time work and sporting activities must not be allowed to overshadow study time.

An important aspect to success in VCE is communication between students, teachers and parents. College staff are available to support you and to help you make the most of your senior years.

Year 12 Team Leader:	Emma Hyett
Year 11 Team Leader:	Helen Maccines
Year 10 Team Leader:	Scott Fisher
Applied Learning Leader:	Glenn Rockelmann
Careers Manager:	Michelle Graco
Curriculum Leader:	Joel Guye
Director of Senior School:	Glenn Rockelmann
Assistant Principal:	Greg Heaton
Student Welfare Coordinator:	JP Giuliani

Pathways Process from Year 9

At Monbulk College, we plan pathways with students from Year 9 onwards. This is an ongoing process with students which includes careers education, Morrisby careers profiling, and information sessions about pathways and subject selection. This process supports students to make informed decisions about their senior courses and the path they would like to follow through the College and beyond.



Note: Students may transfer from a full VCE program into a vocational pathway at the end of a year – midyear transfers may be possible but will depend on individual circumstances. Any considerations for a change of subject and/or pathway should be discussed with Year Level Team Leader and the Careers Manager. Changes between a VCE program and vocational pathway can have implications on the timeline for completing the VCE and VCE VM.

Year 10

The Year 10 curriculum offers a diverse range of subjects, allowing students to undertake a general course of study or begin to specialise and gain valuable knowledge for their VCE studies. Students may elect to study:

- Core Year 10 Curriculum
- Year 10 Curriculum, including a VCE or VCE VET Unit
- Vocational Pathway Subjects

The Year 10 curriculum consists of a combination of core and elective units, designed to cover the eight Learning Areas. Students at this level complete six units per semester. Each unit is studied in greater depth, over four periods each week.

English and Mathematics are CORE subjects and must be studied in Semester 1 and 2. Students may complete up to four other subjects across the Learning Areas each semester, for a total of up to 8 per year. With the exception of Languages, which is studied in both semesters. Students should consider a breadth of studies and not undertake more than two units in any one area.

As a College, we encourage students to consider undertaking a VCE Unit as part of their Year 10 studies as this provides extension, challenge and an introduction into the requirements of VCE Units prior to their full VCE study in Year 11 and 12.

The Year 10 subject selection process involves pathways sessions for students, parent information sessions, pathways planning forms and pathways interviews in Term 3 each year.

Fast-Tracking in Year 10

For students who would like a VCE subject as part of their Year 10 Course will need to complete an application process. The Senior team will consider applications based on requirements such as attendance, teacher recommendations and Victorian Curriculum levels. The requirements will be outlined as part of the course selection process.

VCE: Victorian Certificate of Education

Students select a program of studies from the units offered by the College. Some students may choose to include vocational studies (VET) in their program.

Most studies have 4 units, and each unit lasts one semester or half-year. Units 1 and 2 are usually taken in Year 11, while Units 3 and 4, which are more advanced, are usually taken in Year 12. However, some students 'fast track' and study a Unit 1 and 2 subject in Year 10 and a Unit 3 and 4 subject in Year 11. It is important to note that while you may take Units 1 and 2 as single units i.e. just Unit 1 or 2 of a study, you must take Units 3 and 4 as a sequence.

Satisfactory Completion of the VCE

To be awarded the VCE a student must satisfactorily complete a minimum of 16 Units, which must include:

*3 of the 4 Units from the 'English Group' that includes English or Literature Units 1 to 4
&
3 sequences of Unit 3 and 4 in studies other than from the 'English Group'.*

A satisfactory pass in Units 3 and 4 of English is required to gain an ATAR score. An ATAR score and a VTAC application are required for courses at all recognised tertiary institutions.

A unit of study is satisfactorily completed when the specified learning outcomes are satisfactorily completed. A student must successfully complete all outcomes in a unit to gain a satisfactory result in that unit. These learning outcomes are specified in the study design for each study. They describe the knowledge and skills you should have achieved by the time you have completed a unit. Each unit of each study has between 2 and 4 outcomes.

For all studies, your school decides whether you have satisfactorily completed a unit by achieving the learning outcomes. School Assessed Coursework is set and marked within the school. You will need to plan to get all your work done by the time it is due. Failure to meet deadlines may mean unsatisfactory completion of a unit.

At Monbulk College, a Senior School full time study load is considered to be:

- Year 11: 6 subjects from Units 1 and 2 in Year 11 (total of 12 Units).
- Year 12: 5 subjects from Units 3 and 4 (total of 10 Units).

NOTE: Some Year 10 students may choose to take a VCE Unit 1 or 2, whilst Year 11 students may study a Unit 3 and 4 sequence but this requires consideration of previous results and College approval.

School Based Apprenticeship and Traineeships

Students who are seeking completion of their VCE but would also like to commence an apprenticeship or traineeship through the support of a school-based program may like to undertake an SBAT. This means that they will be able complete an unscored VCE or VCE VM alongside an apprenticeship/traineeship in a range of industries.

In an unscored VCE and SBAT program, students complete 3 units of VCE subjects per semester in Years 11 and 12 (12 units) and 4 recognised Certificate III units whilst at TAFE during Years 11 and 12 to total the 16 required units. They also work 2 days a week with an employer within their chosen industry.

Senior School Mathematics

To support students into success in VCE Mathematics, the College makes recommendations to each student regarding which level of Maths is appropriate. This recommendation is based on attendance, teacher recommendations, exam results, classwork completion and Victorian Curriculum levels (progression points on student reports).

If a student wishes to do a VCE Maths subject which is a higher level than their recommendation, then the student and parent/guardian will be asked to sign an agreement outlining the tasks/behaviours that the student will need to demonstrate in order to be successful in their studies.

Examples of these tasks/behaviours could include:

- improving attendance
- completing all homework/classwork
- attending Maths tutoring sessions during lunchtimes
- exhibiting learning behaviours in class etc

There is a risk associated with doing higher levels of Maths than recommended – this precaution is to help students and families understand what is required in VCE in order to be successful.

VCE VM: Victorian Certificate of Education Vocational Major

The VCE Vocational Major is a new vocational and applied learning program that sits within the VCE. It is a two-year senior secondary certificate that is completed over Years 11 and 12. The subjects in VCE VM are Literacy, Numeracy, Work Related Skills and Personal Development Skills. There are subject descriptions for each of these studies in this handbook.

The VCE Vocational Major takes what is called an 'Applied Learning approach.' Applied learning involves students engaging in relevant and authentic learning experiences. It is a method of learning where theoretical information comes to life for students in a real-world context that relates directly to their own future, is within their own control and is within an environment where they feel safe and respected. Students' knowledge grows and expands as they take action to learn, reflect on that action and plan how to do it better next time.

The VCE Vocational Major will prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce. The four main studies are assessed at a school level through authentic assessment activities. There are no external examinations for the VCE VM studies and therefore students do not receive a study score or an ATAR (Australian Tertiary Admission Rank). Students who satisfactorily complete the requirements of the VCE VM will receive a Victorian Certificate of Education with the words Vocational Major on it to recognise their achievements.

Whilst most VCE VM students would complete a total program of VCE VM subjects, some students may also include accredited VCE units and Vocational Education and Training (VET) modules that meet national and State quality requirements. Where VCE units and VET modules are used in a VCE VM program, current assessment requirements will apply.

School Based Australian Apprenticeships (Traineeships) are an option for students as part of their VCE VM. School Based New Apprenticeships are recommended for students who are unlikely to complete a traditional VCE and would prefer to combine their studies with training and employment in industries where they are likely to seek future employment or apprenticeships.

The College offers a number of Australian School Based Apprenticeships to students. Under this scheme, students spend two days per week at school, one day per week at TAFE and up to two days per week in the workplace over two-years. On completion of the two-year School Based Apprenticeship, students will have completed their VCE VM and gained a nationally recognised traineeship in their chosen industry, with most students gaining full-time employment or an apprenticeship. However, it is possible to return to undertake another training program, enter into Diploma level courses at TAFE or University in some industries.

SATISFACTORY COMPLETION OF VCE VM

To successfully complete the VCE VM there are a number of requirements that need to be met. Like VCE, students must successfully finish at least 16 units, to attain the VCE VM this must include:

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

The VCE VM program is comprised of the units described in this handbook and/or a selection of VCE and VET units.

VET Programs

The College offers VET programs that reflect the employment focus of the Monbulk area. The VET Certificate currently offered on site include:

VET CERTIFICATE II IN WORKPLACE SKILLS

This certificate is offered to Year 10 students looking to move into a vocational pathway.

Other Programs such as in Beauty, Hairdressing and Hospitality can be pursued in certain circumstances in co-operation with the VET Mullum Cluster and other Registered Training Organisations.

VET subjects contribute to satisfactory completion of the VCE and VCE VM. VCE VET units at Unit 3 & 4 level contribute to a student's ATAR score for tertiary studies and credit transfer for TAFE courses.

Further information about each of the VET subjects are available in the subject descriptions.

Assessment and Reporting

The College reports on student progress through continuous reporting available to parents and guardians through the school management system, Compass.

Satisfactory completion of a VCE or VCE VM unit is based on whether a student has demonstrated achievement of the outcomes specified for the unit. This decision is made by the teacher considering the student's performance in assessment tasks (VCE) or other coursework (VCE and VCE VM).

The Victorian Assessment and Curriculum Authority (VCAA) outlines assessment tasks in each VCE and VCE VM unit study design and advises schools on the scope of assessment tasks and criteria for assessment. Schools report satisfactory completion results to VCAA and these are recorded on each student's Statement of Results.

At VCE Units 1 and 2, the College also reports on levels of achievement in school-based assessment tasks.

However, at VCE Units 3 and 4, the VCAA supervises teachers' assessments of levels of achievement by designating the school-assessed coursework or tasks, and by setting and marking external examinations. Teachers' assessments of school-assessed coursework and tasks are reported to the VCAA and contribute to a student's final score in each study. The final assessments for school-assessed coursework, tasks, and external examinations are used by the VCAA to calculate the student's study score, which is then used to calculate the ATAR score used for tertiary entrance. At midyear, all students taking a Unit 3 and 4 sequences must sit a General Achievement Test (GAT), which the VCAA uses to check school assessments.

Unscored VCE and SBAT: Students undertaking the unscored VCE and SBAT program do not sit the external Unit 3 and 4 exams and do not receive a score for their VCE. They do not receive an ATAR, however, they must successfully complete all Outcomes in all Units to complete their VCE.

This Handbook outlines the areas of study for VCE units offered by the College. It should be noted that assessment tasks vary from year to year and that the descriptions in this Handbook are only a guide to assessment of levels of achievement. VCE teachers will give students comprehensive information and advice during their studies.

In VET units (modules), a student is designated as Competent if all outcomes are satisfactorily demonstrated. Pending satisfactory completion, all VET units are designated as Not Yet Competent for each student.

Course Selection

The College assists every student to carefully plan their post-compulsory course of study. The College is committed to providing a comprehensive post-compulsory curriculum that will maximise student opportunity for future pathways, either tertiary or vocational. The Careers Manager along with staff providing course counselling advise students about selecting appropriate courses.

As part of the course selection process, the College surveys all students to determine their preferred pathways and expressions of interest in units of study. The students' preferences are then matched to the College's resources to ensure that a best fit is made to maximise the delivery of most first preferences for most students.

Work Practices

Monbulk College has developed procedures for the satisfactory completion of units of study. Under the VCE, gaining an 'S' requires the student to demonstrate that they:

- Can meet the learning outcomes by performing to a standard on the school-assessed coursework as agreed by the teacher and the relevant Learning Area
- Has submitted the work on time.
- Has submitted work that can be authenticated as their own.
- Has not breached other rules.

The following rules apply to assessment tasks:

- Assessments will generally be undertaken under suitable test conditions for the task.
- Students must work individually and be separated as much as practicable.
- There should be no talking after the commencement of the task.

Breaches of these rules will result in students having to leave the classroom. They will not be allowed to make up the time. In some cases, in keeping with directions of the Study Design, students may bring prepared material (tables, graphs, research notes) into the room for a SAC. The prepared work should necessarily be presented in a different format to the way the school assesses coursework tasks.

Under special circumstances, a student may be granted an extension of time to complete coursework. This extension should be negotiated with the classroom teacher at least 2 days before the due date and an extension application form should be completed. It is the student's responsibility to apply for an extension and any such application should be supported by additional information such as a medical certificate.

A student who uses a computer to produce work for assessment is responsible for ensuring that:

- There is an alternative system available in case of computer or printer malfunction or unavailability.
- Hard copies of the 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.

Exams and Guidelines

Exams at Monbulk College are taken seriously. Students in Year 10, 11 and 12 will undergo examinations as part of their assessment.

Students will:

- have reading time at the beginning of their exam.
- only be allowed to enter the exam during reading time if they arrive late to their exam; otherwise, students missing exams will need to complete their exams during the 'catch up' period.
- raise their hand if they require something, and the supervisor will attend to their request.
- place all non-exam material on the floor under their chair. Permitted items include pens, pencils, pencil sharpeners, erasers, highlighters (not pencil cases); and when required by the examination – calculators, dictionaries, study notes.
- be encouraged to read over their exam before submitting to the supervising teacher.

Students will not:

- look at anyone else's exam, only their own.
- communicate (talk, make eye contact, pass notes) at any time inside the exam room.
- be permitted to leave the exam room once the exam has commenced.
- be permitted to leave early if their exam has been completed. Students may bring reading materials, e.g. novel, to read if they finish their exam early.
- bring electronic devices into the examination room. If they are seen, they will be confiscated and only returned at the conclusion of the examination period.

Further information about the externally set Unit 3 and 4 Examination Timetable (assigned by VCAA) can be found here: <https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/VCE-exam-timetable.aspx>

The General Achievement Test

The GAT is a test of general knowledge and skills in writing, mathematics, science and technology, humanities, the arts and social sciences. It is an essential part of the VCE assessment procedures, although it does not form part of a satisfactory completion for VCE or contribute to your VCE results or your ATAR. The VCAA uses the GAT to check that all schools are marking to the same standard in their school assessments and to check its own marking of school-assessed work and of examinations. These checks are an important part of ensuring that the VCE is fair to everyone. Where a school's assessments for a study disagree with the school's GAT results by a large margin, the VCAA will review the school's assessments in that study.

The GAT is broken into two parts:

- Section A will assess literacy and numeracy skills
- Section B will assess skills in mathematics, science, technology, the arts and humanities, with an increased focus on critical and creative thinking skills

All students enrolled in one or more VCE or scored VCE VET Unit 3 –4 sequence, will be required to sit Sections A and B of the GAT. VCE VM students and Unscored VCE students will be required to sit Section A of the GAT.

Further information about The GAT can be found here:

<https://www.vcaa.vic.edu.au/assessment/vce-assessment/general-achievement-test/Pages/Index.aspx>

Student Attendance

To make the most of your educational opportunities at the College, you are expected to be in all scheduled classes unless there is a valid reason for absence.

Absences

It is your responsibility to ensure all absences are explained. In order to satisfactorily complete each unit, students must attend 90% of classes in each unit. We recognise that some absences are not of a serious nature and in these cases a note from the parent/guardian explaining the absence is required. Where absence is due to a medical/dental appointment, please arrange a certificate and send a note. Parents must keep in mind that absences without a medical certificate must be below 10%. If students are in danger of failing a unit due to poor attendance, the Year Level Team Leader will notify parents in writing.

If students are absent from class they will miss work and are required to catch up. Lesson plans are available to students on Compass, and these should be used to catch up on what has been missed in class. In Year 11, students should negotiate with each teacher involved as to the most appropriate way to get their work completed. In Year 12, the situation is different as there are selected School Assessed Coursework tasks that must be completed under test conditions. These tasks are in different formats depending on the subject involved.

Students with unapproved absences who miss School Assessed Coursework tasks will not be able to complete these tasks. They will not get marks for that coursework and their overall school assessed coursework mark (usually made up of marks for at least 3 tasks) will be lower.

Students with medical/approved absences where appropriate, can complete School Assessed Coursework tasks under test conditions when they have private study by arrangement with their teacher. In other situations where students are required to complete practical investigation or demonstration etc., students must arrange this with their teachers.

Private Study

Most Year 12 VCE students at Monbulk College will have unsupervised private study periods available to them during normal class time. During these periods, students work in the VCE Centre for VCE private study periods.

Students may not leave the College during private study periods.

If a teacher is absent and the class has not been covered by another teacher, students are expected to remain in that classroom or VCE Centre and work quietly.

VCE, VCE VET & VCE VM UNIT DESCRIPTIONS

The following unit descriptions are organised into learning area.

More detailed information about each unit is contained in the VCAA and study designs and is presented to students as they undertake their studies.

VCE LEARNING AREAS

English

- English
- Literature

The Arts

- Art Creative Practice
- Media
- Music
- Theatre Studies
- Visual Communication Design

Humanities

- Business Management
- Modern History
- History: Revolutions
- Legal Studies
- Sociology

Health & Physical Education

- Health and Human Development
- Physical Education

Languages

- Japanese Second Language

Mathematics

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Science

- Biology
- Chemistry
- Physics
- Psychology

Technology

- Applied Computing
- Food Studies
- Product Design Technology

VCE English

Why choose it

English is central to helping students understand, critique and appreciate the world around them, while enabling them to participate confidently in the social, ethical and cultural life of Australian society. Through the study of English, students develop the skills to communicate effectively in both spoken and written forms, and to read, view and listen with understanding and purpose. It encourages students to be enthusiastic and responsive readers, and fosters original thinking and a love of communication. English develops students' abilities to communicate effectively in speech and in writing, and to read and listen with understanding.

Where does it lead

English is required to complete VCE and a requirement for many undergraduate courses. Students are encouraged to understand how language works and to use it well.

Unit 1

Area of Study 1. Reading and exploring texts

Area of Study 2. Crafting texts

Unit 2 –

Area of Study 1. Reading and exploring texts

Area of Study 2. Exploring argument

Unit 3 –

Area of Study 1. Reading and responding to texts

Area of Study 2. Creating texts

Unit 4 –

Area of Study 1. Reading and responding to texts

Area of Study 2. Analysing argument

Assessment can include:

- Creative response
- Text response essays
- Reflective writing
- Oral presentation
- Language analysis tasks
- Exam in each semester
- Other approved tasks from the study design

Staff contact: [James Bakker](#)

For more detailed information including Unit 3 and 4 assessment: [VCAA VCE English](#)

VCE Literature

Why choose it

Literature provides an ideal pathway for students seeking to deepen their literary experiences. Students engage with a diverse range of rich and challenging texts from across cultures, time periods and perspectives, broadening their understanding of the human experience while developing sophisticated analytical and interpretive skills.

Where does it lead

Literature is the ideal stepping stone for students looking to further their literary experiences. Explore a diverse range of challenging texts from around the world and across eras.

Unit 1

Area of Study 1. Reading practices

Area of Study 2. Exploration of literary movements and genres

Unit 2 –

Area of Study 1. Voices of Country

Area of Study 2. The text in its context

Unit 3 –

Area of Study 1. Adaptations and transformations

Area of Study 2. Developing interpretations

Unit 4 –

Area of Study 1. Creative responses to texts

Area of Study 2. Close analysis of texts

Assessment can include:

- Reading journals
- Text analysis
- Oral presentation
- Comparative essay
- Critical essay
- Creative writing and a film comparison
- Analysis of forms
- Contextual analysis
- Creative responses
- Other approved tasks from the study design

Staff contact: [James Bakker](#)

For more detailed information including Unit 3 and 4 assessment: [VCAA VCE Literature](#)

VCE Art Creative Practice

Why choose it

Art is a powerful form of communication that enables students to explore, interpret and respond to the world around them. Through creative practice, students develop the skills to express personal ideas, perspectives and experiences while engaging with the cultural, social and historical contexts that shape artistic expression. The study fosters creativity, critical thinking and visual literacy, encouraging students to experiment with a range of materials, techniques and processes to create meaningful artworks. Students investigate the practices of artists and explore how research and inquiry inform the creative process. By making and responding to artworks, they develop confidence in critical and creative thinking, problem-solving, innovation and reflective practice.

Where does it lead

VCE Art Creative Practice provides a strong foundation for further study and careers in the creative industries, including fine arts, design, illustration, animation, architecture, photography, visual communication and arts education. Beyond these pathways, students develop creativity, critical thinking and visual communication skills that are highly valued across a wide range of professions.

Unit 1 – Interpreting artworks and exploring the Creative Practice

Area of Study 1. Artists, artworks and audiences

Area of Study 2. The Creative Practice

Area of Study 3. Documenting and reflecting on the Creative Practice

Unit 2 - Interpreting artworks and developing the Creative Practice

Area of Study 1. The artist, society and culture

Area of Study 2. The collaborative Creative Practice

Area of Study 3. Documentation of collaboration using the Creative Practice

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

Area of Study 1. Investigation and presentation

Area of Study 2. Personal investigation using the Creative Practice

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

Area of Study 1. Documentation and critique of the Creative Practice

Area of Study 2. Resolution and presentation of a Body of Work

Area of Study 3. Comparison of artists, their practice and their artworks

Assessment can include:

- Extended written responses
- Short-answer responses supported by visual references
- Annotated visual reports
- Oral presentation
- Documented body of work
- Finished piece of artwork
- A critique
- Other approved tasks from the study design

Staff contact: [Lisa Baird](#)

For more detailed information including Unit 3 and 4 assessment: [VCAA VCE Art Creative Practicer](#)

VCE Media

Why choose it

Media explores the powerful role media plays in shaping how we understand, communicate and engage with the world. Through the study of film, television, social media and emerging technologies, students develop critical thinking skills and an understanding of how media influences culture, identity and society. Combining analysis with hands-on production, Media enables students to develop high-level technical and creative skills across a range of media forms. Students investigate the processes behind media creation while learning to communicate ideas effectively through contemporary media technologies.

Where does it lead

Media provides an ideal pathway for students seeking to explore creative industries and develop skills in storytelling, production, design and digital communication. It supports further study and careers in areas such as film and television, animation, photography, advertising, journalism, game design, graphic design and emerging digital technologies.

Units 1: Media forms, Representations and Australian stories

Area of Study 1. Media Representations

Area of Study 2. Media forms in production

Area of Study 3. Australian Stories

Unit 2: Narrative across media forms

Area of Study 1. Narrative, style and genre

Area of Study 2. Narratives in production

Area of Study 3. Media and change

Assessment can include:

- Audio-visual or video sequences
- Radio or audio sequences
- Photographs
- Print layouts
- Sequences or presentations using digital technologies
- Posters
- Written responses
- Oral reports
- Other approved tasks from the study design

Staff contact: [Lisa Baird](#)

For more detailed information including Unit 3 and 4 assessment: [VCAA VCE Media](#)

VCE Music

Why choose it

Music is a powerful form of expression that contributes to personal growth, creativity and lifelong engagement with the arts. Through the development of performance skills, students build confidence, discipline and a deeper understanding of musical expression while exploring the ways music connects people, cultures and experiences. In VCE Music, students refine their practical skills as performers and composers while developing critical listening, creative thinking and an appreciation of the organisation and communication of sound. Through the preparation and presentation of solo and ensemble performances, students learn to collaborate, interpret repertoire and develop their own musical voice.

Where does it lead

This study provides an ideal pathway for students seeking to deepen their musical experiences and explore diverse styles, including contemporary, classical, orchestral and vocal music. Students develop skills that support further study and careers in performance, composition, production, education and the broader creative industries.

Units 1: Organisation of music

Area of Study 1. Performing

Area of Study 2. Creating

Area of Study 3. Analysing and responding

Unit 2: Effect in music

Area of Study 1. Performing

Area of Study 2. Creating

Area of Study 3. Analysing and responding

Assessment can include:

- Performances
- Ensemble/group work
- Folio of exercises
- Responses to structured questions
- Workbook of class activities
- Composition and/or improvisation exercises
- Other approved tasks from the study design

Staff contact: [Lisa Baird](#)

For more detailed information including Unit 3 and 4 assessment: [VCAA VCE Music](#)

VCE Theatre Studies

Why choose it

Theatre Studies explores two key areas of creative expression: interpreting scripts and analysing productions. Students work collaboratively to bring classic, contemporary and unique scripts to life, taking on the roles of directors, designers and actors while examining language, setting, context and meaning to understand the playwright's intentions. Through rehearsal and performance, students develop their ability to present scenes and complete works, while also studying, analysing and evaluating live theatre productions. They investigate the artistic choices made by professional theatre-makers and explore how theatre communicates ideas, reflects cultural values and responds to society.

Where does it lead

The subject provides a strong foundation for further study and careers in the performing arts, theatre, film, television, media, education, events, communication, marketing and creative industries. It also supports students in developing the imagination, adaptability and teamwork skills needed in many future workplaces.

Units 1: History of theatre styles and conventions pre-1945

Area of Study 1. Exploring theatre styles and conventions pre-1945

Area of Study 2. Interpreting scripts

Area of Study 3. Analysing a theatre production in performance

Unit 2: Contemporary theatre styles and movements

Area of Study 1. Exploring contemporary theatre styles and/or movements

Area of Study 2. Interpreting scripts

Area of Study 3. Analysing and evaluating a theatre production

Assessment can include:

- Interpretation of scripts through the application of acting, direction and/or design
- Oral, visual, multimedia reports and/or presentations
- Structured questions
- Research reports
- Analytical essays
- Other approved tasks from the study design

Staff contact: [Lisa Baird](#)

For more detailed information including Unit 3 and 4 assessment: [VCAA VCE Theatre Studies](#)

VCE Visual Communication Design

Why choose it

Visual Communication Design explores the power of visual language to communicate ideas, solve problems and shape the way people interact with the world. Students develop creative and technical skills by combining typography, imagery, materials, media and design principles to create purposeful solutions for specific audiences and contexts. Through a design process that incorporates research, experimentation, critical thinking and refinement, students develop concepts for messages, objects, environments and interactive experiences. They use both manual and digital methods to represent ideas through drawings, models and prototypes while engaging in feedback and critique to improve their work. Students investigate how aesthetic, cultural, social, environmental, technological and ethical considerations influence design decisions, developing an understanding of responsible and human-centred design practices.

Where does it lead

This study provides a strong foundation for further study and careers in design, branding, architecture, digital media, advertising, product development and the broader creative industries.

Unit 1: Finding, reframing and resolving design problems

Area of Study 1. Reframing design problems

Area of Study 2. Solving communication design problems

Area of Study 3. Design's influence and influences on design

Unit 2: Design contexts and connections

Area of Study 1. Design, place and time

Area of Study 2. Cultural ownership and design

Area of Study 3. Designing interactive experiences

Unit 3: Visual communication in design practice

Area of Study 1. Professional design practice

Area of Study 2. Design analysis

Area of Study 3. Design process: defining problems and developing ideas

Unit 4: Delivering design solutions

Area of Study 1. Design process: refining and resolving design concepts

Area of Study 2. Presenting design solutions

Assessment can include:

- Folio containing a range of design work
- Written tasks
- Oral presentations
- Annotated visual reports
- Other approved tasks from the study design

Staff contact:

For more detailed information including Unit 3 and 4 assessment: [VCAA VCE Visual Communication Design](#)

VCE Business Management

Why choose it

VCE Business Management develops students' understanding of how businesses operate, make decisions and respond to challenges in a changing environment. Students explore management theories, systems and processes that influence business success, while developing skills in problem-solving, communication, analysis and decision-making. The subject prepares students to become informed consumers, employees, entrepreneurs, managers and future leaders by encouraging ethical, responsible and strategic thinking.

Where does it lead

The study of VCE 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.

Unit 1: Planning a business

Area of Study 1. The business idea

Area of Study 2. Internal business environment and planning

Area of Study 3. External business environment and planning

Unit 2: Establishing a business

Area of Study 1. Legal requirements and financial considerations

Area of Study 2. Marketing a business

Area of Study 3. Staffing a business

Unit 3: Managing a business

Area of Study 1. Business foundations

Area of Study 2. Human resource management

Area of Study 3. Operations management

Unit 4: Transforming a business

Area of Study 1. Reviewing performance – the need for change

Area of Study 2. Implementing change

Assessment can include:

- Case studies
- Short-answer and extended-answer structured questions
- Research reports
- Development of a business plan and/or feasibility study
- A school-based, short-term business activities
- Simulations
- Essays
- Other approved tasks from the study design

Staff contact: [Rebecca Noone](#)

For more detailed information including Unit 3 and 4 assessment: [VCAA VCE Business Management](#)

VCE History - Modern History

Why choose it

Modern History explores the major events, ideas and movements that shaped the modern world from the late 19th century to the early 21st century. Students investigate the impact of industrialisation, imperialism, nationalism, war, political change and social movements, examining how societies, governments and individuals responded to periods of significant transformation. They explore key events including World War One, the rise of new ideologies, the Great Depression, World War Two, the Cold War, decolonisation, global conflicts and the emergence of new political and social movements. Students also examine how developments such as the United Nations, human rights movements, technology and globalisation have influenced the modern world. Through research, analysis and evaluation of different perspectives, students develop a deeper understanding of how historical events continue to shape society today.

Where does it lead

Studying Modern History develops skills in research, communication, critical analysis and evaluating evidence, which are valuable across many future pathways. Students learn to understand different perspectives, interpret information and make informed judgments about complex issues. The subject provides a strong foundation for further study and careers in areas such as law, politics, international relations, journalism, education, government, research, media and other fields where critical thinking and an understanding of society are important.

Unit 1: Change and conflict

Area of Study 1. Ideology and conflict

Area of Study 2. Social and cultural change

Unit 2: The changing world order

Area of Study 1. Causes, course and consequences of the Cold War

Area of Study 2. Challenge and change

Assessment can include:

- A historical inquiry
- An essay
- Evaluation of historical sources
- Short-answer questions
- Extended responses
- A multimedia presentation.
- Other approved tasks from the study design

Staff contact: [Rebecca Noone](#)

For more detailed information including Unit 3 and 4 assessment: [VCAA VCE History](#)

VCE History - Revolutions

Why choose it

Revolutions represent significant turning points in history, causing the collapse and transformation of existing political and social systems. They are periods of rapid and dramatic change, where new ideas and ideologies seek to reshape society and establish a different order. However, revolutionary movements often face internal challenges, such as conflict and instability, as well as external threats from opposing powers. These pressures can lead to compromises of revolutionary ideals and, in some cases, the use of violence, oppression and terror to maintain control. Studying Revolutions develops students' skills in critical thinking, research, analysis and evaluating different perspectives. Students learn to examine the causes, impacts and consequences of major historical changes, gaining an understanding of how power, ideology and leadership shape societies.

Where does it lead

The subject provides valuable foundations for further study and careers in areas such as law, politics, international relations, journalism, education, government, history, research and other fields that require strong analytical and communication skills.

Unit 3 & 4: Revolutions

Area of Study 1. Causes of revolution

Area of Study 2. Consequences of revolution

Assessment can include:

- A historical inquiry
- Evaluation of historical sources
- Extended responses
- An essay
- Other approved tasks from the study design

Staff contact: [Rebecca Noone](#)

For more detailed information including Unit 3 and 4 assessment: [VCAA VCE History](#)

VCE Legal Studies

Why choose it

VCE Legal Studies explores the foundations of the Australian legal system, including the principles, institutions and processes that shape how laws are created, interpreted and enforced. Students develop an understanding of the rule of law, the Australian Constitution, individual rights, law-making processes and the Victorian justice system. Through real and hypothetical cases, students apply legal reasoning, analyse evidence and develop the ability to construct informed arguments. The subject encourages students to critically evaluate the effectiveness of legal institutions, consider how citizens can influence change, and examine whether the justice system achieves fairness, equality and justice.

Where does it lead

Legal Studies develops valuable skills in communication, research, critical thinking, problem-solving and constructing evidence-based arguments. It provides a strong foundation for further study and careers in areas such as law, criminology, policing, government, politics, business, human resources, social services and any field where understanding rules, rights and decision-making is important.

Unit 1: The presumption of innocence

Area of Study 1. Legal foundations

Area of Study 2. Proving guilt

Area of Study 3. Sanctions

Unit 2: Wrongs and rights

Area of Study 1. Civil liability

Area of Study 2. Remedies

Area of Study 3. Human rights

Unit 3: Rights and justice

Area of Study 1. The Victorian criminal justice system

Area of Study 2. The Victorian civil justice system

Unit 4: The people, the law and reform

Area of Study 1. The people and the law-makers

Area of Study 2. The people and reform

Assessment can include:

- Case studies
- Structured questions
- Essays
- Reports
- Folio of exercises
- Other approved tasks from the study design

Staff contact: [Rebecca Noone](#)

For more detailed information including Unit 3 and 4 assessment: [VCAA VCE Legal Studies](#)

VCE Sociology

Why choose it

Sociology is the study of human behaviour, social interaction and the forces that shape societies. It explores how communities are organised, how they evolve over time, and how individuals and groups influence one another. Using scientific methods of inquiry, students investigate patterns of social behaviour, examine contemporary social issues, and analyse the relationships between people, institutions and cultures. Throughout the course, students are encouraged to question assumptions, think critically about the world around them, and reflect on their own perspectives and understanding of social relationships.

Where does it lead

Sociology provides an excellent foundation for further study in the social sciences, humanities and health fields. The analytical, research and communication skills developed throughout the course are highly valued in a range of careers, including social work, psychology, law, education, public policy, journalism, human resources, community services and government. Sociology also equips students with a deeper understanding of the social issues shaping contemporary Australia and the wider world.

Unit 1: Youth and family

Area of Study 1. Category and experience of youth

Area of Study 2. The family

Unit 2: Deviance and crime

Area of Study 1. Deviance

Area of Study 2. Crime

Assessment can include:

- Case studies
- Extended responses
- Film analysis
- Media analysis
- Multimedia presentations
- Representation analysis
- Research reports
- Structured questions
- Other approved tasks from the study design

Staff contact: [Rebecca Noone](#)

For more detailed information including Unit 3 and 4 assessment: [VCAA VCE Sociology](#)

VCE Japanese Second Language

Why choose it

VCE Japanese Second Language develops students' ability to communicate confidently and effectively in Japanese through listening, speaking, reading, writing and viewing across a range of real-world contexts. Students build their language skills while exploring Japanese culture, traditions and contemporary society, developing an understanding of how language and culture shape identity, relationships and communication. Through meaningful interactions and cultural exploration, students strengthen their intercultural understanding, critical thinking and global awareness.

Where does it lead

Studying Japanese opens the door to engaging with one of Australia's key regional partners and provides valuable pathways into further study and careers in fields such as tourism, hospitality, business, diplomacy, education, translating and interpreting, media, technology and the arts.

Units 1 & 2:

Area of Study 1. Interpersonal communication

Area of Study 2. Interpretive communication

Area of Study 3. Presentational communication

Unit 3 & 4:

Area of Study 1. Interpersonal communication

Area of Study 2. Interpretive communication

Area of Study 3. Presentational communication

Assessment can include:

- Participate in a conversation, interview or role-play
- Descriptive summary of a film
- Listen to a conversation
- Read an article and listen to an announcement to write instructions
- Create a written presentation
- Write an imaginative children's story
- Write a personal answer to an email
- Describe in writing an experience seen from different perspectives
- Present and explain an aspect of culture, referring to a portfolio or a PowerPoint presentation
- Other approved tasks from the study design

Staff contact: [Seb Hall](#)

For more detailed information including Unit 3 and 4 assessment: [VCAA VCE Japanese Second Language](#)

VCE Health and Human Development

Why choose it

VCE Health and Human Development explores the factors that influence health, wellbeing and human development across the lifespan in both Australian and global contexts. Students investigate how biological, social, cultural, economic and environmental factors shape health outcomes, examine the role of individuals, communities and governments in promoting health, and evaluate the effectiveness of Australia's healthcare system and global health initiatives.

Where does it lead

Through the study of contemporary health issues and strategies to improve equity and wellbeing, students develop critical thinking and analytical skills that provide strong pathways into careers in health, medicine, nursing, allied health, public health, community services, education and international development.

Unit 1: Understanding health and wellbeing

Area of Study 1. Concepts of health

Area of Study 2. Youth health and wellbeing

Area of Study 3. Health and nutrition

Unit 2: Managing health and development

Area of Study 1. Developmental transitions

Area of Study 2. Youth health literacy

Unit 3: Australia's health in a globalised world

Area of Study 1. Understanding health and wellbeing

Area of Study 2. Promoting health in Australia

Unit 4: Health and human development in a global context

Area of Study 1. Global health and human development

Area of Study 2. Health and the Sustainable Development Goals

Assessment can include:

- A short-written report, such as a media analysis, a research inquiry
- A blog or a case study analysis
- Oral presentation, such as a debate or a podcast
- A visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
- Structured questions, including data analysis
- Other approved tasks from the study design

Staff contact: [Christopher Jung](#)

For more detailed information including Unit 3 and 4 assessment: [VCAA VCE Health and Human Development](#)

VCE Physical Education

Why choose it

VCE Physical Education explores the science of human movement and the factors that influence participation and performance in physical activity, sport and exercise. Students investigate how anatomical, physiological, biomechanical, psychological and sociocultural principles work together to enhance movement, skill development and performance. By integrating theoretical knowledge with practical experiences, students analyse movement, evaluate training methods and develop a deeper understanding of the physical and mental benefits of an active lifestyle.

Where does it lead

The course provides an excellent foundation for further study and careers in sport science, exercise physiology, physiotherapy, physical education, coaching, health, fitness and recreation.

Unit 1: The human body in motion

Area of Study 1. How does the musculoskeletal system work to produce movement?

Area of Study 2. What role does the cardiorespiratory system play in movement?

Unit 2: Physical activity, sport, exercise and society

Area of Study 1. How do physical activity, sport and exercise contribute to healthy lifestyles?

Area of Study 2. What are the contemporary issues associated with physical activity and sport?

Unit 3: Movement skills and energy for physical activity, sport and exercise

Area of Study 1. How are movement skills improved?

Area of Study 2. How does the body produce energy?

Unit 4: Training to improve performance

Area of Study 1. What are the foundations of an effective training program?

Area of Study 2. How is training implemented effectively to improve fitness?

Area of Study 3. Integrated movement experiences

Assessment can include:

- Visual presentations such as a graphic organiser, concept/mind map, annotated poster, presentation file
- Multimedia presentations
- Oral presentations
- Written Reports
- Structured questions
- Case study analysis
- Other approved tasks from the study design

Staff contact: [Christopher Jung](#)

For more detailed information including Unit 3 and 4 assessment: [VCAA VCE Physical Education](#)

VCE General Mathematics

Why choose it

Mathematics is the study of patterns, relationships and structures that help us understand and interpret the world around us. It provides a powerful framework for logical thinking, problem-solving and communication, with applications across science, technology, business, engineering, the arts and everyday life. In this study, students engage with challenging mathematical concepts, develop skills and techniques to solve problems, and extend their understanding through the use of digital technologies. Students apply mathematical reasoning to investigate real-world situations, explore unfamiliar problems and develop the analytical skills needed for further study and a wide range of careers.

Where does it lead

Mathematics provides a strong foundation for further study and careers that require logical thinking, analysis and problem-solving skills. It can lead to pathways in areas such as engineering, science, medicine, information technology, architecture, finance, economics, business, data analysis, teaching and research. The skills developed through mathematics help students make informed decisions, solve complex problems and adapt to a wide range of future opportunities.

Unit 1

Area of Study 1. Data analysis, probability and statistics

Area of Study 2. Algebra, number and structure

Area of Study 3. Functions, relations and graphs

Area of Study 4. Discrete mathematics

Unit 2

Area of Study 1. Data analysis, probability and statistics

Area of Study 2. Discrete mathematics

Area of Study 3. Functions, relations and graphs

Area of Study 4. Space and measurement

Unit 3 & 4

Area of Study 1. Data analysis, probability and statistics

Area of Study 2. Discrete mathematics

Assessment can include:

- Assignments
- Tests
- Solutions to sets of worked questions
- Summary notes or review notes.
- Modelling tasks
- Problem-solving tasks
- Mathematical investigations.

Staff contact: [Thomas Mahoney](#)

For more detailed information including Unit 3 and 4 assessment: [VCAA VCE General Mathematics](#)

VCE Mathematical Methods

Why choose it

This study is designed for students with a strong algebraic foundation who are ready to engage with challenging mathematical concepts and develop advanced skills. Mathematics is the study of patterns, relationships and structures that help us understand and manage the world around us. It provides a powerful framework for logical thinking, problem-solving and communicating ideas, with applications across science, technology, business, engineering and the arts. Students refine their mathematical knowledge through problem-solving, investigation and the use of computer algebra system technology, applying their understanding to unfamiliar and real-world situations.

Where does it lead

The study builds analytical thinking, precision and reasoning skills that provide valuable pathways into further study and a wide range of careers in areas such as engineering, science, medicine, information technology, architecture, finance, economics, business, data analysis, teaching and research.

Unit 1

Area of Study 1. Functions, relations and graphs
Area of Study 2. Algebra, number and structure
Area of Study 3. Calculus
Area of Study 4. Data analysis, probability and statistics

Unit 2

Area of Study 1. Functions, relations and graphs
Area of Study 2. Algebra, number and structure
Area of Study 3. Calculus
Area of Study 4. Data analysis, probability and statistics

Unit 3 & 4

Area of Study 1. Data analysis, probability and statistics
Area of Study 2. Discrete mathematics

Assessment can include:

- Assignments
- Tests
- Solutions to sets of worked questions
- Summary notes or review notes.
- Modelling tasks
- Problem-solving tasks
- Mathematical investigations.

Staff contact: [Thomas Mahoney](#)

For more detailed information including Unit 3 and 4 assessment: [VCAA VCE Mathematical Methods](#)

VCE Specialist Mathematics

Why choose it

This subject is designed for students with a strong mathematical foundation and requires concurrent study of Mathematical Methods Units 1 and 2 or Units 3 and 4. Mathematics explores patterns, relationships and structures in numbers, space and the world around us, providing a powerful framework for logical thinking and precise communication. It enables students to understand, analyse and solve problems across fields such as science, business and the Arts. In VCE Mathematics, students engage in challenging learning experiences that develop their mathematical knowledge, skills and problem-solving abilities. Students apply techniques to solve both familiar and unfamiliar problems, use technology such as computer algebra systems to extend their understanding, and undertake investigations that connect mathematics to real-world situations.

Where does it lead

Specialist Mathematics provides a strong foundation for further study and careers that require advanced mathematical thinking, problem-solving and analytical skills. It is particularly valuable for pathways into fields such as engineering, physics, computer science, mathematics, data science, finance, economics, architecture and other STEM disciplines. Students who complete Specialist Mathematics are well prepared for university courses with significant mathematical components and for careers involving modelling, technology, research and innovation.

Unit 1:

Area of Study 1. Algebra, number and structure

Area of Study 2. Discrete mathematics

Unit 2:

Area of Study 1. Data analysis, probability and statistics

Area of Study 2. Space and measurement

Area of Study 3. Algebra, number and structure

Area of Study 4. Functions, relations and graphs

Unit 3 & 4

Area of Study 1. Discrete mathematics

Area of Study 2. Functions, relations and graphs

Area of Study 3. Algebra, number and structure

Area of Study 4. Calculus

Area of Study 5. Space and measurement

Area of Study 6. Data analysis, probability and statistics

Assessment can include:

- Assignments
- Tests
- Solutions to sets of worked questions
- Summary notes or review notes

Staff contact: [Thomas Mahoney](#)

For more detailed information including Unit 3 and 4 assessment: [VCAA VCE Specialist Mathematics](#)

VCE Biology

Why choose it

Biology is a diverse and exciting science that seeks to understand and explore the nature of life. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. It examines the dynamic relationships between organisms and how they interact with the non-living environment. The course explores a wide range of biological concepts, as well as a number of practical and analytical skills. The two-year VCE Biology course explores concepts from the molecular world as well as topics related to a whole organism. Students investigate topics such as reproduction, immunity, gene technologies, medicine and evolution.

Where does it lead

The scientific skills and knowledge learned in Biology can be transferred to many university and career pathways. This includes food science, biotechnology, physiotherapy, medicine, sports science and more.

Unit 1 – How do organisms regulate their functions?

Area of study 1. How do cells function?

Area of study 2. How do plant and animal systems function?

Area of study 3. How do scientific investigations develop understanding of how organisms regulate their functions?

Unit 2 – How does inheritance impact diversity?

Area of study 1. How is inheritance explained?

Area of study 2. How do inherited adaptations impact diversity?

Area of study 3. How do humans use science to explore and communicate contemporary bioethical issues?

Unit 3 – How do cells maintain life?

Area of study 1. What is the role of nucleic acids and proteins in maintaining life?

Area of study 2. How are biochemical pathways regulated?

Unit 4 – How does life change and respond to challenges?

Area of study 1. How do organisms respond to pathogens?

Area of study 2. How are species related over time?

Area of study 3. How is scientific inquiry used to investigate cellular processes and/or biological change?

Assessment can include:

- Case study and data analysis tasks
- Reflective annotations of a logbook of practical activities
- Media analysis of two or more media sources
- Modelling or simulation activities
- Reports of a laboratory or fieldwork activity
- Scientific posters
- Other approved tasks from the study design

Staff contact: [Alexandra Stott](#)

For more detailed information including Unit 3 and 4 assessment: [VCAA VCE Biology](#)

VCE Chemistry

Why choose it

Chemistry investigates the composition and behaviour of matter and uses chemical models to explain chemical reactions and processes. Students develop knowledge and understanding of matter and its interaction with energy, as well as key factors that affect chemical systems, to explain the properties, structures, reactions and related applications of materials in society. They will solve qualitative and quantitative problems in familiar and unfamiliar contexts and develop knowledge and understanding of how chemical systems can be controlled to develop greener and more sustainable processes.

Where does it lead

This course enables students to use models, theories and concepts to explain, analyse and make predictions about chemical phenomena using chemical terminology and methodology to solve problems. In VCE Chemistry, students consider the relationship between materials and energy and explore the key processes related to the behaviour of matter.

Year 11

Unit 1 – How can the diversity of materials be explained?

Area of Study 1. How do the chemical structures of materials explain their properties and reactions?

Area of Study 2. How are materials quantified and classified?

Area of Study 3. How can chemical principles be applied to create a more sustainable future?

Unit 2 – How do chemical reactions shape the natural world?

Area of Study 1. How do chemicals interact with water?

Area of Study 2. How are chemicals measured and analyzed?

Area of Study 3. How do quantitative scientific investigations develop our understanding of chemical reactions?

Year 12

Unit 3 – How can design and innovation help to optimize chemical processes?

Area of Study 1. What are the current and future options for supplying energy?

Area of Study 2. How can the rate and yield of chemical reactions be optimised?

Unit 4 – How are carbon-based compounds designed for purpose?

Area of Study 1. How are organic compounds categorized and synthesized?

Area of Study 2. How are organic compounds analyzed and used?

Area of Study 3. How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

Assessment can include:

- Case studies
- Data analysis tasks
- Laboratory reports
- Media Response
- Research investigations
- Reflective annotations of a logbook of practical activities
- Scientific poster
- Tests
- Other approved tasks from the study design

Staff contact: [Alexandra Stott](#)

For more detailed information including Unit 3 and 4 assessment: [VCAA VCE Chemistry](#)

VCE Physics

Why choose it

Physics seeks to understand and explain the physical world. It is a science based on observations, measurements, experiments and mathematical analysis. Students to engage in a range of inquiry tasks and key science skills to allow them to interrogate the links between theory and practice. Its purpose is to find quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the universe. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

Where does it lead

Physicists are employed in a range of settings, such as acoustics, astrophysics, cosmology, energy research, optics, engineering and radiography. They also work in areas such as climate change, neuroscience and forensic medicine.

Year 11

Unit 1: How is energy useful to society?

Area of study 1- How are light and heat explained?

Area of study 2 - How is energy from the nucleus utilized?

Area of study 3 - How can electricity be used to transfer energy?

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

Area of study 1 - How is motion understood?

Area of study 2 - How does physics inform contemporary issues and applications in society?

Area of study 3 - How do physicists investigation questions? Extended practical investigation

Year 12

Unit 3: How do fields explain motion and electricity?

Area of study 1: How do physicists explain motion in two dimensions?

Area of study 2: How do things move without contact?

Area of study 3: How are fields used in electricity generation?

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

Area of study 1: How has understanding about the physical world changed?

Area of study 2: How is scientific inquiry used to investigate fields, motion, or light?

Assessment can include:

- Practical activities
- Summary reports
- Written analysis
- Extended experimental investigation
- Response to stimulus
- Tests
- Other approved tasks from the study design

Staff contact: [Alexandra Stott](#)

For more detailed information including Unit 3 and 4 assessment: [VCAA VCE Physics](#)

VCE Psychology

Why choose it

Psychology is a dynamic and engaging discipline that explores the science behind how we think, feel and behave. It combines the study of human behaviour with real-world applications, helping students better understand themselves, others and the world around them. Students investigate real psychological problems through methods such as controlled experiments, case studies, correlational studies, simulations and literature reviews. VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. Students will gain insight into a number of psychological health issues in society.

Where does it lead

Studying VCE Psychology opens pathways to a wide range of careers across diverse settings, including research, healthcare, education, business and sport. From counselling and clinical practice to neuropsychology, social psychology, sport psychology and developmental psychology, it offers exciting opportunities to make a real impact in people's lives.

Year 11

Unit 1: How are behaviour and mental processes shaped?

Area of study 1: What influences psychological development?

Area of study 2: How are mental processes and behavior influenced by the brain?

Area of study 3: How does contemporary psychology conduct and validate psychological research?

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

Area of study 1: How are people influenced to behave in particular ways?

Area of study 2: What influences a person's perception of the world?

Area of study 3: How do scientific investigations develop understanding of influences on perception and behavior?

Year 12

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

Area of study 1: How does the nervous system enable psychological functioning?

Area of study 2: How do people learn and remember?

Unit 4: How is mental wellbeing supported and maintained?

Area of study 1: How does sleep affect mental processes and behaviour?

Area of study 2: What influences mental wellbeing?

Area of study 3: How is scientific inquiry used to investigate mental processes and psychological functioning?

Assessment can include:

- Media analyses
- Evaluations of research
- Logbook of practical activities
- Research investigations
- Extended practical investigations
- Tests
- Other approved tasks from the study design

Staff contact: [Alexandra Stott](#)

For more detailed information including Unit 3 and 4 assessment: [VCAA VCE Psychology](#)

VCE Applied Computing

Why choose it

Applied Computing explores the impact of digital technologies on society and equips students with the knowledge and skills needed to design, create and evaluate digital solutions for real-world problems. Students develop 21st-century skills in areas such as programming, data analytics, problem-solving, communication, project management and teamwork. Through practical activities, students work with technologies including cybersecurity, spreadsheets, databases, data visualisation tools and programming, while exploring emerging technologies and their applications across different industries. This subject prepares students to become innovative thinkers, creators and problem-solvers in an increasingly digital world.

Where does it lead

Applied Computing provides pathways into a wide range of technology-focused careers and further study in areas such as information technology, software development, cybersecurity, data science, business technology, artificial intelligence, digital design and systems analysis. The subject develops practical skills in programming, data management, problem-solving and digital innovation, preparing students for university courses, vocational pathways and workplaces where technology is used to create solutions and improve the way people live and work.

Year 11

Unit 1:

Area of Study 1. Data analysis

Area of Study 2. Programming

Unit 2:

Area of Study 1. Innovative solutions

Area of Study 2. Cyber security

Assessment can include:

- A solution including the use of database, spreadsheet and data visualisation software
- A personal portfolio
- A folio of exercises
- A software solution that includes the designs, solution and a testing table in response to teacher-provided solution requirements.
- A software solution developed in response to a challenge
- An innovative solution that includes an analysis, designs, the development of a proof of concept/prototype/product and an evaluation.
- A presentation (oral, multimedia, visual) of an innovative solution.
- A written report that documents the development of an innovative solution.
- An annotated visual report
- A case study with structured questions

Staff contact: [Narelle Gleeson](#)

For more detailed information including Unit 3 and 4 assessment: [VCAA VCE Applied Computing](#)

VCE Product Design Technology – Engineering & Industrial design

Why choose it

Product design is a solution-focused discipline that responds to the needs of individuals, society and the environment. Designers seek to improve quality of life by creating innovative, ethical and sustainable products that address real-world challenges. Successful product design draws on an understanding of social, technological, economic, historical, ethical, legal, environmental and cultural factors, all of which influence the form, function and aesthetics of products. In VCE Product Design and Technologies, students become designer-makers who investigate, design, develop and evaluate innovative product solutions. Through the design process, students develop skills in research, creative and critical thinking, problem-solving, communication and project management. They explore contemporary design practices, emerging technologies, entrepreneurship and the collaborative nature of the design industry. Students engage in hands-on learning as they prototype, test and refine products using a range of materials, tools and manufacturing processes. Through experimentation, evaluation and iteration, they learn that effective design is an ongoing process of improvement, where constructive failure and informed decision-making lead to successful outcomes.

What Materials and Methods can you use

At Monbulk College the focus for this subject is on the materials and methods related to 3D-printing and laser cutting.

Where does it lead

The knowledge and skills gained in this subject provide strong pathways into industrial design, engineering, architecture, product development, manufacturing, trades and other creative and technological careers.

Year 11

Unit 1: Design Practices

Area of study 1: Developing and conceptualising designs

Area of study 2: Generating, designing and producing

Area of study 3: How does contemporary psychology conduct and validate psychological research?

Unit 2: Positive impacts for end users

Area of study 1: Opportunities for positive impacts for end users

Area of study 2: Designing for positive impacts for end users

Area of study 3: Cultural influences on design

Assessment can include:

- Multimodal record of evidence of research
- Development and conceptualisation of products
- Practical work: demonstration of graphical and physical product concepts including prototyping and making final proof of concept
- Research inquiry of a designer and end user
- Other approved tasks from the study design

Staff contact: [Narelle Gleeson](#)

For more detailed information including Unit 3 and 4 assessment: [VCE Product and Design Technologies](#)

VCE Food Studies

Why choose it

VCE Food Studies explores food from scientific, cultural, social, environmental and practical perspectives, helping students develop the knowledge and skills to make informed food choices and promote health and wellbeing. Students investigate food systems, nutrition, sustainability, food production, consumer influences and the factors that shape eating behaviours. Through practical activities such as cooking, food testing, nutritional analysis and product development, students apply their understanding to real-world situations.

Where does it lead

This subject builds confidence in food preparation and decision-making while providing pathways into further study and careers in areas such as food technology, hospitality, nutrition, health, home economics and the food industry.

Year 11

Unit 1: Food origins

Area of Study 1. Food around the world

Area of Study 2. Food in Australia

Unit 2: Food makers

Area of Study 1. Australia's food systems

Area of Study 2. Food in the home

Unit 3: Food in daily life

Area of Study 1. The science of food

Area of Study 2. Food choices, health and wellbeing

Unit 4: Food issues, challenges and futures

Area of Study 1. Navigating food information

Area of Study 2. Environment and ethics

Assessment can include:

- Practical activities and food preparation tasks
- Food product development tasks
- Design briefs
- Research investigations
- Case studies
- Data analysis and interpretation tasks
- Food experiments
- Nutritional analysis tasks
- Reports
- Written responses
- Presentations
- Tests and examinations
- Folio/portfolio task
- Other approved tasks from the study design

Staff contact: [Narelle Gleeson](#)

For more detailed information including Unit 3 and 4 assessment: [VCAA VCE Food Studies](#)

VCE VM Subjects

The VCE VM program is comprised of the units described in this handbook and/or a selection of VCE and VET units.

The VCE Vocational Major is a vocational and applied learning program that sits within the VCE. Four subjects make up the core of a VCE VM program. These are Literacy, Numeracy, Work Related Skills and Personal Development Skills. The subject descriptions for each of these studies begin on the next page.

The VCE Vocational Major takes what is called an 'Applied Learning' approach. Applied learning involves students engaging in relevant and authentic learning experiences. It is a method of learning where theoretical information comes to life for students in a real-world context that relates directly to their own future, is within their own control and is within an environment where they feel safe and respected. Students' knowledge grows and expands as they take action to learn, reflect on that action and plan how to do it better next time.

Students who choose the VCE VM are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing Year 12. The VCE VM has the flexibility to provide each student with several options, which can be personalised to meet their needs. It is essential that programs are discussed with the VM Team Leader.

VCE VM Program at Monbulk College

School (Two Days)

Literacy
Numeracy
Personal Development Skills
Work Related Skills

TAFE (One Day)

Industry based training
Cert II or III level course
Traineeship
Apprenticeship
One day per week

Work (or SWL Two Days)

Organised by student
Wide range of industries available
Valuable on the job experience
Workplace visits

VCE VM Literacy

VCE Vocational Major Literacy develops the reading, writing, speaking and listening skills students need to communicate confidently and effectively in everyday, workplace and community contexts. Through an applied learning approach, students engage with a wide range of texts, including media, digital, workplace and real-world materials, developing their ability to interpret, analyse and create texts for different audiences and purposes. The study focuses on practical literacy skills, critical thinking and communication, helping students connect learning to real-life experiences and prepare for further education, training, employment and active participation in the community.

VCE VM Numeracy

VCE Vocational Major Numeracy develops students' ability to apply mathematical knowledge and skills to real-life personal, community and workplace situations. Students explore practical numeracy concepts including number, measurement, data, chance, financial mathematics, systems and problem-solving, using appropriate technologies to support their learning. Through an applied learning approach, students connect mathematics to everyday tasks such as managing money, planning, interpreting information, travel and workplace activities. The study builds confidence, independence and logical thinking skills, preparing students for further education, training, employment and participation in the wider community.

VCE VM Personal Development Skills

VCE Vocational Major Personal Development Skills supports students in developing the knowledge, skills and confidence to understand themselves, engage with their communities and prepare for their future pathways. Students explore identity, health and wellbeing, goal setting, teamwork, leadership, community participation and strategies for responding to personal and social challenges. Through an applied learning approach, students participate in practical activities, self-reflection, research and collaborative projects that connect learning to real-life experiences. The study builds resilience, independence, communication and problem-solving skills, helping students become active, capable and responsible members of society.

VCE VM Work Related Skills

VCE Vocational Major Work Related Skills develops students' understanding of workplaces, career pathways and the skills needed for a successful transition into employment, further education or training. Students explore the future of work, workplace skills, communication, industrial relations, workplace expectations and career planning while developing strategies to make informed decisions about their goals. Through applied learning experiences, including practical activities and Structured Workplace Learning, students build confidence, adaptability, self-awareness and professional skills. The study prepares students to become effective, independent and engaged participants in the workforce and wider community.

Staff contact: [Glenn Rockelmann](#)

For more detailed information on VCE Vocational Major: [VCAA VCE Vocational Major](#)

YEAR 10 UNIT DESCRIPTIONS

The following unit descriptions are organised into Learning Areas and outline the Units that students may study in Year 10.

LEARNING AREAS

English:

- English Core
- English Literature

The Arts:

- Art
- Ceramics
- Drama
- Media Arts
- Music
- Photomedia
- Visual Communication Design

Health & Physical Education

- Health and Human Movement
- Active and Healthy Lifestyles

Humanities

- History: Conflict and Change
- Money, Markets and the Law
- Sociology

Languages

- Japanese

Mathematics:

- Core Mathematics
- Advanced Mathematics

Science

- Science: Genetics, Motion and Chemical Bonds
- Science: Evolution, Chemical Reactions and the Universe

Technology

- Digital Technology
- Food Technology
- Metal Technology
- Wood Technology
- Systems Engineering

Vocational Pathways

- Certificate II in Workplace Skills

Year 10 English

Students study a course designed to develop their skills and knowledge in the three key areas of reading, writing and speaking and listening. Year 10 English provides students with the opportunity to engage with a range of ideas and develop their critical and creative thinking skills.

Reading Activities:

Students will study a range of different text types and genres. As well as the study of themes, characters and issues in texts, students will become more familiar with the features and techniques used in different types of texts including film texts. Students will also develop their ability to understand and evaluate persuasive language by completing activities focusing on critical thinking and through the study of media texts.

Writing Activities:

Students will experiment with a range of writing styles including descriptive, reflective, imaginative, instructional, analytical and persuasive. Work related pieces will also form part of the Writing Folio. Students will continue crafting their writing and developing awareness of audience and purpose. They also will continue to develop their proof-reading and editing skills.

Speaking and Listening Activities:

Students will work individually and in groups to share their ideas different topics and issues. Emphasis will be on style and tone of delivery and oral work will demonstrate evidence of planning, research and organisation. Students will engage in class discussions and present speeches about a range of topics.

Subject length: Year

Assessment:

- Written Tasks
- Assignments
- Exam
- Oral Presentation Tasks

Year 10 English Literature

Students in literature study a range of genres such as poetry, drama, novel, film and short story, and they will analyse the social historical and cultural concepts of these texts. Students are required to read extensively, and they will be asked to critically analyse literary texts. There will also be opportunities for students to write creatively. Students are assessed in regard to reading, writing, speaking and listening skills and upon key assessment tasks.

Subject length: Semester

Assessment:

- Written Tasks
- Assignments
- Exam

Year 10 Art

Students will explore and develop a range of skills and techniques in different media. They will examine the way art is used to communicate ideas and meaning across different cultures and traditions. Students will study artists as inspiration to develop their own art works.

Subject length: Semester

Assessment:

- Folio
- Practical
- Exam

Year 10 Ceramics

Ceramic techniques and skills will be extended. Decorative surface techniques will be researched and refined. Students will also learn sculptural techniques, including slab construction and coil techniques.

Subject length: Semester

Assessment:

- Folio
- Practical
- Exam

Year 10 Drama

Students will be involved in the study of historical periods of Drama from the modern era (1880 to present). They will continue to develop an analytical approach when responding to different dramatic forms. Students will explore themes and develop skills and ideas, which encourage them to make and present excerpts from plays, monologues, mimes and other forms of dramatic performance. Students will be expected to work individually, in pairs and in small and large groups in a performance environment.

Subject length: Semester

Assessment:

- Folio
- Performance
- Exam

Year 10 Media Arts

Students will explore and analyse how media texts are constructed to communicate ideas and emotions, focusing on the film medium. Students will apply the knowledge and skills they develop to produce film sequences and presentations using digital technologies.

Subject length: Semester

Assessment:

- Video essays
- Short films and/or film sequences
- Written responses

Year 10 Music

Year 10 Music offers students a comprehensive exploration of solo and group instrumental skills. Students delve into various musical styles and traditions, cultivating a diverse repertoire and honing genre-specific techniques on their instruments. Central to the course is the development of instrumental or vocal proficiency alongside stagecraft skills, focusing on individual expression and interpretation.

Students refine technical skills through practice and performance, alongside deepening their understanding of music theory and analysis. Collaboration is emphasised through ensemble work, fostering teamwork and social learning through music. The course encourages critical engagement with music's cultural and historical contexts, enhancing and broadening students' appreciation and understanding.

Students delve into melody, harmony, rhythm, and structure, embracing both traditional and contemporary composition methods. Utilising acoustic instruments, digital audio workstations (DAWs) and software tools, they compose, arrange, and produce original music, experimenting with sampling, synthesis, and sound design.

Collaboration and feedback are integral, with students participating in workshops to refine their compositions. Through peer critique, they develop communication and problem-solving skills. By course completion, students possess a diverse portfolio of compositions and proficiency in production techniques. They have honed creativity, critical thinking, and technological literacy, preparing them for further study in music composition, production, or related fields, and fostering a lasting passion for musical expression and innovation. Students possess refined musical skills, confidence, and creativity. They are equipped for further study in music or to simply enjoy lifelong musical participation.

Subject length: Semester

Assessment:

- Ensemble and/ or Solo Performances
- Music Theory and Aural skills quizzes
- End of semester exam

Year 10 Photomedia

This unit involves the exploration of a range of materials and techniques within Photography, strengthening the development of a personal style in the making of artworks. Students are encouraged to develop personal responses to themes explored. The relationship between art styles and culture is examined. Students are encouraged to develop a critical awareness of their own and other artists works and to consider issues of presentation.

Subject length: Semester

Assessment:

- Folio
- Practical
- Exam

Year 10 Visual Communication Design

This unit involves the development and application of creative and technical skills. Students will produce a creative folio that is based on a series of design briefs. Students will also complete a folio of conventional graphics involving the use of paraline and orthogonal drawing systems. A folio of computer-generated work will be produced using the programs Photoshop and Illustrator.

Subject length:

Semester

Assessment:

- Folio
- Practical
- Exam

Year 10 Health and Human Movement

This unit aims to further broaden student experiences in team and individual activities including a specialised unit on invasion games and net & wall sports.

Students will also explore topics including Body Systems (musculoskeletal), biomechanics and youth related health issues that provide background information related to the VCE HHD and PE study designs.

Subject length: Semester

Year 10 Active and Healthy Lifestyles

This unit aims to further broaden student experiences with; striking and fielding sports and invasion games, team based and individual activities. Improving personal fitness levels will be a major focus of the unit with students completing and designing a training program.

Students will also explore topics including Body Systems (cardiorespiratory) and initiatives to promote youth health and wellbeing. These topics will provide background information related to the VCE HHD and PE study designs.

Subject length: Semester

Year 10 Japanese

Studying a language other than English contributes to the universal purposes of schooling and to the development of skills in thinking and reflection. Learners are provided with tools to understand the language, culture and humanity. In this way, language learning contributes to the development of inter-culturally aware citizens, of increasing importance at a time of rapid and deep globalisation.

Students compare and contrast aspects of life in the Japanese speaking communities with those in Australia and other countries and identify similarities and differences. Students interact to exchange information and opinions on topics related to the world of adolescence including daily routines, leisure, family and relationships, school and study, careers and issues of general interest to young people.

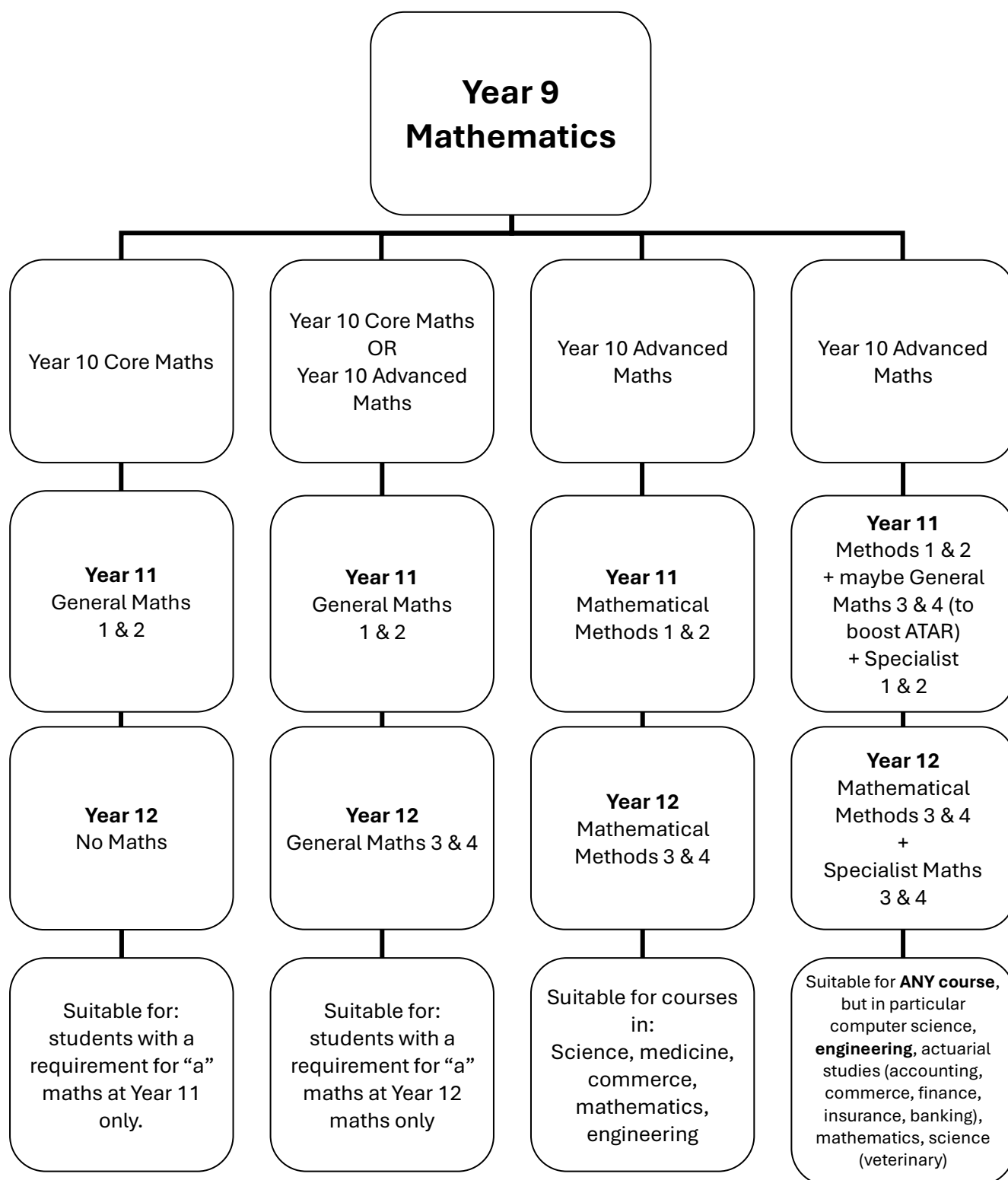
Students will consider the audience, purpose and appropriate language for a range of listening, speaking, reading and writing tasks. Students will be required to read short, modified texts related to a topic, silently and aloud with fluency. They apply knowledge of characters and punctuation in new contexts and extend their range of familiar characters. They employ strategies for broadening their repertoire of script, grammatical structures and vocabulary from reading materials. Students will also contribute to discussions about the general concept of culture and the relation of cultures to each other, including the effects of migration and travel.

Subject length: Full year

Assessment:

- Written Tasks
- Practical Tasks
- Exam

Year 10 Mathematics



As part of the process into Year 10 teachers make recommendations for each student regarding which level of Maths is appropriate. This recommendation is based on attendance, teacher recommendations, exam results, classwork completion and Victorian Curriculum levels (progression points on student reports).

There is a risk associated with doing higher levels of Maths than recommended – this precaution is to help students and families understand what is required to be successful.

Year 10 Core Mathematics

This unit is for students who have completed Year 9 mathematics and is designed to help prepare students for Year 11 General Mathematics and subsequently Year 12 General Mathematics. It will cover a range of topics including area and volume, expanding and factorising quadratics, linear relations, trigonometry, probability and statistics, functions and geometry. Topics will also include range of problem-solving questions done using mathematical modelling.

Subject length: Full Year

Assessment:

- Topic Assignments
- Problem Solving Tasks
- Formative Assessments
- Chapter Tests
- Exam

Year 10 Advanced Mathematics

This unit is for students who have completed Year 9 mathematics and is designed to help prepare students for Year 11 General Mathematics or Maths Methods (CAS) and subsequently Year 12 General Mathematics and/or Maths Methods. In addition to the topics covered in Mathematics (above), additional content is covered in the studies of functions, algebra, calculus, statistics and trigonometry. Topics will also include range of problem-solving questions done using mathematical modelling.

Subject length: Full Year

Assessment:

- Topic Assignments
- Problem Solving Tasks
- Formative Assessments
- Chapter Tests
- Exam

Year 10 Sociology

Sociology seeks to educate students on the concepts of society, community and identity. Students will discuss and develop an awareness of how social development, life and collaboration can influence change within, but also cause severe consequences for societies. The three main topics covered are the idea of community, identity and integration, historical tension, conflict & reconciliation in a community and modern geo-political concepts of community, and the interrelationships of global societies.

Subject length: Semester

Assessment:

- Written Tasks
- Assignments
- Exam

Year 10 History: Conflict and Change

History is a disciplined process of investigation into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures, based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The study of history also provides opportunities to develop transferable skills of critical and creative thinking, such as the ability to explore questions, imagine possibilities and construct arguments.

Units of study will focus on rising global conflicts, the impact and legacy of the Holocaust and the trends of globalisation, human rights, and individual freedoms following 1945. Australian history is taught within this world history approach. This equips students for the world in which they live and enhances students' appreciation of Australian history. Students appreciate Australia's distinctive path of social, economic and political development, and Australia's position in the Asia-Pacific region, and our global relationships. This knowledge and understanding are essential for informed and active participation in Australia's diverse society.

Subject length: Semester

Assessment:

- Written Tasks
- Assignments
- Source Analysis
- Oral presentation tasks
- Exam

Year 10 Money, Markets and the Law

This unit aims to provide students with a sound understanding of legal, economic and business concepts. Students will gain a knowledge and understanding of legal, political, business and economic institutions and enable them to actively participate in society. This unit will cover the following topics which include the law and you, personal finance, the smart consumer, economic issues, Australia in a global economy, work and career planning. Students will be engaged in a simulation with the Australian Stock Market game and there will be an excursion to the Magistrates Court. This unit would be a good general interest subject for students and would provide a good basis for the VCE units Legal Studies, Accounting, Business Management and Economics.

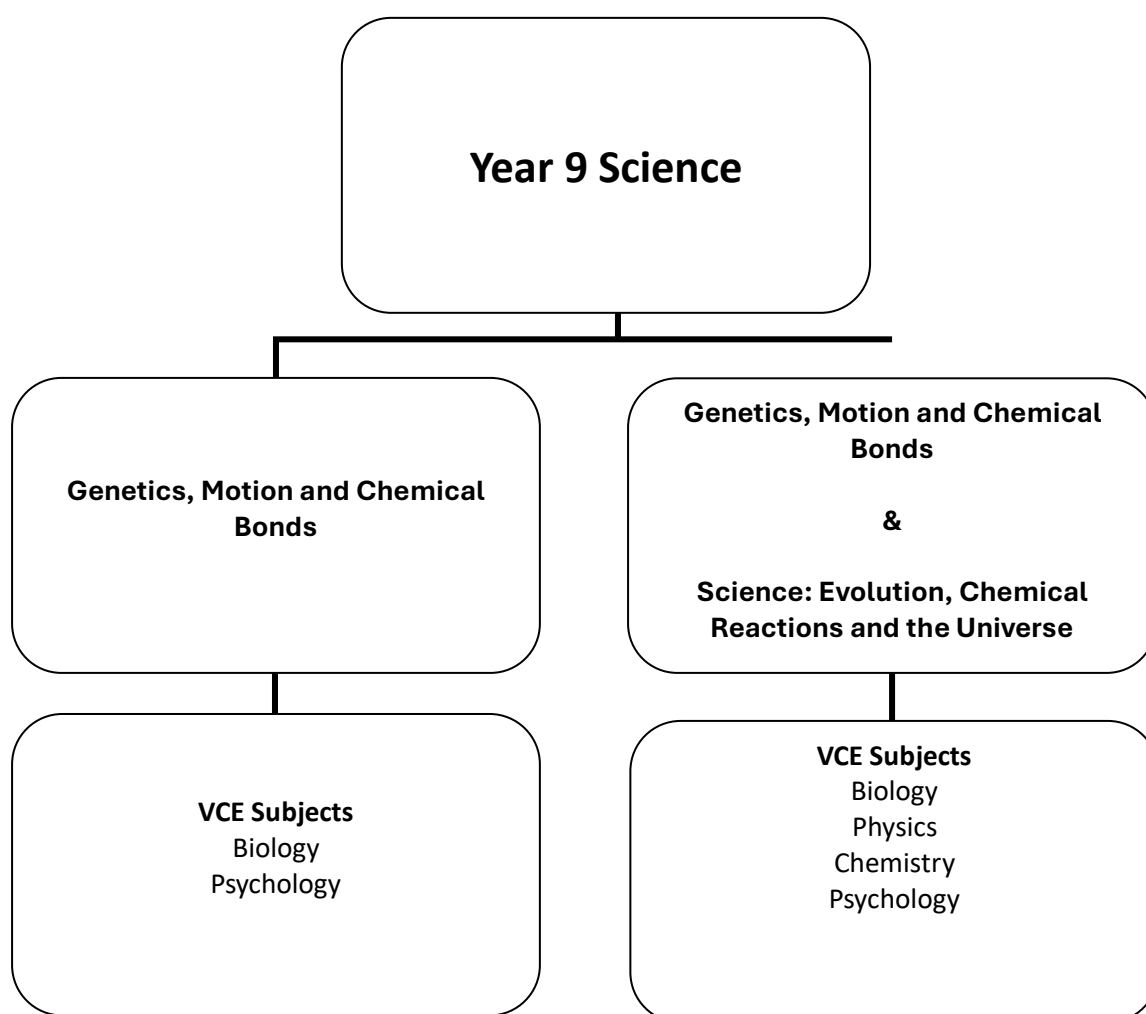
Subject length: Semester

Assessment:

- Written Tasks
- Assignments
- Exam

Year 10 Science Pathways

At year 10 there are two Science electives. It is strongly recommended that if you wish to study Science in VCE that do both electives.



Year 10 Science – Genetics, Motion and Chemical Bonds

Students look at the role of DNA and genes in cell division and genetic inheritance and how this is used in modern forensic science. Students investigate the chemical behavior of elements, their compounds and their atomic structures using the periodic table. Students learn to give both qualitative and quantitative explanations of the relationships between distance, speed, acceleration, mass and force to predict and explain motion.

Subject length: Semester

Assessment:

- Tests
- Written Tasks
- Assignments
- Practical Investigations
- Exam

Year 10 Science – Evolution, Chemical Reactions and the Universe

Students learn to apply geological timescales to explain natural selection and evolution. They learn to use atomic symbols and balance equations to summarise chemical reactions. They investigate the Big Bang theory and features of the universe including galaxies, stars and solar systems.

Subject length: Semester

Assessment:

- Tests
- Written Tasks
- Assignments
- Practical Investigations
- Exam

Year 10 Digital Technology

This unit focusses on using digital tools to create solutions to real-world problems. It includes collecting, validating and manipulating data. Students explore how databases use this data and how it can be presented. Pseudocode and SQL are used to show how data can be accessed. Students also investigate the implications of AI, privacy and Copyright. They develop hardware and/or software solutions based on real-life scenarios using the Design Process.

Subject length: Semester

Assessment:

- Database tasks
- Digital solution and Design Process folio
- Exam

Year 10 Food Technology

In this unit students explore the factors influencing food choices and how these affect the planning and processes involved in producing food for consumption by others. Students will investigate safe food handling techniques, ethical considerations in food production and food sustainability with a focus on the design process.

Subject length: Semester

Assessment:

- Practical Tasks
- Written Tasks
- Exam

Year 10 Metal Technology

This unit focuses on development of students' skills in managing and manipulating materials and resources using a range of tools, equipment and machines to make functional products. It requires the student to be autonomous problem-solvers, as individuals and as members of a team. Students combine an understanding of design, functionality, aesthetics and industrial practices with practical skills. They use tools, equipment, materials safely and creatively to make quality products.

Subject length: Semester

Assessment:

- Practical
- Folio – Written Tasks
- Exam

Year 10 Engineering and Industrial Design

Focuses on using fundamental mechanical and electronic engineering principles to design and construction a medium sized robotic project. Students use 3D modelling, 3D printing, laser cutting, soldering and programming in the creation of their robot and document their progress in an online record. At the conclusion of the subject student robots compete in a series of challenges.

Subject length: Semester

Assessment:

- Practical Task
- Online development record
- Exam

Year 10 Wood Technology

Students build on their skills and knowledge in this subject by designing and constructing a piece of furniture, from a range of options provided by the teacher. They use and continue to hone their skills in the designing stage and the use of tools, both hand-tools and power tools. In readiness for VCE they complete a design brief, outlining the context of the problem and the constraints and considerations. They complete rough sketches, technical drawings and a cutting list before they begin production. They also learn how to effectively evaluate their product to grade its success. They are introduced to the Product Design Process as a method for producing their work. They learn how to apply Dowel Pin, Biscuit and Housing Joints to complete their product. They can use the Jig saw, the Circular saw and the router to help finish their product.

The second project is a self-directed one. Students research and submit a design brief and, if approved, are able to make a product of their own choosing. This product is entirely up to them, within reason, and a great opportunity to demonstrate their skills and knowledge of woodworking.

Subject length: Semester

Assessment:

- Practical
- Folio – Written Tasks
- Exam

YEAR 10: BSB20120 Certificate II in Workplace Skills

The Certificate II level program prepares students for entry-level positions across a diverse range of business services settings and can help to open the door to a vast array of non-technical employment opportunities. It can also lead to further study in either technical or non-technical vocations and aims to develop the most common and transferable skills and knowledge required of almost any workplace. This certificate can be counted towards 2 units in the VCE and VCE VM and meets the VCE VM requirement of 180 hours of VET studies.

Students complete all the core and elective units below over one year in order to attain their Certificate II in Workplace Skills.

Core units

BSBP202 Plan and apply time management
BSBWHS211 Contribute to health and safety of self and others
BSBCMM211 Apply communication skills
BSBOPS201 Work effectively in business environments
BSBSUS211 Participate in sustainable work practices

Elective units

BSBP101 Plan and prepare for work readiness
BSBTEC101 Operate digital devices
BSBTEC203 Research using the internet
BSBTEC202 Use digital technologies to communicate in a work environment
BSBCRT201 Develop and apply thinking and problem-solving skills