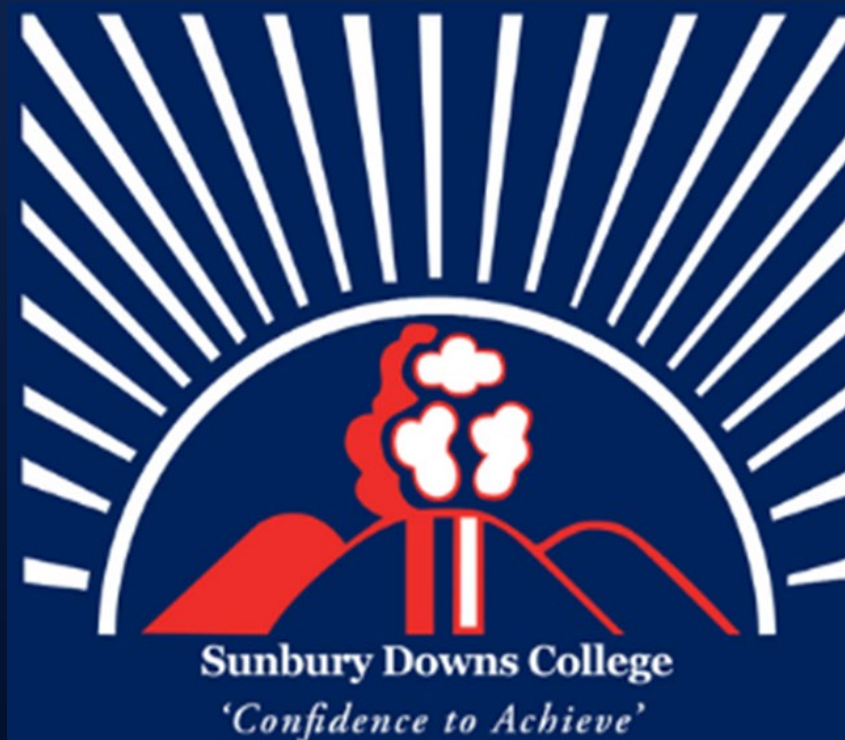


**Sunbury Downs College**

# **VCE Pathways Handbook**



# **2026**

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## Contact Information

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<b>Head Start Coordinator (external provider)</b>	Karen Riley

## A Message from the Assistant Principal – Senior Sub School

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The Senior Sub School aims to ensure that students can forge a successful pathway and therefore future. The commitment to high-quality teaching, along with the student support programs in the College, assists students commencing their VCE program to build on the foundations formed in their early secondary learning. The Course Counselling process is pivotal to ensure that students, with parental/carers support, select the most appropriate course and direction to attain their pathway destination.

We are pleased to present this VCE Pathways Handbook to assist students in their selection of suitable courses and pathways beyond Year 12. The Handbook contains up to date information on the content of Year 10 Core and Elective subjects and Year 11 – 12 subjects that may be offered in 2026 at the College, as well as the requirements needed to meet satisfactory completion. This handbook is an informative guide for students and their parents and carers. It should be used in conjunction with advice from the classroom teachers, Domain Leaders, Year Level Coordinators, Student Services personnel and the course counselling team. Students are recommended to consider career intentions, prerequisite subjects for tertiary courses, and selecting subjects where there is an interest and ability.

**Michael Watson**  
**Assistant Principal – Senior Sub School**

## Introduction to Years 10 to 12

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Please read this handbook carefully as it contains important information from VCAA (the Victorian Curriculum Assessment Authority) and the College regarding policies and procedures.

Whilst undertaking Year 10, students must focus on:

- Being organised and ensuring they are prepared for all their subjects
- Completing required coursework and homework
- Seeking feedback from teachers to improve their learning outcomes
- Meeting subject requirements (coursework and learning tasks)
- Maintain consistently high levels of attendance
- Successful completion of all subjects.

Whilst undertaking the VCE (Victorian Certificate of Education) students must focus on:

- Being organised and ensuring they are prepared for all their subjects
- Meeting the requirements of each subject and continually revising their coursework
- Maintaining the minimum attendance requirements.

Every VCE Unit has a number of Outcomes that students must complete in order to satisfy the requirement of the VCE. In addition, Units 3 & 4 have up to three different types of Graded Assessments:

- School Assessed Coursework (SACs)
- School Assessed Tasks (SATs)
- VCAA Examinations.

\*The results from the Graded Assessments are combined and moderated by VCAA to determine a final subject **Study Score**. The weighting of each assessment differs for each subject.\*

Whilst undertaking the Victorian Certificate of Education, including the Vocational Major (VCE VM), students must focus on:

- Being organised and ensuring they are prepared for all their subjects
- Meeting the requirements of each Unit of Competency
- Maintaining 90% attendance.

## Authentication

Students must be responsible for ensuring their teacher has no difficulty in authenticating their work. They should understand that teachers cannot authenticate work about which they have doubts, until further evidence is provided.

### Victorian Curriculum Assessment Authority Rules:

Students must submit for assessment only work that is their own. All assistance received by the student in producing the work must be acknowledged and be obvious to the reader.

- Students must acknowledge all resources used, including:
  - Text and source material
  - The name(s) and status of any person(s) who provided assistance and the type of assistance provided
  - Students must not receive undue assistance from any other person in the preparation and submission of work which includes the use of Artificial Intelligence (AI). Students cannot submit assessments generated by AI tools as this would not be considered as their own work
  - Students who knowingly assist other students in a Breach of Rules may be penalised.

### Acceptable levels of assistance include:

- The incorporation of ideas or material derived from other sources (eg: by reading, viewing or note taking, material provided by the classroom teacher) but which has been transformed by the student and used in a new context
- Prompting and general advice from another person or source which leads to refinements or self-correction.

### Unacceptable forms of assistance include:

- Use of, or copying of, another person's work or other resources without acknowledgment
- Actual corrections or improvements made or dictated by another person other than the classroom teacher
- Submitting the same piece of work as another student
- Use of Artificial Intelligence generators.

## Academic Honesty

Academic honesty is a set of principles that inform the values of honest and responsible behaviour in an academic setting. Assignments and coursework are designed to enable students to learn and demonstrate new ideas; grading and marking are designed to provide feedback on how students have progressed. Therefore, for the results and feedback to hold meaning, all assessment needs to result from the students' own achievements and effort.

### Academic Misconduct – What it is – What it can look like

Academic misconduct is behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic misconduct. Academic misconduct is a breach of these regulations and includes, but is not restricted to, the following:

- **Plagiarism** - this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- **Collusion** - this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another
- **Duplication of work** - this is defined as the presentation of the same work for different assessment components and/or DP core requirements
- **Use of Artificial Intelligence** - Submitting work and tasks that have been generated by AI tools
- **Misconduct during an Assessment Task or Examination** (for example, taking unauthorised material into an SAC / examination – including a mobile phone or other electronic device, notes being taken into the SAC /

examination, behaviour that disrupts the examination or distracts other students, or communicating with another student – either verbally or non-verbally)

- **Any other behaviour that gains an unfair advantage for a student or that affects the results of another student** (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media).

**Some examples of the forms that academic misconduct can take:**

- Presenting segments of or whole works by another person as your own
- Including quotes and materials from another's works within your own without adequate acknowledgement
- Paraphrasing the work or ideas of another person without adequate acknowledgement
- Copying work and ideas from another student - within OR without the College community
- Artificial Intelligence - work and tasks that have been generated by AI tools.



## Curriculum and Assessment

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To complete any Unit, a student must satisfactorily achieve the course Outcomes for the Unit set out in the VCAA Study Design for every subject.

Satisfactory achievement of course Outcomes means:

- The work is clearly the student's own
- It achieves the course Outcome to the required standard
- The work was submitted on time
- There has been no substantive breach of rules.

If satisfactory achievement of course Outcomes is granted, the student receives a 'S' result for the Unit.

A student may not be granted satisfactory completion if:

- There is doubt whether the work is the student's own
- The work is not of the required standard
- The student has failed to meet the school deadline for the work requirement, including an extension of time where it has been granted, for any reason including special provision
- There has been a substantive breach of rules, including school attendance rules.

### Study Score

The maximum study score for each subject is 50. The score is calculated from SAC/SAT results and the examination. Study scores are released in December as part of a student's statement of VCE results.

If satisfactory achievement of Outcomes is not granted, the student will receive a 'Not Satisfactory' (or 'N') for the Unit.

## School Assessed Coursework (SACs)

School Assessed Coursework (SACs), based on the VCAA Study Designs are set and run by the College. SACs are conducted at various times throughout the school year and utilise a variety of methods of Assessment.

SACs are mostly conducted during class time, although this is not always the case. Like all SACs, attendance to scheduled 'out of normal school hours' SACs is compulsory. A medical certificate is required if an absence occurs. SAC results count for 25% - 50% of a student's overall Study Score. This will vary between studies. SACs are marked at school with numerical scores that are then provided to and moderated by the VCAA.

## School Assessed Tasks (SATs)

School Assessed Tasks (SATs) are set by the VCAA and may be conducted in the following subjects: Applied Computing, Product Design & Technology (Wood), Food Studies, Media, Art Making and Exhibiting, Visual Communication and Design.

SATs usually consist of folios of work. The SATs are marked at school against strict SAT Assessment Criteria prescribed by VCAA.

## General Achievement Test (GAT)

This is a compulsory test for students completing a Unit 3 & 4 subject. It is a General Achievement Test – not a test of knowledge about a particular subject or topic. It will measure student skill and capacity across three broad areas:

- Written communication
- Mathematics, Science and Technology
- Humanities, Arts and Social Science.

The results from the GAT will be used by VCAA to monitor and, when necessary, moderate school assessment.

## Australian Tertiary Admissions Rank (ATAR)

The ATAR score is used for university entrance and selection into other tertiary courses. To receive an ATAR students must successfully achieve their VCE. This means students must have passed the required number of Units. In addition, students must pass a sequence of Units 3 & 4 English in a single calendar year.

The ATAR score is out of 99.95 and is calculated from their highest Study Score for an English component i.e.: Unit 3 & 4 English, English as an Additional Language (EAL) or English Language, and the three next best Unit 3 & 4 Study Scores.

If students have completed a fifth and/or sixth 3 & 4 Unit, 10% of the score is added to the overall ATAR. There are some restrictions to the combinations of subjects used to calculate the ATAR. Students are advised to seek advice about these rules when making subject selections.

### Scaling:

- Scaling is used in the calculation of ATAR scores
- Scaling is implemented in order to compensate for the variety of subjects offered
- Scaling was introduced so students are able to select any VCE subject without being disadvantaged.

Please Note: It is very important that students select subjects that suit their area of expertise, interests, skills and career path, not because of scaling.

For more information please visit:  
<https://www.vtac.edu.au/atar.html#explainer>

## Responsibilities of Students in Years 10 to 12

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- ✓ Students must ensure that all unacknowledged (uncited) work submitted by them is genuinely their own work
- ✓ Students must acknowledge (cite) all resources used. This includes text and source material and name or names and status of the person or persons who provided assistance and the type of assistance received in completing their work
- ✓ Students must not accept undue assistance from any person. Undue assistance would include providing actual adjustment or improvement to a student's work, or dictating or directing a student to insert a particular text
- ✓ When practicable, students will complete coursework under teacher supervision. Students must periodically produce appropriate documentation of the development of work completed away from the teacher. This will enable the teacher to monitor the development of the work, to keep a record of the process and to be able to attest that the work is the student's own
- ✓ Students must not submit the same piece of work for completion of more than one Outcome or task
- ✓ Students who knowingly assist other students in outcomes is a breach of rules and may be penalised
- ✓ Students and their parents or carers must sign the Insight Cycle subject selection form acknowledging that they are aware of the VCE and VCE VM guidelines and procedures and have accessed and read these.
- ✓ Students must complete 'Holiday Learning Tasks' – set by their teachers during each Study Break
- ✓ Students may be expected to attend VCE or VCE VM after-school and before-school classes and other after-school study sessions as a means of improving their understanding and application of key skills
- ✓ Students are required to attend Year 12 classes and practice exams that may be held during the term breaks.

## Careers and Pathways Information

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### My Career Portfolio

All Year 9, 10, 11 and 12 students are supported in developing a pathways plan. This information will be used to assist students at Sunbury Downs College to move from school to an appropriate pathway.

My Career Portfolio will:

- Help students identify vocational interests and plan work placements to prepare for post-school options
- Assist students in recognising their strengths and weaknesses and using these to reach their goals
- Be flexible to embrace change as the students develop and grow
- Provide an opportunity for students, parents and teachers to discuss student future directions
- Be updated annually to ensure that the information provided in the plan is current and relevant to the student

### Year 10 Work Experience

Further work placements can be arranged in Year 10 and VCE VM, to occur in blocks or on one day a week with external providers, including Build 10. See the Middle Sub School or Careers offices for further information.

Sunbury Downs College has a very successful Work Experience Program that has seen many students pursue placement in workplaces to learn job skills in a field of interest. Work Experience is valuable in raising student awareness of how the workforce operates and the training and personal qualities required for particular jobs. Students are to seek a placement that is in accordance with their career action plans.

As a requirement for the Work Experience Program, students must have completed the compulsory Occupational Health and Safety Program called Safe@Work, which is conducted prior to Work Experience. Successful students will receive a certificate for completing a General Module and an Industry Specific Module. Over the course of the students' Work Experience Placement, students will be contacted or visited by a teacher at the workplace and will be required to complete a Work Experience Logbook.

Year 10 students must have their Work Experience organised before the end of Term 1, 2026. It is a student's responsibility to organise this, however, assistance with finding Work Experience Placements can be sought from the Careers Coordinator.

## Head Start

Sunbury Downs College will continue to offer the Head Start program in conjunction with Victorian Certificate of Education (VCE) and Victorian Certificate of Education - Vocational Major (VCE VM) to students in 2026.

### Overview

Head Start is a model for apprenticeships and traineeships for school students. Head Start students spend more time doing important, paid, on-the-job training while completing their VCE or VCE VM at school.

### Contact details and further information

Email:

[Karen.Riley2@education.vic.gov.au](mailto:Karen.Riley2@education.vic.gov.au)

The Head Start program helps students to develop skills and experience that employers' value. Head Start helps students to get the best start in their career. Students can choose to take an extra year to complete their VCE or VCE VM, or in some cases, certain VCE VM subjects may be waived in lieu of Head Start activities. This means more time spent training on-the-job.

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

- One day per week paid employment in Year 10
- Two days per week paid employment in Year 11
- Three days per week paid employment in Year 12 (which may be undertaken over two years if required).

In conjunction with this workplace arrangement, students will undertake TAFE pre-apprenticeship or apprenticeship courses, and forego Structured Workplace Learning (SWL) arrangements.

## Other Information

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Enrolment in an Early Commencement VCE subject is granted based on teacher recommendation, academic achievement and pathway destination.

### Early Commencement

Sunbury Downs College offers students the opportunity to complete Unit 1 & 2 sequences in Year 10, and the possibility of continuing their studies in Unit 3 & 4 sequences during Year 11 under the Early Commencement program. This means students would take 2 fewer Year 10 subjects to study their VCE units in each semester (as a year-long commitment), and complete a Unit 3&4 sequence in Year 11. This can increase a student's completion of VCE units, and in some cases, can contribute an additional study score (at 10%) to their ATAR calculation (scored VCE students only).

#### VM subjects Early Commencement:

Early Commencement subjects include the VCE VM subjects Work Related Skills (WRS) and Personal Development Skills (PDS). Students intending to complete these subjects through Early Commencement in Year 10 must note that these subjects **do not** offer a scored VCE pathway: they do not contribute to a Study Score or ATAR. Therefore, Year 10 students intending to complete a scored VCE are not recommended to complete Early Commencement in VM WRS or VM PDS. **Note:** completion of Early Commencement VM subjects in Year 10 is **not a guaranteed place** in VM in the subsequent year.

Any student who wishes to complete an Early Commencement subject must complete and submit the 'VCE / VET Early Commencement Request Form' with appropriate teacher support and recommendation. Student achievement in relevant Year 9 subjects, teacher recommendation, as well as behaviour and work ethic across their schooling will be considered in acceptance into Early Commencement subjects. **Completing an Early Commencement Subject does not automatically give students a reduced workload in Year 12 or entry into programs including VM.** Students must also be aware that their progression into the Unit 3 and 4 class is not guaranteed, as Early Commencement is a privilege. Preference will be given to students who are in their final year of schooling if the Unit 3 and 4 class is full or nearly full. Students must ensure that they achieve the best possible results in Units 1 & 2 as this can be the deciding factor as to their acceptance into the Unit 3 & 4 class.

### College Policies

Information about College Policies including the Attendance Policy, Progression Policy, Homework Policy can be found on the Sunbury Downs College website

<https://www.sunburydowns.vic.edu.au/page/171/Policies-&-Documents>

## Special Provision

Over the course of the VCE academic year, a student may be eligible for 'Special Provision' for School Assessed Coursework & Examinations. Special Provision is ultimately decided by the VCAA and may be granted if, during the completion of these tasks, a student is:

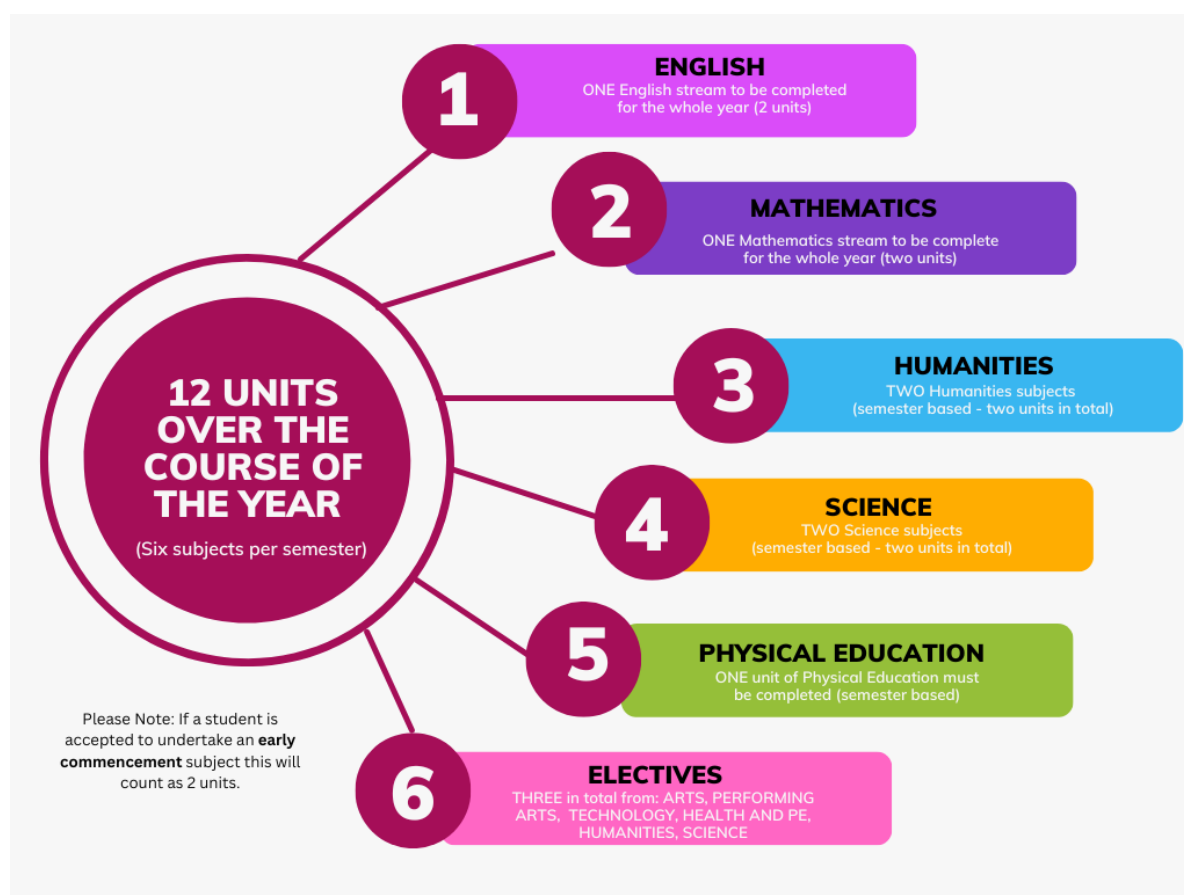
- affected significantly by illness, by any factors relating to personal environment, or by other serious cause, or;
- prevented by illness, by any factors relating to personal environment, or by other serious cause from completing a task for graded assessment or disadvantaged by any physical disability or impairment.

Students who are eligible should discuss the matter with their Year Level Coordinator or the Disability and Inclusion team, to allow the College to make adjustments to their assessment schedule.

## Subject/Course Fees

Each of the subjects listed in this Handbook may incur a fee. These costs will be outlined in the Campion Booklist (available from November 2025).

## Selecting a Year 10 Program of Study



## Subjects

More information can be found in the subject descriptions in this handbook.

English (whole year)	Mathematics (whole year)	Science (semester based)	Humanities (semester based)	Physical Education (semester based)
English	Pre General Mathematics	Biology	History	Physical Education
Extension English	Pre Mathematical Methods	Chemistry	Legal Studies	AFL Edge
Applied English	Pre Foundation Mathematics	Environmental Science	Geography	
		Psychology	Global Politics	
		Physics	Philosophy	
			Business Management	



## Elective Subjects

More information can be found in the subject descriptions in this handbook.

<b>Health (semester based)</b>	<b>Technology (semester based)</b>	<b>The Arts (semester based)</b>
Health	Digital Technologies	Visual Arts
VET Outdoor Recreation (II)	Design Technology: Materials	Drama
	Food Studies	Media
	Textiles	Music
		Visual Communication Design

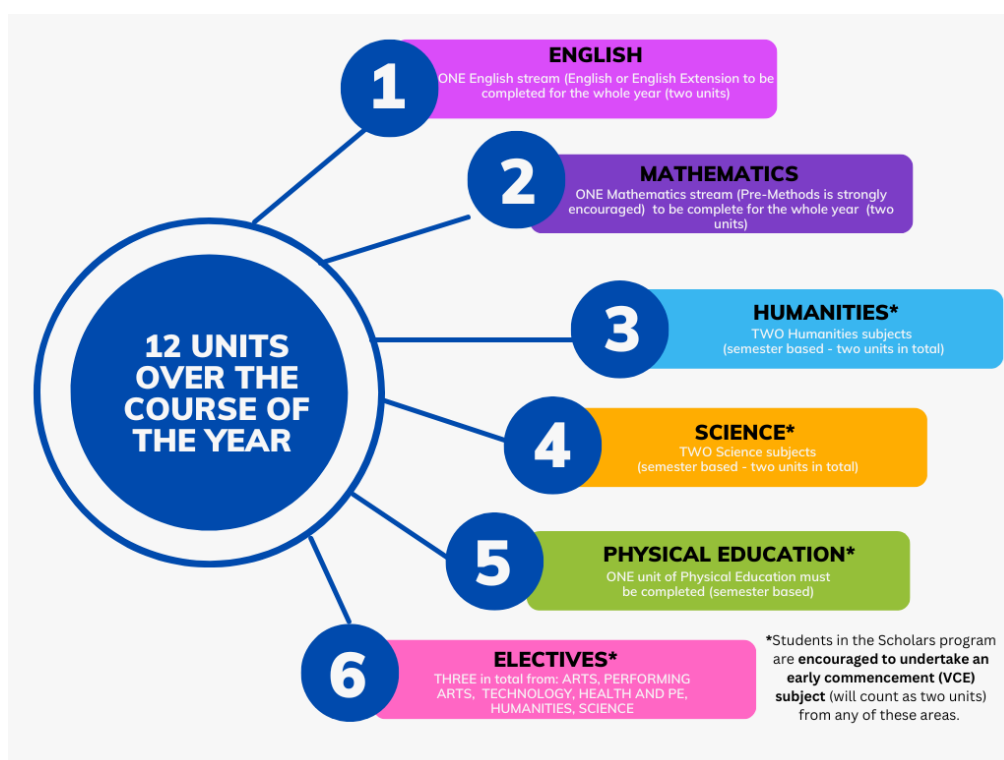
## Selecting a Year 10 Program of Study - Scholars Program

The Sunbury Downs College Scholars program is suitable for academically talented Year 10 students who have demonstrated their passion and commitment to their learning throughout their junior secondary studies and wish to pursue an academic pathway after VCE.

The program has been designed to develop and extend individual student strengths while presenting them with greater opportunities through the provision of wider curriculum offerings. The students who commit to the SDC Scholars Program will be offered:

- Individual Success Plans (ISPs), which are tailored to student goals
- Early VCE commencement options in Year 10
- Exclusive workshops, excursions, seminars and incursions which focus on developing skills for VET/VCE and University success
- Early University commencement options in Year 12 (if required)

Students wishing to partake in the Scholars Program for 2025 must complete an application form in addition to their subject preferences.



### VCE Early Commencement:

Students in the Year 10 Scholars Program are encouraged to undertake an early commencement VCE subject and may also seek to undertake a second VCE Unit 1 and 2 Study in Year 10 (approval from Senior Sub School is required). This study is counted towards the student's requirements in that Domain (Humanities, Science, Physical Education, etc) for Year 10.

Example of course for **Student 1**  
in Year 10 Scholars Program  
(undertaking one VCE Early  
Commencement subject):

Semester 1	Semester 2
Extension English	
Pre-Mathematical Methods	
Legal Studies - Unit 1 and 2	
Physical Education	Biology
Chemistry	Visual Arts
Textiles	Product Design and Tech

Example of course for **Student 2**  
in Year 10 Scholars Program  
(undertaking two VCE Early  
Commencement subjects):

Semester 1	Semester 2
English	
Pre-Mathematical Methods	
Biology Unit 1 and 2	
Applied Computing Unit 1 and 2	
Physical Education	History
Philosophy	Music

Example of course for **Student 3**  
in Year 10 Scholars Program  
(undertaking a VET Early  
Commencement subject)

Semester 1	Semester 2
English	
Pre-Mathematical Methods	
VET Sport and Recreation Cert III (to be completed over two years)	
Philosophy	Geography
Design Technologies - Materials	Physics
Environmental Science	Business Management

## Selecting a Victorian Certificate of Education (VCE) Program of Study

The VCE is an academically rigorous course which requires students to be highly self-motivated and dedicated to their studies. Students undertaking the VCE are required to undertake six year-long studies in Year 11 and five year-long studies in Year 12. VCE is typically aimed at students who wish to undertake a University pathway after the successful completion of the two-year course. Throughout these two years of study, all students are required to undertake School Assessed Coursework (SACs), School Assessment Tasks (SATs) and examinations (both internal and external). Students who successfully complete the VCE pathway will achieve their VCE certificate and receive an ATAR (Australian Tertiary Admissions Rank).

VCE	
Year 11	Year 12
Unit 1 and 2 English subject	Unit 3 and 4 English subject
5 x Unit 1 & 2 VCE subjects	4 x Unit 3 & 4 VCE subjects
Total - 12 Units	Total - 10 Units

Students must pay careful attention to pre-requisite requirements, and sequence requirements, outlined further in this handbook.

Each VCE course is broken into four units, numbered 1, 2, 3 or 4. Depending on student subject choice, individual student programs may include Units 1 or 2 in the second or final year and/or Unit 3 or 4 in the first year.

### Example of **Student 1** undertaking VCE in Year 11

Semester 1	Semester 2
English Unit 1	English Unit 2
General Mathematics Unit 1	General Mathematics Unit 2
Psychology Unit 1	Psychology Unit 2
Media Unit 1	Media Unit 2
Politics Unit 1	Politics Unit 2

### Example of **Student 2** undertaking VCE in Year 11 (successfully completed an early commencement VCE Unit 1 & 2 subject in Year 10)

Semester 1	Semester 2
English Unit 1	English Unit 2
General Mathematics Unit 1	General Mathematics Unit 2
Psychology Unit 3	Psychology Unit 4
Product Design & Technology Unit 1	Product Design & Technology Unit 2
Business Management Unit 1	Business Management Unit 2

## Selecting a VCE Vocational Major (VM) Program of Study

Further details on VET (Vocational Education and Training) courses are located at page 83.

Further details on VCE Vocational Major are located at page 93.

Students who undertake the VCE VM pathway will undertake a two or three-year course. VCE VM gives students practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. Like the Victorian Certificate of Education (VCE), the VCE VM is a recognised senior secondary qualification.

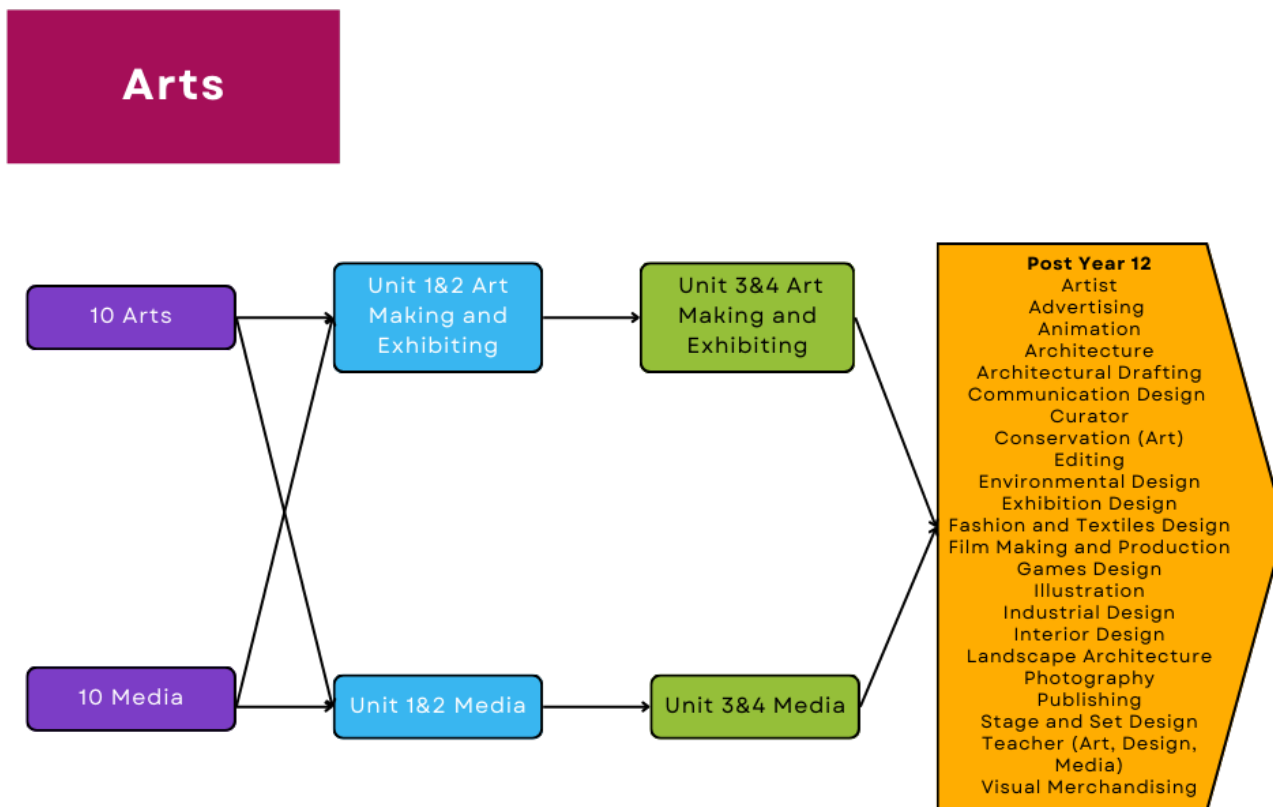
Students who undertake VCE VM are likely to be interested in going on to training at a Technical and Further Education (TAFE) Institute, starting an apprenticeship, undertaking a Head Start program or obtaining full-time employment after completing school.

VCE VM - Traditional Stream	
Year 11 (Unit 1 & 2)	Year 12 (Units 3 & 4)
VCE VM Literacy	VCE VM Literacy
VCE VM Numeracy	VCE VM Numeracy
VCE VM Work Related Skills	VCE VM Work Related Skills
VCE VM Personal Development Skills	VCE VM Personal Development Skills
Vocational Education and Training (VET) study of choice	Vocational Education and Training (VET) study of choice
Total – 8 Units plus VET (Certificate)	Total – 8 Units plus VET (Certificate)

VCE VM - VCE Blended Stream	
Year 11 (Unit 1 & 2)	Year 12 (Units 3 & 4)
VCE English	VCE English
VCE Foundation Mathematics	VCE Foundation Mathematics
VCE VM Work Related Skills	VCE VM Work Related Skills
VCE VM Personal Development Skills	VCE VM Personal Development Skills
Vocational Education and Training (VET) study of choice	Vocational Education and Training (VET) study of choice
VCE Food Studies	
Total – 10 Units plus VET (Certificate)	Total – 8 Units plus VET (Certificate)

## Domain: Arts

### Curriculum Pathway and Linkages Maps: Arts



## Art – Year 10

### *2023 Student Endorsement*

*I am currently in Year 10 Visual Art, being taught by Ms Wardy. We are being taught to sew and stuff soft sculptures, watercolour painting techniques, and creating dry point etchings. I loved doing watercolour painting the best, using light and dark colours and harsh/soft brush strokes to convey light, texture and most importantly to me, emotion. I love expressing how I feel through the various medias of art we're exploring. It's a great outlet for that. People should pick art as a subject as it relieves stress and gives people an opportunity to be creative.*

*Jaxon Cias*

### **Subject Overview**

Art engages students in a journey of discovery, experimentation and problem solving relevant to visual perception and visual language, utilising various techniques, practices and processes. Students will examine different art forms and materials, and will explore, develop, evaluate, and resolve their initial concepts and produce final artworks. Year 10 Art helps students improve their understanding of art related language and practical tasks in preparation for VCE Art Making and Exhibiting.

### **Topics**

- Exploration of materials, techniques and processes using a range of subject matters and art forms
- Analysing artworks from a range of historical, cultural and social contexts
- Curation of exhibitions and presentation of student work

### **Assessment**

Students in Art are assessed in a variety of ways which may include:

- Satisfactory completion of coursework
- Art & design theory: A series of short and extended responses to structured questions
- Portfolio: A series of preliminary drawings, exploration, development and refinements lead to final works
- Creation and presentation of final artworks

## Media – Year 10

Students enrolled in this elective must attend the on and off-campus learning activities.

### Subject Overview

Year 10 Media provides students with the opportunity to develop their critical and creative thinking skills. Media forms (e.g. film and photography), technologies (e.g. DSLR cameras, editing software) and processes (e.g. pre-production, production and post-production) are considered from various perspectives including their structure and features, production context, audience reception and the impact of media in society. Media elements, including codes and conventions, will be explored and analysed in different media products which can include photographs, music videos, advertising, short films, animation, series and feature films. Students learn technical skills in the production of media products, including photography and film. They also learn how to use post-production software programs to edit and refine their work.

### Topics

- Photography Production
- Short Film Production
- Media Analysis

### Assessment

- Satisfactory completion of coursework
- Photographic folio
- Film production
- Media analysis
- Examination



## Art Making and Exhibiting – Units 1-4

### Prerequisites

It is strongly recommended that students undertake Year 10 Art prior to the commencement of Unit 1 and 2. Students must undertake Unit 3 prior to undertaking Unit 4.

*There may be additional associated costs to study this subject, such as excursion fees*

### Subject Overview

Learning in VCE Art Making and Exhibiting provides students with opportunities to recognise their individual potential as artists, it encourages self-expression and creativity, and can build confidence and a sense of individual identity. Learning through, about and in the visual arts develops students' critical thinking skills and their ability to interpret the worlds they live in. Students are encouraged to work both independently and collaboratively, as learning from each other can develop innovative and exciting ideas. By engaging with artworks in different galleries, museums, and site-specific spaces, either in person or using online content, students have the opportunity to view and research artworks and artists from local, national and international contexts. They also gain an understanding of how institutions present and display artworks and how they work with artists.

Looking at the artworks of a range of artists encourages students to become aware of difference and diversity in the views of others working in the arts industry, giving students a stronger understanding of the various forms that art may take. Importantly, students also gain an understanding of how their own and others' artworks are curated, displayed and conserved.

### VCE Areas of Study

#### Unit 1: Explore, expand and investigate

- Area of Study 1: Explore – materials, techniques and art forms
- Area of Study 2: Expand – make, present and reflect
- Area of Study 3: Investigate – research and present

#### Unit 2: Understand, develop and resolve

- Area of Study 1: Understand – ideas, artworks and exhibition
- Area of Study 2: Develop – theme, aesthetic qualities and style
- Area of Study 3: Resolve – ideas, subject matter and style

#### Unit 3: Collect, extend and connect

- Area of Study 1: Collect – inspirations, influences and images
- Area of Study 2: Extend – make, critique and reflect
- Area of Study 3: Connect – curate, design and propose

#### Unit 4: Consolidate, present and conserve

- Area of Study 1: Consolidate – refine and resolve
- Area of Study 2: Present – plan and critique
- Area of Study 3: Conserve – present and care

### Assessment

- Satisfactory completion of coursework
- Exploratory work and a visual arts journal
- Extended responses and short-answer responses
- Producing final artwork

## Media - Units 1 – 4

### Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3.

Students must undertake Unit 3 and Unit 4 as a sequence.

*Within Media there may be additional associated costs to study this subject, such as excursion fees, externally sourced printing of production work, etc.*

### Subject Overview

This study provides students with the opportunity to examine the media in different contexts while developing skills in media design and production in a range of media forms including film/video, photography, print and animation. Students examine how and why the media constructs and reflects reality, and how audiences engage with, consume, read, create and produce media products.

VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives, including an analysis of structure and features. They examine debates about the role of the media in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products. Students gain knowledge and skills in planning and expression that are valuable for participation in, and contribution to, contemporary society.

### VCE Areas of Study

Unit 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

Unit 3: Media narratives, contexts and pre-production

- Area of Study 1: Narrative and their contexts
- Area of Study 2: Research, development and experimentation
- Area of Study 3: Pre-production planning

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

- Area of Study 1: Media production
- Area of Study 2: Agency and control in the media

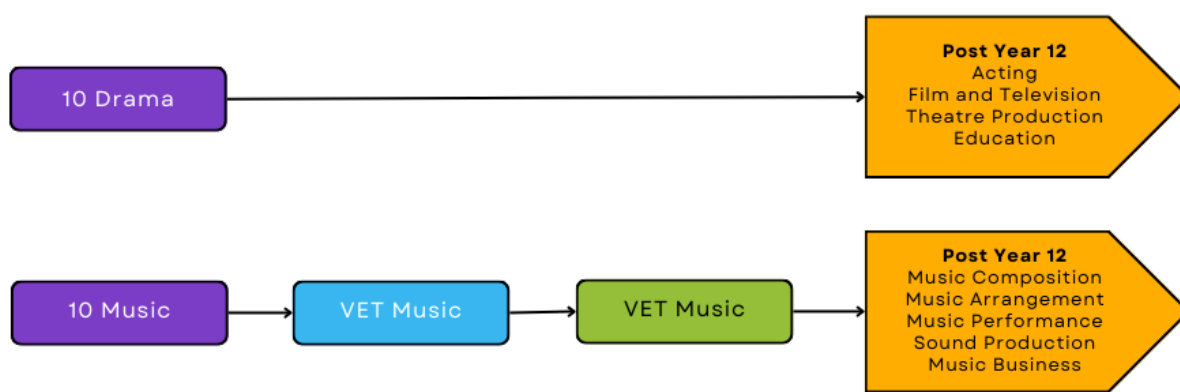
### Assessment

- Satisfactory completion of coursework
- Audiovisual or video sequences
- Photographs
- Print layouts
- Structured questions
- Annotated visual report
- Pre-production planning
- Video essay

## Domain: Performing Arts

### Curriculum Pathway and Linkages Maps: Performing Arts

#### Performing Arts



\*Please also refer to VETis Music Certificate II on page 88

## Drama – Year 10

### Subject Overview

The study of Drama provides students with opportunities to develop as confident, reflective and creative performing artists through an exploration of naturalistic and non-naturalistic performance styles. In Year 10 Drama, students will experiment with imaginative and innovative ways of using traditional and contemporary skills to communicate narrative elements and ideas to audiences. Students will engage with scripts and work within Production Roles to interpret a script for an audience.

Over the course of the study, students will refine their expressive skills, playmaking techniques and knowledge of theatrical conventions and dramatic elements. Students will have opportunities to build on their stagecraft skills through the creation of sets, costumes, props and lighting designs that enhance their performances. They will also develop skills in reflection and observation through the analysis of their own performance works and the work of other students. Students will have the opportunity to see a professional theatre performance, which they will analyse. This enables students to engage with the performing arts industry and contextualise their own work as Drama students.

### Topics

- Elements of drama and narrative structure
- Performance of scripted drama and enrichment of practice
- Analysis and evaluation of performances
- Application of production roles

### Assessment

- Satisfactory completion of coursework
- Production documentation journal
- Performance analysis
- Examination

## Music – Year 10

### **2023 Student Endorsement**

*You should pick year 10 music if you want to learn about music theory to understand the structure of songs, chord progressions and extend your knowledge on performing. Music will help you to express yourself through performance, make friends and make music in future to make further connections with others. The group work will help you to communicate with people better in the future. –*

*James and Jaxon Cias*

### **Subject Overview**

This subject directly relates to the skills and knowledge required for VCE VET Certificate III: Music Performance. Students will gain a greater understanding of music through playing, singing, improvising, composing and musical thinking. These experiences will be enhanced by exploring and responding to music through reflection on and discussion of their own and others' performances using musical terminology and concepts introduced throughout the semester. The students will be guided through developing their personal learning skills by planning and reflecting on their own and their peers' personal practice and musical progress.

Students are encouraged to attend weekly music lessons either at the College or privately outside the College whilst completing this course. It is recommended that students participating in this subject have completed Year 9 Music or have been receiving weekly music lessons.

### **Topics**

- Music practices; including music literacy and technical work
- Rehearsing and performing solo and ensemble repertoire
- Elements of Music and compositional devices
- Analysis and Characteristics of Music from contemporary and past times

### **Assessment**

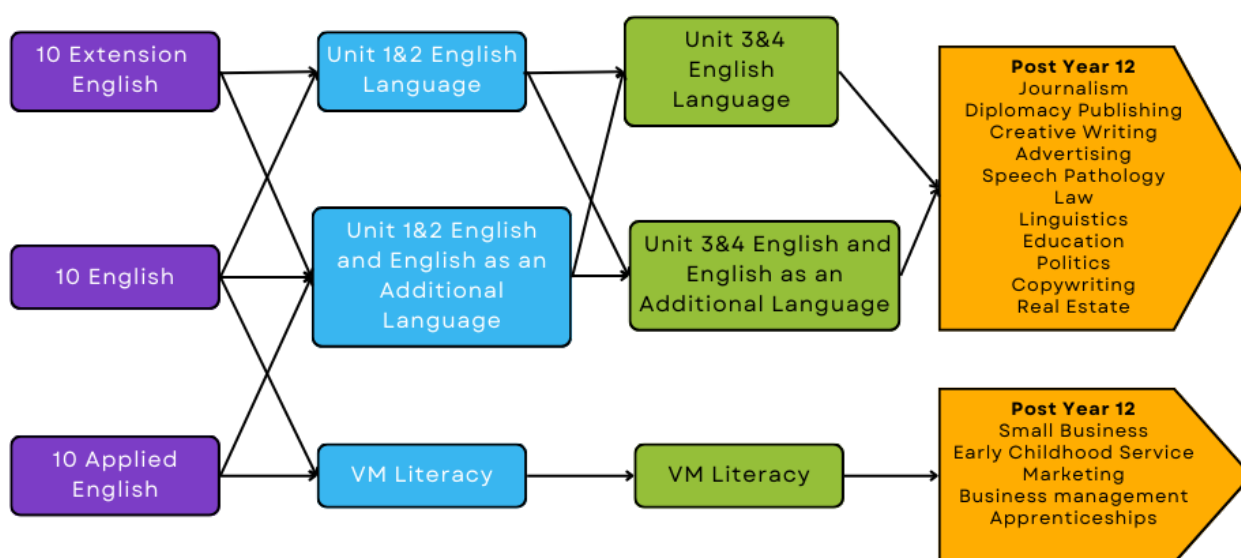
Students in Music are assessed in a variety of ways which may include:

- Satisfactory completion of coursework
- Solo, group and technical performances
- Listening journals
- Compositions
- Examination

## Domain: English

### Curriculum Pathway and Linkages Maps

#### English



Note: All students must complete an English group subject regardless of their VCE or VCE VM stream – students must study a full year of their chosen English group subject in Years 10 to 12.

## English – Year 10

### **2025 Student Endorsement**

*In Year 10 English we viewed and analysed the film "The Hate U Give". We explored themes of racism, burgeoning activism, identity, family values and loyalty. The film insightfully depicts how a person is treated in society because of their skin colour and how racial prejudice affects communities. During the unit we had to write either a personal reflection of how these issues relate to ourselves, people we know and the world, or a scene analysis of a crucial scene from the film exploring certain values. It is important that we are educated on subjects such as police brutality because it affects everyone in the world. Even though it can be difficult, "The Hate U Give" taught us to stand up for ourselves and others to create social change.*

*Sarah and Kelley*

### **Subject Overview**

The English course helps create confident communicators, imaginative thinkers and informed citizens. Through their experiences in the English course, students will be able to analyse, understand, communicate and build relationships with others and with the world around them. Our study develops students as ethical, thoughtful, informed and active members of society, able to engage imaginatively and critically with literature to expand the scope of their experience.

We learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated texts with accuracy, fluency and purpose. This includes the development of interest and skills in inquiring into the aesthetic aspects of texts to foster an informed appreciation of literature.

### **Topics**

- Reading and responding to values within a text
- Responding personally and creatively to a text
- Analysing and presenting argument

### **Assessment**

Students in English are assessed in a variety of ways which may include:

- Satisfactory completion of coursework
- Text analysis
- Argument analysis
- Creative response to texts
- Oral presentations
- Examination

## English Extension – Year 10

### 2025 Student Endorsement

*In Extension English students explore a larger range of topics that genuinely interest them as well as engaging in meaningful and educational discussions that help deepen their understanding which then helps them in future assessments. One thing I personally love about Extension English is the additional topics students explore. Currently we are studying linguistics which dives into the question of how and why humans communicate which is truly fascinating. Furthermore, Extension English provides a higher level of feedback for students on how to improve their writing and what their future schooling will look like in English.*

*Makayla Newton*

### Subject Overview

In Year 10 Extension English, students will engage with a curriculum that closely mirrors English group VCE study designs in order to accelerate their skills and knowledge in preparation for VCE English or VCE English Language. Students who choose this subject should have a strong work ethic, which is underpinned by a motivation to improve their performance and confidence for English. This is the recommended English pathway for students who have been part of the ACE program in years 7-9 and/or have enjoyed and excelled in English and would like to continue to extend their analytical writing and critical literacy skills in preparation for VCE.

In this subject, students will read and respond to various literary and media texts. They will develop a critical understanding of contemporary mass media and explore different perspectives on complex issues and contexts. Students will analyse a wide range of texts closely; exploring the way issues, contexts and human experiences are represented in different texts and responding in multimodal ways.

### Topics / Areas of Study:

- Reading and exploring texts
- Crafting texts
- Linguistics and evolution of language
- Exploring argument
- Reading and responding to texts

### Assessment Tasks:

- Writing folio
- Filmed oral presentations
- Inquiry research tasks
- Creative or personal responses
- Persuasive speech
- Argument analysis essay
- Text response essay



## Applied English – Year 10

This subject would support those with literacy needs, prioritising real-life application of core English skills in everyday life. Students and families should discuss their child's English achievement and English skills with their Year 9 teacher or the Domain leader.

### Subject Overview

This course will focus on the foundational skills of reading, writing and speaking & listening for students, who for various reasons may need further support in English. Applied English empowers students to read, write, speak and listen in different contexts. Applied English enables students to understand the different ways in which knowledge and opinion are represented and developed in texts drawn from daily life. The development of literacy in this subject is based upon applied learning principles, making strong connections between students' lives and their learning. By engaging with a wide range of text types and content drawn from a range of community and global cultures, forms and genres, students learn how information can be shown through print, visual, oral, digital and multimodal representations.

Along with the literacy practices necessary for reading and interpreting texts, it is important that students develop their capacity to respond to texts. A further key part is that students develop their understanding of how texts are designed to meet the demands of different audiences, purposes and contexts, including workplace, vocational and community contexts.

### Topics:

- Listening for comprehension
- Personal response folio
- Language in context
- Inquiry Projects
- Literature circles - text study (short stories, graphic novels, fiction and non-fiction texts)
- Community Context –workplace skills
- Analysing argument
- Autobiographical writing

### Assessment Tasks:

- Satisfactory completion of coursework
- Annotation of texts
- Literature circles
- Speeches
- Inquiry projects
- Organising programs such as school programs (Book Week) or external programs (reading to Primary School children)
- Reports
- Examinations

## English - Units 1 – 4

### 2024 Student Endorsement

*VCE English gives me communication skills in classroom discussions, and lets me build my confidence in public speaking. VCE English is literally the main subject needed in your daily life, and helps you to get into Uni courses. It expands your individuality and it gives you the freedom to choose topics in multiple Areas of Study.*

*Stella, Lana, Anna and Ginni*

### Subject Overview

VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

### Prerequisites

There are no prerequisites for entry to Units 1 and 2. Students must achieve a satisfactory result in at least one of Unit 1 or 2 English prior to undertaking Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4.

### VCE Areas of Study

#### 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

Students in VCE English are assessed in a variety of ways which may include:

- Satisfactory completion of coursework
- Written texts constructed in consideration of audience, purpose and context
- An analytical response to a set text
- A persuasive text that presents an argument or viewpoint
- An argument analysis of a persuasive text

## English as an Additional Language - Units 1 – 4

Sunbury Downs College administers EAL within English Units 1-4 (subject to numbers).

### Prerequisites

For Units 1 and 2, eligibility criteria apply. For Units 3 and 4, students need to meet the VCAA criteria for enrolment in VCE EAL. Please speak to the English Domain Leader or the EAL Coordinator/Literacy Learning Specialist for further information.

### Subject Overview

VCE English as an Additional Language focuses on how English language is used to create meaning in written, spoken and multimodal texts. The study of English as an Additional Language contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English as an Additional Language become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it.

### VCE Areas of Study

#### 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

Students in VCE EAL are assessed in a variety of ways which may include:

- Satisfactory completion of coursework
- An analytical response to set texts
- A persuasive text that presents an argument or viewpoint
- An analysis of the use of argument and persuasive language in text/s including audio/visual texts

## English Language - Units 1-4

### 2024 Student Endorsement

*From personal experience, English language is a more mechanic English compared to the rest, instead of just studying the meaning behind every action a character does in a book or movie you look at the very language you speak. This subject is very well suited for those who enjoy logic over more creative and expressive work. In English language you study language acquisition, or more specially how the English language works.*

Alex Rosewall-Davison

### Prerequisites

There are no prerequisites for entry to Units 1 and 2. Students must achieve a satisfactory result in at least one of Unit 1 or 2 English Language or English prior to undertaking Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4.

### Subject Overview

The study of VCE English Language enables students to consider their understanding and application of English using a set of metalinguistic tools informed by the discipline of linguistics. This focus provides students with fresh insights into their language choices, the values and assumptions constructed when considering the language use of others, and the power of language to control, shape and disrupt our lives.

Throughout their learning, students engage with the ways in which language is structured, the history of English and its variations both geographically and temporally, theories of language acquisition, variations of language created by social and cultural difference, the nexus between language and power, and the ways in which language can be used to construct and deconstruct identity. Students consider their own language use and the language use immediately surrounding them, as well as examples of language use locally, nationally and internationally. They explore the ways in which language use is adapted in consideration of formality, situational and cultural contexts, purpose and function.

The study of VCE English Language enables students to further develop and refine their skills in reading, writing, speaking and listening to English. They become proficient in analysing and assessing language use and develop their abilities in effective communication. Through the exploration of language use, students gain insight into the experiences of others, develop empathy and compassion, and are better able to engage in active citizenship.

### VCE Areas of Study

#### Unit 1: Language and communication

Area of Study 1: The nature and functions of language

Area of Study 2: Language acquisition

#### Unit 2: Language change

Area of study 1: English across time

Area of study 2: Englishes in contact

#### Unit 3: Language variation and social purpose

Area of study 1: Informal language

Area of study 2: Formal language

#### Unit 4: Language variation and identity

Area of study 1: Language variation in Australian society

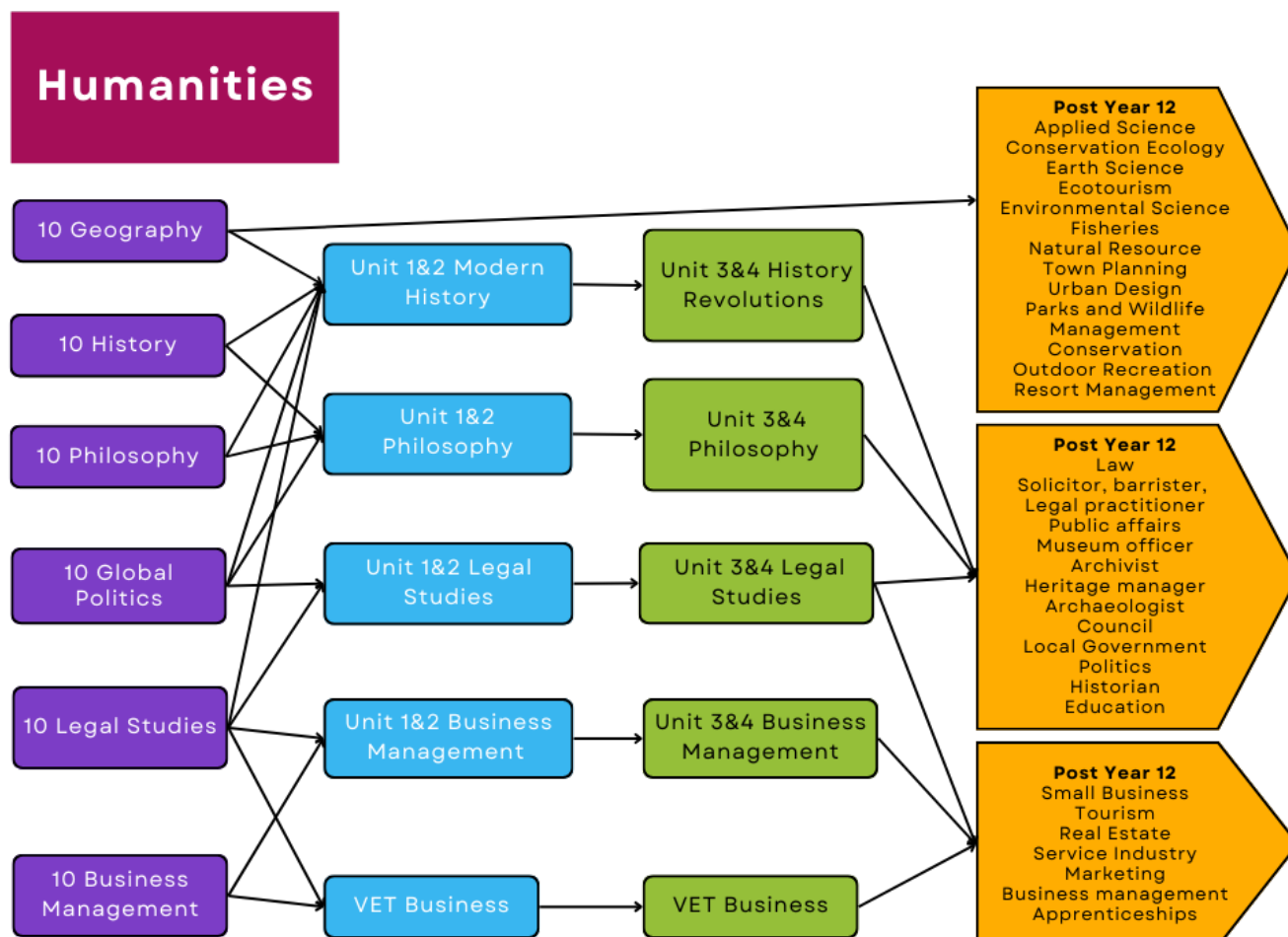
Area of study 2: Individual and group identities

### Assessment

- satisfactory completion of coursework
- a folio of annotated texts
- an essay
- an investigative report
- an analytical commentary
- short-answer questions

## Domain: Humanities

### Curriculum Pathway and Linkages Maps



## Geography – Year 10

### *2024 Student Endorsement*

*Geography not only explores the physical aspects and landmarks of the world, but it also delves into the dynamics between the citizens of the land, which is always very intriguing. In Geography, you don't just hear the information and process it but analysis skills such as graphical interpretation and helps you work on your researching efficiency. Geography is primarily a research subject, and so you'll typically just need some general knowledge and key skills from the topics to be able to get a good grade on the tests.*

*Joel Linard*

### **Subject Overview**

The study aims to prepare students for studies in VCE Geography by introducing them to the key geographical concepts and skills related to spatial distribution of geographical phenomenon. The subject is separated into two divisions: 'Environmental Change and Management' and the 'Geographies of Human Wellbeing'.

'Environmental Change and Management' focuses on investigating environmental geography through an in-depth study of specific environments. The unit begins with the study of the environmental functions that support life, the challenges to their sustainability, and the environmental worldviews that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country.

'Geographies of Human Wellbeing' focuses on investigating global, national, and local differences in human well-being between places. Students examine the different concepts and measures of human wellbeing and spatial differences in wellbeing and evaluate the differences from a variety of perspectives

### **Topics**

- Environmental Change and Management
- Geographies of Human Wellbeing

### **Assessment**

Students in Geography are assessed in a variety of ways which may include:

- Satisfactory completion of coursework
- Data presentation and analysis
- Environmental change and issues
- Examination

## Global Politics – Year 10

### Subject Overview

This subject explores, evaluates and investigates the fundamental principles of politics, including political thought and ideologies. Students examine the roles of Government, the media, non-government organisations and themselves as agents in a global context. They use a variety of different methods to understand and explore the political ideals and relationships of the modern world and how Australian society has been affected by significant global events and changes.

Students examine various social justice issues and evaluate the policy solutions that are currently in place to solve these problems. Students will focus on the causes and developments of the major global influences on Australia and the changing social, cultural, historical, economic, environmental, political and technological conditions of a major global influence in Australia. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens.

Students will explore a brand new unit of study, which offers them the opportunity to critically examine Russia's invasion of Ukraine, and the political landscape surrounding this ongoing conflict.

This subject will provide students with the knowledge and skills useful in studying Australian and Global Politics in VCE.

### Topics

- Power, authority and legitimacy
- The political spectrum and key political ideologies
- Globalisation and the role of social movements in a globalised world
- The rise of China and potential for conflict in the South China Sea.
- Russia's War in Ukraine: identity, history, and conflict

### Assessment

Students in Global Politics are assessed in a variety of ways which may include:

- Satisfactory completion of coursework
- Test
- Movement for social change report and presentation
- International conflict analytical essay
- Examination



## History – Year 10

### 2022 Student Endorsement

*As a student who has completed Yr 10 History, I can confirm that it's an extremely enlightening experience. You can begin the subject with no prior knowledge and come out of it with a whole new perspective and understanding of the history of those who came before us. In Year 10 history you cover many periods in time, from climate protests which changed how we view the planet we live on, to the dark history of the colonisation of the country we live in today. Choosing to complete history is one of the best decisions you can make, it will give you the ability to interpret historical evidence through your own eyes, which is a key skill to be able to understand where we came from.*

*"History is a set of lies that people have agreed upon," Napoleon*

*Macsen Connelly*

### Subject Overview

This subject investigates the history of the modern world, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provide a necessary context for understanding Australia's development and its place in the modern world.

The first unit of study investigates the struggles for human rights that occurred in the years following the Second World War. This unit invites students to critically appraise Australia's relationship with its indigenous people, through the lens of the rights and freedoms that have been ignored, demanded, and gained over the course of the 20<sup>th</sup> and 21<sup>st</sup> centuries. In the second unit of study, students investigate one major global influence that has shaped Australian society, including the development of the global influence during the twentieth century. Throughout the course, students sequence events and developments within a chronological framework and identify relationships between the events across different places and periods of time.

### Topics

- Rights and Freedoms (1945-the present)
- The Globalising World

### Assessment

Students in History are assessed in a variety of ways which may include:

- Satisfactory completion of coursework
- Primary source analysis
- Analytical essay
- Examination



## Legal Studies – Year 10

### **2023 Student Endorsement**

*Year 10 Legal Studies is one of the most practical subjects I've done here at Sunbury Downs. The overview of the Victorian legal system has real life relevance, as everyone will likely have to engage with the system at some point in their lives. You look at both criminal and civil law, and explore the courts, what they do and what your rights are when dealing with them. It also explores parliament and how laws are made. Year 10 Legal Studies also prepares you really well for VCE Legal Studies classes.* Amelia Vance

### **Subject Overview**

In Year 10 Legal Studies, students explore, evaluate and investigate the rights and responsibilities of an Australian citizen. Students investigate the role of political parties and the formation of the government. They examine Australia's international legal obligations and the key features of Australia's court systems, including jurisdictions of the courts and how courts apply and interpret the law, resolve disputes and make law through judgments.

Students will explore the elements of criminal and civil law and will use media to examine and discuss recent case studies in these areas. They will also discuss the key principles of Australia's justice system, including equality before the law, independent judiciary, and the right of appeal.

### **Topics**

- Law and Society
- Judicial System
- Parliament and Government

### **Assessment**

Students in Year 10 Legal Studies are assessed in a variety of ways which may include:

- Test
- Court case study
- A folio of exercises
- Role play
- Examination

## Philosophy – Year 10

### *2022 Student Endorsement*

*Last year, as a year 10 Philosophy student, I had the opportunity to delve into some fascinating topics. We explored the relationships between Minds and Bodies, and the different ways in which they might interact. We also discussed Personal Identity and how it relates to our sense of self and our experiences over time. Finally, we looked at Virtue Ethics and the idea that the key to living a good life is to cultivate virtuous character traits. It was a challenging but rewarding course, and I feel that it helped me to develop my critical thinking skills and gain a deeper understanding of the world around me.*

*Vinzcarl Javier*

### Subject Overview

In Year 10 Philosophy, students are invited to question the very nature of reality, knowledge and existence. Philosophy is the fabric of media, popular culture, and identity in the 21st century, and in SDC Philosophy classes, students are offered the opportunity to pull on this fabric and explore the secret passageways and roads less travelled that present themselves to those with curious minds.

Students will explore the possibilities presented by the concept of time travel, by critically engaging with the representation of time travel in popular films such as *Interstellar*, *Primer*, *PreDestination*, and *Back to the Future*. In 'What Am I?', students will explore the mind/body problem through the arguments of Descartes and Armstrong, and consider the limits of consciousness, as well as artificial intelligence. This unit leads directly into the 'Who Am I?' unit of study, which gives students the opportunity to consider the problems that arise from the various accounts of personal identity that have been offered by philosophers. In a final unit, students are introduced to several ethical approaches that have been proposed to build a better world, and are asked to critically analyse and evaluate them in ways that meaningfully connect to their personal experiences.

Year 10 Philosophy is traditionally taught as a discussion-based subject, where Socratic principles underpin teaching, giving each student the chance to engage in reciprocal teaching and learning, and develop important speaking and listening skills, as well as argument analysis skills that have strong cross curricular links.

### Topics

- Is Time Travel Actually Possible?
- What Am I? Arguments on the Mind/Body Dilemma
- Who Am I? The problem of Personal Identity
- How Can We Fix the World? Reflections on Virtues, Altruism and The Social Contract

### Assessment

- Oral presentation
- Analytical essay
- Research assessment
- Examination

## Business Management – Year 10

### Subject Overview

Within Year 10 Business Management students consider the performance of the Australian economy and the business sector and how these might be measured in different ways. They examine why and how Australian businesses seek competitive advantages in different markets. Students continue to develop their consumer and financial literacy knowledge and skills by identifying sources of finance for consumers, businesses and the government and explaining the role of financial institutions in their interactions with consumers, businesses and the government. They investigate the different strategies for managing financial risks and maximising rewards across an ever-changing financial landscape.

Students examine the role of innovation and its influence on business success. Students explore the way the work and business environment is changing in contemporary Australia and globally, and the implications this has for current and future work and the work of entrepreneurs. They investigate the ways that enterprising behaviours and capabilities can be used and developed to improve the work and business environments.

### Topics

- Australian Economics
- Business and Money
- The Business Environment

### Assessment

Students in Business Management are assessed in a variety of ways which may include:

- Test
- Case study
- A business research project
- Examination

### 2022 Student Endorsement

*In Year 10 Business students explore the business sector. At the beginning of the class we studied the economy and how money flows through it. We then learnt about the different aspects of the business start up process and then decisions made whilst running it. This included taking a look at how some of the world's largest companies and how they began. To conclude the class we had to create our own product and then make a 'shark tank' style pitch to our teacher. This was an enjoyable way to summarise what we learnt throughout the class. I found this class incredibly interesting and have learnt a lot of skills which I can take with me for the future.*

*David Geissler*

## Business Management - Units 1 – 4

### Subject Overview

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as ethical and socially responsible members of society, managers and leaders of the business community, and as informed citizens, consumers and investors. 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.

### Prerequisites

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

### 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

Students in VCE Business are assessed in a variety of ways which may include:

- Satisfactory completion of coursework
- Case studies
- Research reports
- Analysis of data
- Examinations

## History - Units 1 – 4

### 2023 Student Endorsement

*Modern History is a subject that includes a lot of fun activities to learn about some of the most interesting aspects of the last century. From communism in the USSR, isolationism in the USA, fascism in Nazi Germany, this class has taught me a lot about how ideologies develop and what the consequences of this is. In unit one we have learnt about life in Nazi Germany and the rise of extremism as well as different factors that contributed to the outbreak of World War Two such as the Great Depression and failure of the League of Nations. We have also looked at what social and cultural life was like in the USA in the 1920s and 30s, including the resurgence of the Ku Klux Klan and the 'roaring 20s.' In Unit 2 we will look into the Cold War, including the space race, arms race and Vietnam War. As well as different movements, such as the civil rights movement, that occurred in the later half of the 20th Century*

*Charlie Phelan*

### Subject Overview

History involves inquiry into human action in the past, to make meaning of the past using primary sources as evidence. VCE History reflects this range of inquiry by enabling students to engage with a range of times, people, places and ideas. In Units 1&2 History, students will study Modern History. In Unit 1, students explore the events, ideologies and movements of the period after World War One; the emergence of conflict; and the causes of World War Two. Students also focus on the social life and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period. In Unit 2, students focus on causes and consequences of the Cold War; the competing ideologies that underpinned events, the effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict. Students also focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the period 1945 to 2000.

In Units 3&4 History, students explore and evaluate how particular conditions influenced and contributed to the outbreak of revolution. Students will focus on two of the following timeframes:

- The American Revolution (1754–4 July 1776)
- The Russian Revolution (1896– 26 October 1917)

### Prerequisites

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

### VCE Areas of Study

#### Unit 1 Modern History: Change and Conflict

- Area of Study 1: Ideology and conflict
- Area of Study 2: Social and cultural change

#### Unit 2 Modern History: The Changing World Order

- Area of Study 1: Causes, course and consequences of the Cold War
- Area of Study 2: Challenge and change

#### Unit 3&4 Revolutions:

- Area of Study 1: Causes of revolution
- Area of Study 2: Consequences of revolution

### Assessment

- Satisfactory completion of coursework
- Evaluation of historical sources
- Extended responses
- Essay

## Legal Studies - Units 1 – 4

### 2023 Student Endorsement

*In Year 11 Legal Studies we got to learn about lots of different aspects of Australian and Victorian Laws and the Victorian justice system. We learnt about criminal law and specifically looked into the elements and defences to murder and assault. As well as what sanctions are given as punishments for crimes. We also learnt about civil law such as defamation and negligence and what you can do if your rights have been infringed. Additionally, we were taught how laws are made and how we can influence lawmakers. We did activities such as roleplays of court room trials, reading about real life cases in Australia and watching seminars where lawyers would talk and teach us about things like the laws surrounding consent and workplace pay and conditions.*

*Grace-Leigh Mowatt*

### Prerequisites

There are no prerequisites for Units 1 and 2. To study Unit 4, students must undertake Unit 3.

### Subject Overview

VCE Legal Studies examines the institutions and principles that are essential to the Australian legal system. Students develop an understanding of the rule of law, law-makers, legal institutions, the relationship between the people and the Australian Constitution, the protection of rights in Australia, and the Victorian justice system.

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

The study of VCE Legal Studies enables students to become active and informed citizens by providing valuable insight into their relationship with the law and the legal system. Students develop knowledge and skills to enhance their confidence and ability to access and participate in the legal system. They will learn to appreciate the underlying principles of the rule of law, how legal systems and processes aim to achieve social cohesion, as well as how they themselves can affect positive change to laws and the legal system. VCE Legal Studies equips students with an ability to research and analyse legal information and apply legal reasoning and decision-making skills. It also fosters critical thinking to solve legal problems.

### VCE Areas of Study

#### 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

- satisfactory completion of coursework
- an essay
- a classroom presentation
- structured questions
- a folio of exercises
- a case study
- a debate or role play



## Philosophy - Units 1 – 4

### Prerequisites

There are no prerequisites for Units 1 and 2. To study Unit 4, students must undertake Unit 3.

### Subject Overview

Philosophy is broadly concerned with questions of ethics, epistemology and metaphysics. Philosophy is the founding discipline of logic, and continues to develop and refine the tools of critical reasoning, influencing approaches in mathematics, digital coding, science and the humanities. Philosophers grapple with the problems that lie at the foundation of issues of public debate such as artificial intelligence, justification for a charter of human rights and freedom of speech. Philosophers are concerned with thinking rigorously and rationally about ideas, and exploring their meaning, context, coherence and implications. The nature of the questions studied, together with the techniques of reasoning and argument used to study them, can in turn help to create new ideas and insights.

VCE Philosophy explores foundational ideas and enduring questions related to diverse fields including the humanities, sciences and the arts. It is a challenging and stimulating study, which nurtures curiosity, problem-solving skills, open-mindedness and intellectual rigour. Exploring the big philosophical questions and the ideas of some of history's greatest thinkers promote a satisfying intellectual life and offer inspiration to future thinkers. The ability to think philosophically is highly regarded in careers that involve conceptual analysis, strategic thinking, insightful questioning and carefully reasoned arguments.

### VCE Areas of Study

#### Unit 1: Existence, knowledge and reasoning

- Area of Study 1: Metaphysics
- Area of Study 2: Epistemology
- Area of Study 3: Introduction to philosophical inquiry

#### Unit 2: Questions of value

- Area of Study 1: Ethics and moral philosophy
- Area of Study 2: Further problems in value theory
- Area of Study 3: Techniques of philosophical inquiry

#### Unit 3: Minds, bodies and persons

- Area of Study 1: Minds and bodies
- Area of Study 2: Personal identity

#### Unit 4: The good life

- Area of Study 1: Conceptions of the good life
- Area of Study 2: Living the good life in the twenty-first century

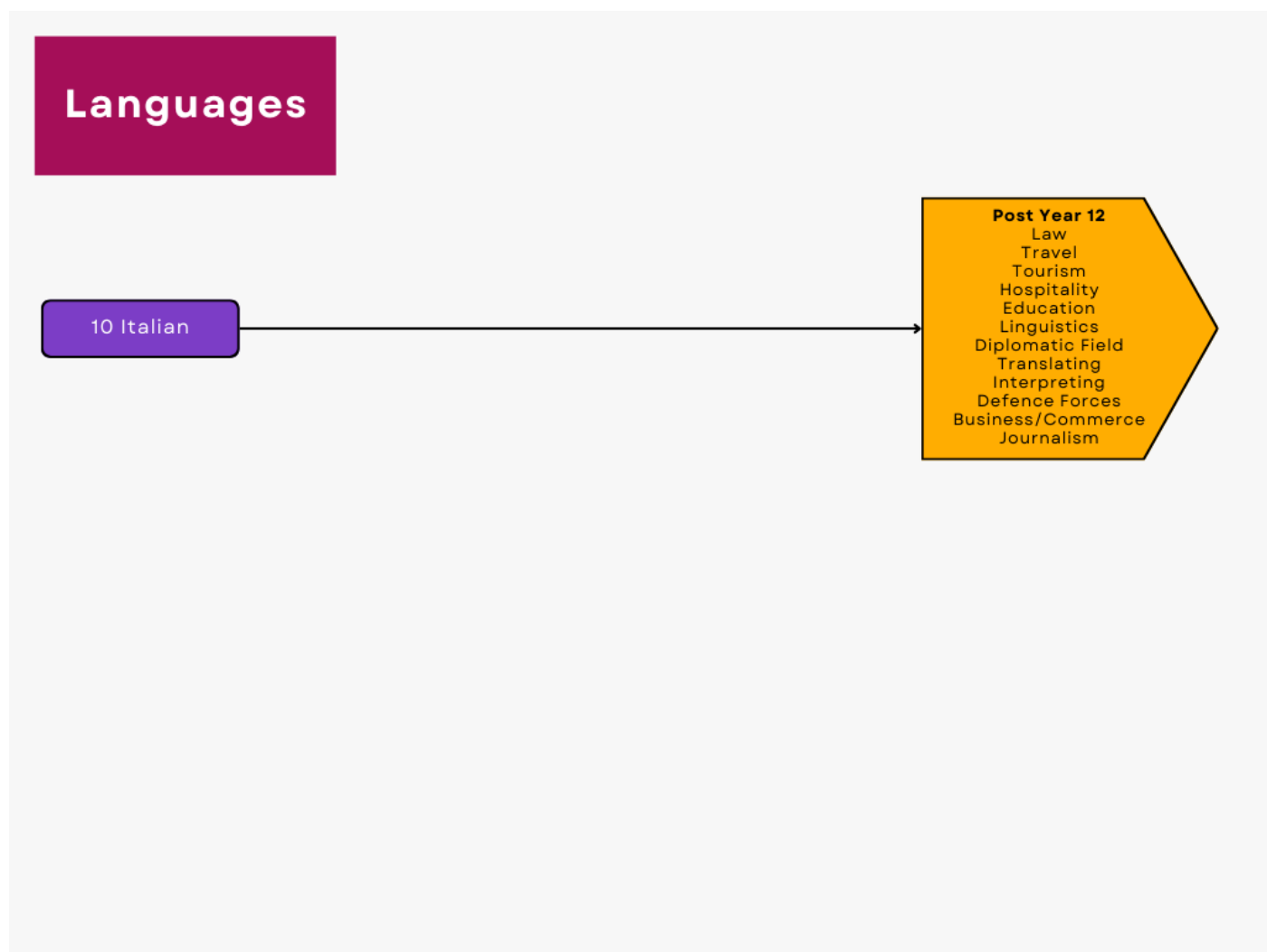
### Assessment

- Satisfactory completion of coursework
- an essay
- a written analysis
- short-answer responses
- a written reflection
- presentations (oral, multimedia)
- a dialogue (oral, written)
- research task

## Domain: Languages

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### Curriculum Pathway and Linkages Maps





## Italian – Year 10 (Offered in 2027 pending)

### Subject Overview

This is a full year course designed to further extend and consolidate the students' knowledge of the Italian language through the processes of listening, speaking, reading and writing. It also aims to prepare students for further study in the language and to make them aware of the benefits of bilingualism for career and leisure purposes. Students explore grammatical structures such as future tense, present conditional tense and past tense through the topics of Horoscopes, Work and an introduction to Italian Immigration in Australia.

Students watch the film 'La Vita è Bella' as part of their research on Italian Immigration. They then bring all this information together to connect the past tense to the present. Students then undertake a unit on Global Events and create their own magazine.

### Topics

- Reading and responding to views, values and contexts in various texts
- Analysing a context and writing creatively
- Film analysis and analysis of historical perspectives
- Workplace communication

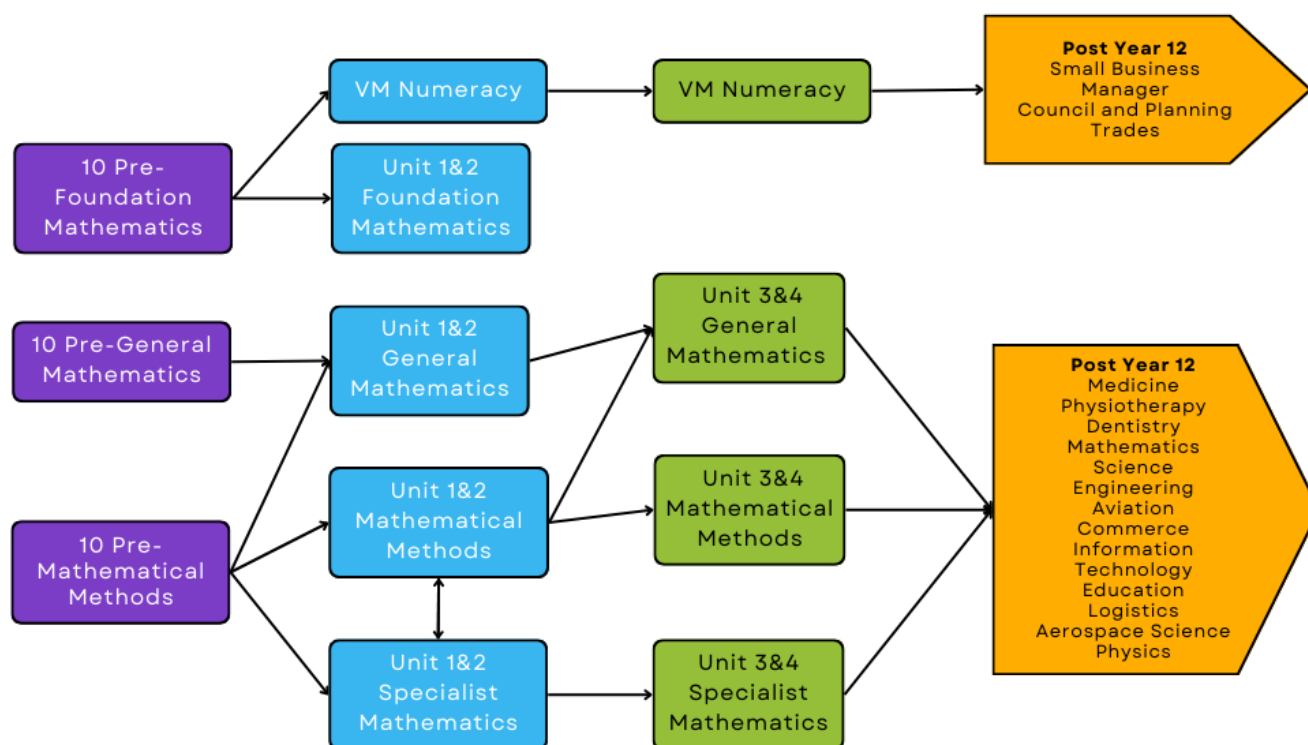
### Assessment

- On vacation
- Activities manual
- Film review
- Magazine
- Oral or spoken exam

## Domain: Mathematics

### Curriculum Pathway and Linkages Maps

#### Mathematics



## Pre-General Mathematics – Year 10

NB: Students will be required to have a Casio Scientific FX-82AU Plus II calculator.

### *2025 Student Endorsement*

*In Pre General Mathematics students work in a fun and collaborative environment to investigate mathematical concepts that help them in future endeavours. In this subject so far, students have covered a variety of topics including financial arithmetic, statistics, and measurement. One thing I personally love about Pre General mathematics is the support and feedback that the teachers offer to students whether it be assisting a student in comprehending the material or providing extension resources to help them excel.*

*Makayla Newton*

### **Subject Overview**

In this course, students continue to investigate mathematical concepts found within the three strands Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students demonstrate their ability to work mathematically by applying their developing and expanding skills and knowledge to reason and to solve problems. In contrast to other Year 10 Mathematical Courses offered, Pre-General Mathematics also engages students in a study of Statistical and Financial Mathematics whilst non-linear relationships are not emphasised. Students are also introduced to CAS technology and its effectiveness in the investigation of mathematical concepts.

Students intending to undertake General Mathematics Units 1 & 2 in Year 11 should successfully complete this course or Year 10 Pre-Mathematical Methods in Year 10.

### **Topics**

- Measurement
- Algebra, Linear Relationships
- Univariate and Bivariate Statistics
- Financial Mathematics
- Trigonometry

### **Assessment**

Students in Pre-General Mathematics are assessed in a variety of ways which may include:

- Satisfactory completion of coursework
- Application tasks
- Topic Tests
- Examinations

## Pre-Mathematical Methods – Year 10

NB: Students will be required to have a Casio Scientific FX-82AU Plus II calculator.

### *2025 Student Endorsement*

*In Pre-Methods Maths students are continuously challenged and learn about more complex branches of mathematics. Throughout the year, we look at various topics such as linear relationships, geometry, surds and quadratics. We are given the opportunity to push ourselves, while supporting and growing as a class. Pre-Methods is a good way of extending your maths ability, which prepares us for VCE, and builds a strong foundation for future maths endeavours. Students who want to challenge themselves and constantly strive for improvement should strongly consider Pre-Methods.*

*Ernestine Rout*

### **Subject Overview**

In this course, students continue to investigate mathematical concepts found within the six strands Number, Algebra, Space, Measurement, Statistics and Probability. Students demonstrate their ability to work mathematically by applying their developing and expanding skills and knowledge to reason and to solve problems. This course encourages students to approach mathematics as a continuum and to draw prior and developing knowledge and skills together in the analysis of routine and non-routine problems. In contrast to other Year 10 Mathematical Courses offered, there is an emphasis in Pre-Mathematical Methods for students to also extend, broaden and deepen their understanding of non-linear algebra. Students are also introduced to CAS technology and its effectiveness in the investigation of mathematical concepts.

Students intending to undertake Mathematical Methods Units 1 & 2 and Specialist Mathematics Units 1 & 2 should successfully complete this course in Year 10. Students must demonstrate strong results in both Semesters of Year 9 Mathematics and receive a teacher's recommendation to study Pre-Mathematical Methods.

### **Topics**

- Measurement
- Surds
- Linear Equations and Graphs
- Probability
- Non-Linear Relationships and Graphs
- Trigonometry
- Geometry
- Quadratic Functions and Graphs

### **Assessment**

Students in Pre-Mathematical Methods are assessed in a variety of ways which may include:

- Satisfactory completion of coursework
- Application tasks
- Topic Tests
- Examinations

## Pre-Foundation Mathematics – Year 10

This subject is suitable for students who have received numeracy support in the past and who are seeking to continue their mathematics journey in Units 1-4 or for those completing VCE VM.

### 2025 Student Endorsement

*After being in Pre-foundation Maths over this year, I've found I've been able to understand and keep up with work a lot better than last year. Our teacher explains things well and will go over it in different ways to the class if needed, which is great and really helps everyone have a good understanding of what we are doing. I've personally felt a bit behind in maths and it can be hard to ask questions without feeling dumb, that's why I'm so grateful I got to be in this class as it makes me feel comfortable considering we have a good teacher who makes sure we understand the content before leaving the work with us.*

*Maddy McCracken*

### Subject Overview

Pre-Foundation Mathematics focuses on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society.

It will include a focus on numerical operations with whole numbers and decimals, understanding percentages, rates and ratios and using formulae in the context of measurement, money, and time. It also incorporates the representation and comparison of data, the interpretation of graphs and the use of appropriate technologies in problem solving.

This subject would support those with numeracy needs, prioritising real-life application of core maths skills in everyday life. Students and families should discuss their child's mathematics achievement and numeracy skills with their Year 9 teacher or the Mathematics Domain leader.

### Topics

- Statistics
- 2D Measurement
- Algebra
- 3D Measurement
- Consumer Arithmetic
- Linear Relationships

### Assessment

Students in Foundation Mathematics are assessed in a variety of ways which may include:

- Satisfactory completion of coursework
- Application tasks
- Topic tests
- Reports
- Inquiry tasks
- Examinations

**NB: Students will be required to have a Casio Scientific FX-82AU Plus II calculator.**

## General Mathematics - Units 1 - 2

### 2025 Student Endorsement

*General Mathematics (Unit 1-2) is a balanced math subject, with a good spread of topics ranging in difficulty. The coursework is manageable if time is used wisely, and tests are no problem if appropriate study is completed. Topics that are covered in this subject, such as measurement, finance, and statistics and data, are all able to be used in day-to-day life yet still are challenging enough to keep class time interesting. This subject will lead into Units 3 and 4 General Mathematics, which will set you up for many university courses. The teachers of this subject are always willing to help you understand topics and concepts and will support you as you navigate your way through VCE.*

*Jamin George*

### Prerequisites

There are no prerequisites for this subject, however satisfactory completion of Year 10 Pre-Foundation Mathematics or Pre-General Mathematics and a teacher's recommendation is **highly** advised.

### Subject Overview

Units 1 and 2 Foundation Mathematics focuses on consolidating mathematical foundations and developing students' ability to apply mathematics independently and collaboratively in practical contexts. Unit 1 builds core skills for informed decision-making through routine and investigative tasks, while Unit 2 extends understanding through the exploration and solution of real-world problems drawn from study, work, and personal contexts. These units prepare students for Foundation Mathematics Units 3 and 4 and cover the assumed knowledge required for those units.

### VCE Areas of Study

#### Units 1: Foundation Mathematics

- Area of Study 1: Algebra, Number and Structure
- Area of Study 2: Data Analysis, Probability and Statistics
- Area of Study 3: Discrete Mathematics (Financial and Consumer Mathematics)
- Area of Study 4: Space and Measurement

#### Units 2: Foundation Mathematics

- Area of Study 1: Algebra, Number and Structure
- Area of Study 2: Data Analysis, Probability and Statistics
- Area of Study 3: Discrete Mathematics (Financial and Consumer Mathematics)
- Area of Study 4: Space and Measurement

#### Unit 3&4 : General Mathematics

- Area of Study 1: Data Analysis, Probability & Statistics
- Area of Study 2 : Discrete Mathematics
  - ❖ AOS2: Discrete Mathematics: Recursion and Financial Modelling
  - ❖ AOS2: Discrete Mathematics: Matrices
  - ❖ AOS2: Discrete Mathematics: Networks and Decision Mathematics

### Assessment

Students in VCE Foundation Mathematics are assessed in a variety of ways which may include:

- Satisfactory completion of coursework - Evidence of learning (complete workbook)
- Portfolio
- Assignments
- Application tasks
- Modelling and/or Problem-Solving Tasks
- Mathematical Investigation
- Examinations

**NB: Students will be required to have a Casio Scientific FX-82AU Plus II calculator.**

## Mathematical Methods - Units 1 – 4

### 2025 Student Endorsement

*Units 3+4 Mathematical Methods is an engaging class that challenges our problem-solving skills. So far this year, we have looked into functions and relations, calculus and circular functions, which is keeping us thinking about different methods to answering a variety of questions from past exams, to prepare us for the end of the year examinations. The topics we have looked at so far keep us all engrossed and prompt discussions in class that allow us to consolidate our understandings.*

*Amelia Sacco*

### Prerequisites

There are no prerequisites for this subject, however, it is **highly** recommended that students have completed Year 10 Pre-Mathematical Methods and achieved strong results. A teacher recommendation is also required to complete this subject.

### Subject Overview

Mathematical Methods Units 1 and 2 are completely prescribed and provide an introductory study of simple elementary functions, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and cover assumed knowledge and skills for those units.

Mathematical Methods Units 3 and 4 are completely prescribed and extend the study of simple elementary functions to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, engineering, humanities, economics and medicine.

### VCE Areas of Study

#### Unit 1 & 2: Mathematical Methods

- Area of Study 1: Functions, Relations and Graphs
- Area of Study 2: Algebra, Number & Structure
- Area of Study 3: Calculus
- Area of Study 4: Data Analysis, Probability and Statistics

#### Unit 3 & 4: Mathematical Methods

- Area of Study 1: Functions, Relations and Graphs
- Area of Study 2: Algebra, Number & Structure
- Area of Study 3: Calculus
- Area of Study 4: Data Analysis, Probability and Statistics

### Assessment

Students in VCE Mathematical Methods are assessed in a variety of ways which may include:

- Satisfactory completion of coursework - Evidence of learning (complete workbook)
- Modelling tasks
- Mathematical Investigation tasks
- Problem Solving tasks
- Examinations

NB: Students will be required to have a Texas TI-Nspire CX II CAS Touchpad Colour Calculator.



## Specialist Mathematics - Units 1 - 4

### 2025 Student Endorsement

*In Specialist Mathematics we focus on advanced mathematical concepts such as complex numbers, vectors, differential equations, proofs, and advanced calculus. It extends on the skills learned in Mathematical Methods and applies them in more abstract and theoretical contexts. I enjoyed Specialist Maths because it pushed me to think deeply, make connections across topics, and appreciate the elegance and sheer depth of mathematics. Unlike Maths Methods, which focuses more on functions, statistics, and calculus in applied settings, Specialist explores pure and conceptual mathematics with greater depth, making it ideal for anyone with a strong interest in maths and ready for a challenge.*

*Sandil Wijesooriya*

### Prerequisites

There are no prerequisites for Specialist Mathematics Unit 1, however, it is recommended that students have completed Year 10 Pre-Mathematical Methods and achieved strong results. A teacher recommendation is also required to complete this subject. **To complete Specialist Mathematics, Mathematical Methods must also be completed. This is a VCAA requirement.**

### Subject Overview

Specialist Mathematics Units 1 and 2 is an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. It provides a sound background for further studies in mathematics and mathematics-related fields. Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. Specialist Mathematics Units 3 and 4, draws on the knowledge and skills learned during the Unit 1 and 2 investigations in each Area of Study, along with knowledge and skills studied concurrently in Units 3 and 4 of Mathematical Methods.

### VCE Areas of Study

#### Unit 1: Specialist Mathematics

Area of Study 1: Algebra, Number and Structure

Area of Study 2: Discrete Mathematics

#### Unit 2: Specialist Mathematics

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

#### Units 3 and 4: Specialist Mathematics

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

Students in VCE Specialist Mathematics are assessed in a variety of ways which may include:

- Satisfactory completion of coursework - Evidence of learning (complete workbook)
- Assignments and Tests
- Mathematical Investigation tasks
- Application Tasks
- Modelling and Problem-solving tasks
- Examinations

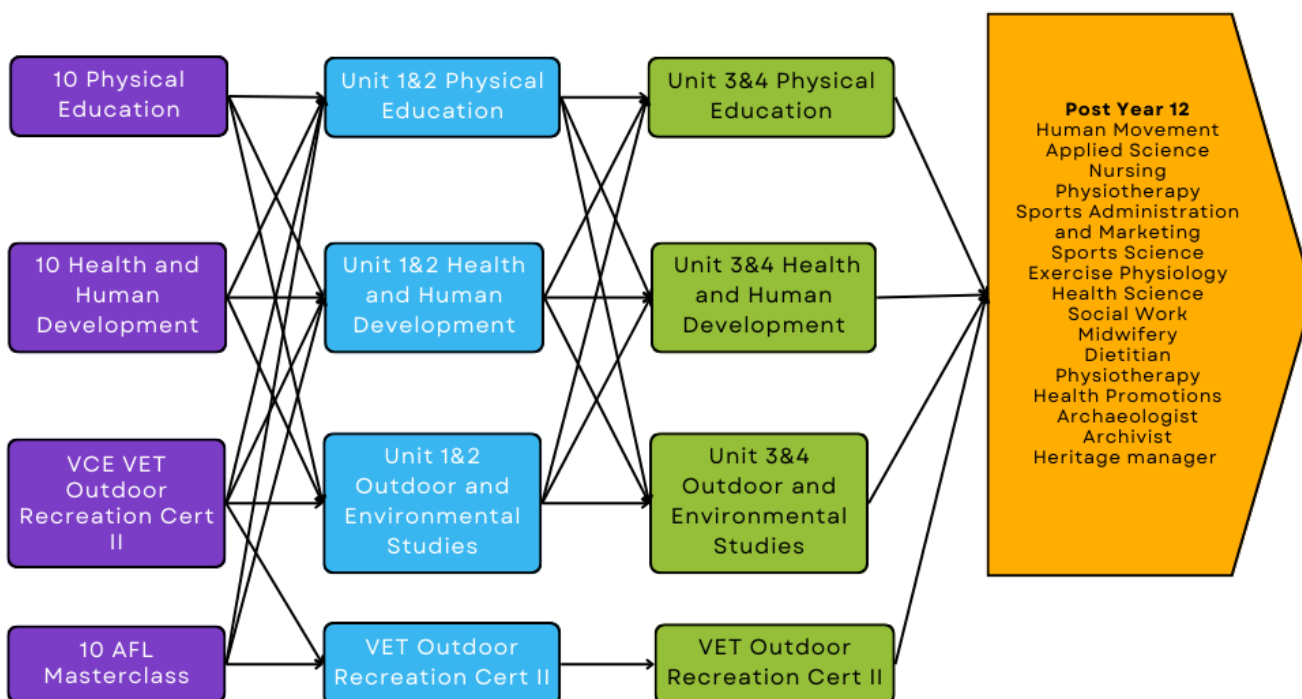
NB: Students will be required to have a Texas TI-Nspire CX II CAS Touchpad Colour Calculator.



## Domain: Health and Physical Education

### Curriculum Pathway and Linkages Maps

#### Health and Physical Education



## Health – Year 10

### *2023 Student Endorsement*

*During this semester in Health, we have learnt about Health and Wellbeing, learning what the dimensions of health are and how they can affect an individual. Also, learning about a variety of factors affecting health, such as biological, sociocultural and environmental factors. We are also completing a unit on nutrition, learning about what it is and how we can have a healthy diet with a variety of foods.*

*Molly Borg*

### **Subject Overview**

The Year 10 Health course investigates the multidimensional aspect of health and wellbeing and examines current health issues impacting the health of population groups in Australia. Students investigate the benefits of optimal health and study strategies and initiatives to improve health and wellbeing. Students look at factors that influence health status including nutrition, drug and alcohol use, sun protection and sexually transmitted infection. Students assess concepts of identity and respectful relationships.

### **Topics**

- Introduction to Health and Wellbeing
- Variations in Health Status
- Nutrition
- Identity
- Respectful Relationships

### **Assessment**

Students in Health and Human Development are assessed in a variety of ways which may include:

- Satisfactory completion of coursework
- Tests
- Oral presentation
- Assignments
- Reports and research
- Examination

## Physical Education – Year 10

### Subject Overview

Year 10 Physical Education investigates the primary body systems utilised during physical activity. Students discuss the body systems function, role and the interrelationship between multiple systems. Students study how to analyse movement skills to achieve optimal performance and investigate the role of energy systems in physical activity. Students also investigate the barriers to fitness and develop training programs and coaching techniques to increase individual and community participation in physical activity.

### Topics

- Coaching
- Sports Psychology
- Training Principles and Methods
- Fitness Components
- Energy Systems
- Musculoskeletal System
- Aquatics

### Assessment

Students in Physical Education are assessed in a variety of ways which may include:

- Satisfactory completion of coursework
- Coaching practical assessment
- Muscular-skeletal test
- Practical participation
- Examination

### 2023 Student Endorsement

*In Year 10 Physical Education, we started the year with our coaching assessment task, where we had to take a Year 9 class and the rest of our class for a lesson in a sport of our choice. We have also completed sports psychology, training programs, musculoskeletal systems and energy system units. To complement our training programs unit, we will be going to Snap Fitness for 4 weeks to execute our own training programs to improve our chosen aspects of fitness.*

*Amelia Sacco*

## AFL Edge – Year 10

### New in 2026

This subject meets student requirements for Year 10 PE. Students may study this subject in lieu of 10 Physical Education, or as well as Physical Education.

### Subject Overview

This elective provides a well-rounded experience, preparing students for higher-level AFL participation while promoting teamwork, leadership, and a deeper understanding of how to be a professional athlete. It is designed for students passionate about Australian Rules Football, providing a comprehensive understanding of the sport beyond just playing the game to give young athletes the edge on the competition.

### Topics

- Sports Psychology
- Injury Prevention & Management
- Game Analysis & Feedback
- Australian Rules Footy History
- Australian Rules Footy Tactics
- Australian Rules Footy Related Fitness & Conditioning
- Nutrition

### Assessment

Students in AFL Edge are assessed in a variety of ways which may include:

- Satisfactory completion of coursework
- Tests
- Practical class participation
- Assignments
- Reports and research
- Examination

## Health & Human Development - Units 1 – 4

### 2023 Student Endorsement

*In the Year 11 Health and Human Development class we have learned about all five dimensions of health and wellbeing and how they affect different age groups such as youth and elderly. We have discussed the impact of health and wellbeing on Indigenous and Torres Strait Islander people and their connections to their communities and the country. We are currently studying the importance of nutrients and what kinds of foods we need to incorporate in our daily lives to live a healthy life. As well as researching food trends and the ways companies market their products to influence increased consumption.*

*Abbey Caldone & Lana Hateley*

### Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3.

Students must undertake Unit 3 and Unit 4 as a sequence.

### Subject Overview

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges. VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

### VCE Areas of Study

#### 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: Health care in Australia

#### Unit 3: Australia's health in a globalised world

- Area of Study 1: Understanding health and wellbeing
- Area of Study 2: Youth health literacy

#### 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

Students in VCE Health and Human Development are assessed in a variety of ways which may include:

- Satisfactory completion of coursework
- Structured questions
- Written report
- Case study
- Examination

## Outdoor & Environmental Studies - Units 1 – 2\*

### 2023 Student Endorsement

*Outdoor and environmental studies is an engaging and challenging subject. We have the opportunity to study outside of the classroom and mix the educational content with practical and fun experiences, that we may have never had the opportunity to try before. Outdoor and Environmental Studies is one of my favourite subjects and I've enjoyed learning about the outdoors about how humans develop relationships with the outdoors, as well as the motivations, perceptions, interactions and impacts humans hold with nature.*

*William Forster*

### Prerequisites

There are no prerequisites for this subject.

### Subject Fee

VCE Outdoor and Environmental Studies attracts a **substantial fee** (TBA for 2026) to cover the cost of camps and excursions.

### Subject Overview

Outdoor & Environmental Studies will open your eyes to a wide range of exciting and challenging activities, as well giving you the opportunity to experience some of nature's most beautiful scenery. This subject will help students to develop a deep level of understanding about the role outdoor environments play in society's day to day lives, as well as the importance of participating in recreational activities for personal fulfilment. Students will also investigate the impact which they and the community are having on many outdoor environments.

### VCE Areas of Study

#### Unit 1: Connections with outdoor environments

- Area of Study 1: Motivations for outdoor experiences
- Area of Study 2: Influences on outdoor experiences
- Area of Study 3: Safe and sustainable participation in outdoor experiences

#### Unit 2: Discovering outdoor environments

- Area of Study 1: Investigating outdoor experiences
- Area of Study 2: Impacts on outdoor environments
- Area of Study 3: Independent participation in outdoor environments

#### Unit 3: Relationships with outdoor environments

- Area of Study 1: Historical relationships with outdoor environments.
- Area of Study 2: Relationships with Australian environments since 1990

#### Unit 4: Sustainable outdoor relationships

- Area of Study 1: Healthy outdoor environments
- Area of Study 2: Sustainable outdoor environments
- Area of Study 3: Investigating outdoor experiences

### Assessment

Students in VCE Outdoor and Environmental Studies are assessed in a variety of ways which may include:

- Satisfactory completion of coursework
- Case study
- Oral presentation including the use of multimedia and podcasts
- Data analysis
- Structured questions

*\*Outdoor & Environmental Studies Units 3&4 may be offered in 2027*

## Physical Education - Units 1 – 4

### 2023 Student Endorsement

*Year 11 P.E is a subject that both theoretically and practically educates us, keeping us unquestionably engaged every lesson. This is a class where the theory directly relates to the prac which serves to reinforce our knowledge while keeping us physically active.*

Diya Ninan

### Subject Overview

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity. This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

### Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

### VCE Areas of Study

#### Unit 1: The human body in motion

- Area of Study 1: How does the musculoskeletal system work to produce movement?
- Area of Study 2: How does the cardiorespiratory system function at rest and during physical activity?

#### Unit 2: Physical activity, sport and society

- Area of Study 1: What are the relationships between physical activity, sport, health and society?
- Area of Study 2: What are the contemporary issues associated with physical activity and sport?

#### Unit 3: Movement skills and energy for physical activity

- 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

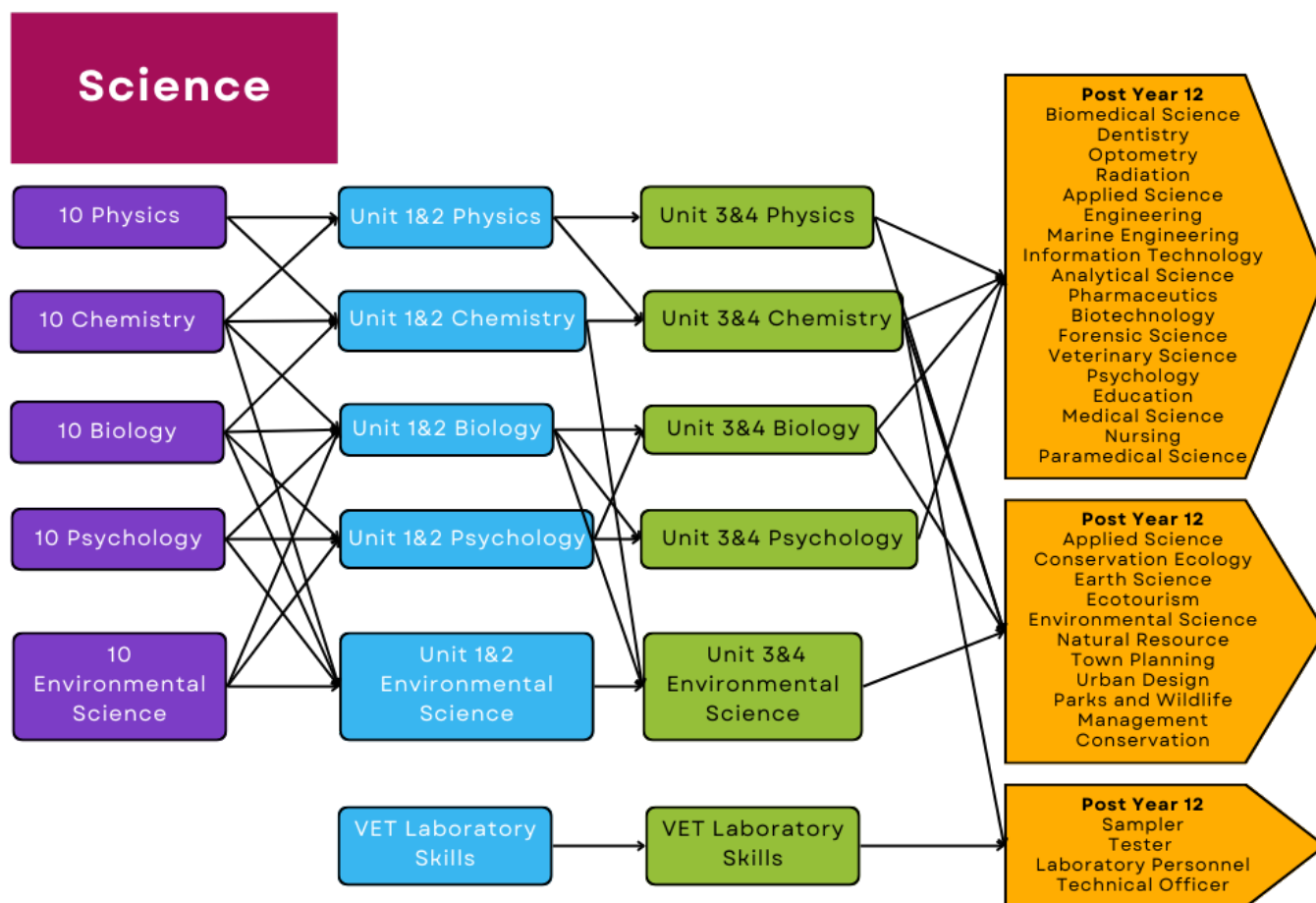
### Assessment

- Successful completion of coursework
- Written test
- Case study
- Practical report
- Data analysis
- Examination



## Domain: Science

### Curriculum Pathway and Linkages Maps





## Biology - Year 10

### 2023 Student Endorsement

*I enjoy Biology because we look at what humans can do and how natural systems work. We have learnt about topics including cell structure and genetics which has been really interesting. It was fun to learn about dominant and recessive traits and how different characteristics can affect how a human looks and functions.*

*Ash Bracken*

### Subject Overview

Year 10 Biology is a dynamic course that links biological concepts to real world examples. Students are involved in hands-on learning activities where they grow microorganisms and analyse how our body responds to them if it becomes infected. Students explore evolution and use these theories to explain how new species arise. Students use microscopes and various biological techniques in preparation for VCE.

The study of Biology prepares students for continuing studies in bioscience and entry into the workforce in a wide range of careers, including those not normally thought of as depending on bioscience. Much of our economic activity is generated through advances in bioscience research, environmental, medical and associated biotechnologies, and in parallel sciences such as bioinformatics.

In Year 10 Biology, students will research and investigate experimentally on a variety of phenomena. Students will enhance their ability to link a variety of concepts and understand the relationship between them. Students should gain enough understanding of the work of science to make decisions about further education and careers.

### Topics

- Cells
- Genetics
- Microbiology
- Immunity
- Evolution

### Assessment

Students in Biology are assessed in a variety of ways which may include:

- Satisfactory completion of coursework
- Practical Reports
- Tests
- Examination

## Chemistry – Year 10

### 2023 Student Endorsement

*In Year 10 Chemistry we have learnt about the structure and behaviour of atoms. We first learnt about the specific structure of atoms including, protons, neutrons, and the amount of electrons on the different shells. The understanding of this then allowed us to branch out and learn about different atomic bonds including ionic compounds and covalent substances. We are currently learning about organic chemistry and different organic compounds including hydrocarbons and fossil fuels. The order of these topics allows us to easily learn and understand chemistry as it builds on our previous understanding.*

*Sandil Wijesooriya and Jordan Mckinnon*

### Subject Overview

Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter.

In Year 10 Chemistry, students research and investigate experimentally a variety of phenomena. Students expand on their knowledge of the Periodic Table and the patterns of elemental properties. They investigate the nature of different chemical reactions and different forms of chemical bonding. Students learn about organic chemistry, through the study of crude oil and its products. They investigate how chemical reactions result in the production of a range of useful substances and how they can be represented by chemical equations. They perform calculations and investigate how to quantify atoms and compounds. Students should gain enough understanding of the work of science to make decisions about further education and careers. Year 10 Chemistry is highly recommended for those who wish to undertake VCE Chemistry.

### Topics

- Atomic Structure and the Periodic Table
- Chemical Bonding – Metallic, Ionic and Covalent
- Organic Chemistry
- Quantifying atoms and molecules

### Assessment

Students in Chemistry are assessed in a variety of ways which may include:

- Satisfactory completion of coursework
- Tests
- Practical Reports
- Examination

## Environmental Science – Year 10

### 2023 Student Endorsement

*Environmental science is an important and interesting subject that teaches us about the earth's environment, its resources and how we can act in protecting it. By taking this class, you could learn about the challenges that our planet is facing right now and the solutions that could possibly stop those challenges from happening for a more sustainable future.*

*Hannah Taylor-Johns*

### Subject Overview

Environmental Science provides the opportunity for students to understand the structure, function and diversity of natural ecosystems and to investigate the connections between them. Contemporary issues such as pollution, biodiversity loss, climate change and sustainability will be investigated in order to develop an educated opinion on the emerging issues.

Students examine strategies to maintain and protect the ecological health of the environment while meeting the needs and desires of human populations. Students will develop skills in practical scientific investigations, environmental fieldwork techniques, report writing, research and analysis tasks.

### Topics

- The four systems of the earth
- Systems approach to connectedness between elements of a system
- Ecosystems and natural processes
- Greenhouse effect vs. enhanced greenhouse effect
- Human impacts on ecosystems
- The importance of biodiversity

### Assessment

Students in Environmental Science are assessed in a variety of ways which may include:

- Satisfactory completion of coursework
- Tests
- Practical Reports
- Research Projects

## Physics – Year 10

### *2023 Student Endorsement*

*In Year 10 Physics we learn and investigate Newton's laws by engaging in practicals and discussing their motion. I really enjoy this subject.*

*David West*

### Subject Overview

This study is designed to enhance the scientific literacy of students in the specialised area of Physics. Scientifically literate physics students demonstrate an interest in and understanding of the Universe, engage in debates about the nature of evidence, theories and models and appreciate the value of physics in society. They can describe and use theories and models, propose and investigate hypotheses, collect data and analyse its limitations, draw conclusions, make recommendations, and select and use a range of appropriate technologies and mathematical techniques.

This course aims to thoroughly prepare students for VCE Physics by focusing on the key skills required for success. It will teach critical thinking and analysis skills through theoretical and practical investigations.

### Topics

- Vectors, scalars and units
- Measuring Motion
- Newtonian Physics (Newton's Laws of Motion)
- Fundamentals of Energy and their transformations

### Assessment

Students in Physics Year 10 are assessed in a variety of ways which may include:

- Satisfactory completion of coursework
- Practical investigation
- Data analysis
- Tests
- Examination

## Psychology - Year 10

### *2023 Student Endorsement*

*We have learnt a lot this semester in Year 10 Psychology. We began by learning a wide variety of information about the different parts of the brain. In class, we completed a brain dissection where we used toothpicks to label each section before we cut it, for this prac we used a scalpel to make the incisions. In the following unit we studied how mental illnesses work in the brain and what they are. At the end of term one, we got to watch an interesting film on the topic of schizophrenia called, 'A Beautiful Mind'. So far we have had a great time furthering our knowledge in psychology.*

*Kitty Sinfield, Aash Makol, Natasha  
Federico*

### **Subject Overview**

The study of Psychology incorporates both the scientific study of human behaviour and the systematic application of this knowledge to personal and social circumstances in everyday life. This course aims to thoroughly prepare students for VCE Psychology by focusing on the key skills necessary for success.

The course provides for continuing study pathway and leads to a range of careers. Fields of applied Psychology include educational, environmental, forensic, health, sport and organisational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology.

### **Topics**

- Psychology as a Science
- Research Methods
- The Brain and Nervous System
- Mental Health

### **Assessment**

Students in Psychology are assessed in a variety of ways which may include:

- Satisfactory completion of coursework
- Practical investigation report
- Media analysis
- Tests
- Examination

## Biology - Units 1 – 4

### 2023 Student Endorsement

*Year 11 Biology is an amazing subject for students who enjoy science but particular the science based off of anatomy, cell and bodily functions for instance how the digestive system and temperature regulation (homeostasis) the class has amazing teachers teaching it and also many good practical tasks I enjoy Biology for many reason one being because I grew up enjoying and loving it and also learning about the topic is something I enjoy I also like learning about anatomy, evolution, genetics and more.*

Sam Lenssen

### Subject Overview

The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life-forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries. An understanding of the complexities and diversity of biology provides students with the opportunity to appreciate the interconnectedness of concepts and areas both within biology, and across biology and the other sciences.

### Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

### VCE Areas of Study

#### 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 on diversity?

- Area of Study 1: How is inheritance explained?
- Area of Study 2: How do inherited adaptations impact on 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 over time?

- 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

- Satisfactory completion of coursework
- Annotations of activities or investigations from a logbook of practical activities
- A test comprising multiple choice and/or short answer and/or extended response questions
- A report of a student-designed or adapted investigation presented as a scientific poster

## Chemistry - Units 1 – 4

### 2023 Student Endorsement

*Chemistry is a challenging but rewarding subject. We learn about a range of things such as Organic compounds, different kinds of bonding and polymers. We also participate in very engaging practical experiments.*

*Millie Jackson*

### Prerequisites

There are no prerequisites to entry for Units 1, 2 and 3, however students must undertake Unit 3 prior to undertaking Unit 4. Students beginning Unit 3 without Units 1 and 2 may be required to complete additional preparatory study.

### Subject Overview

The study of VCE Chemistry involves investigating and analysing the composition and behaviour of matter, and the chemical processes involved in producing useful materials for society in ways that minimise adverse effects on human health and the environment. Chemistry underpins the generation of energy for use in homes and industry, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes. An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of scientific investigation methodologies, to develop key science skills, and to interrogate the links between knowledge, theory and practice. Students work collaboratively as well as independently on a range of scientific investigations involving controlled experiments, case studies, modelling, simulations, and the development of a product or process.

### VCE Areas of Study

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 analysed?
- Area of Study 3: How do quantitative scientific investigations develop our understanding of chemical reactions

Unit 3: How can design and innovation help to optimise 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 categorised and synthesised?
- Area of Study 2: How are organic compounds analysed and used?
- Area of Study 3: How is scientific inquiry used to investigate the sustainable production of energy and/or materials

### Assessment

- Satisfactory completion of coursework
- Practical Reports
- Research and practical investigations
- Tests/Examination



## Environmental Science - Units 1 – 4

### Subject Overview

Environmental Science provides the opportunity for students to understand the structure, function and diversity of natural ecosystems on Earth, as well as evaluate the impacts of human activities on different species. Students also examine strategies to maintain and protect the ecological health of the environment while meeting the needs and desires of human populations. While undertaking this course of study, students will develop skills in practical scientific investigations, environmental fieldwork techniques, report writing, research and analysis.

### Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

### 2023 Student Endorsement

*In Environmental Science we look into things such as the Willow Project, a project oil drilling and how bad it is for the environment and how it will affect our future, as well as watch documentaries that talk about organisms that I never believed existed. What I'm enjoying in this class is how much we learn and how that can change my view - the class teaches me things that usually is thought of as 'insignificant', but when looked at in a wider perspective, it tells me how I can make a change for the next generation and how I can make sure the environment is the best it can be for my own life and for those around me.*

Mia Archer

### VCE Areas of Study

Unit 1: How are Earth's dynamic systems interconnected to support life?

- Area of Study 1: How are Earth's systems organised and connected?
- Area of Study 2: How do Earth's systems change over time?
- Area of Study 3: How do scientific investigations develop understanding of how Earth's systems support life?

Unit 2: What affects Earth's capacity to sustain life?

- Area of Study 1: How can we manage pollution to sustain Earth's systems?
- Area of Study 2: How can we manage food and water security to sustain Earth's systems?
- Area of Study 3: How do scientific endeavours contribute to minimising human impacts on Earth's systems?

Unit 3: How can biodiversity and development be sustained?

- Area of Study 1: Why is maintaining biodiversity worth a sustained effort?
- Area of Study 2: When is development sustainable?

Unit 4: How can climate change and the impacts of human energy use be managed?

- Area of Study 1: How can we respond to climate change?
- Area of Study 2: What might be a more sustainable mix of energy sources?
- Area of Study 3: How is scientific inquiry used to investigate contemporary environmental challenges?

### Assessment

- Satisfactory completion of coursework
- Written reports drawing on data collected from fieldwork or other sources
- Multimodal presentations
- Tests - written responses to a set of questions
- Oral presentations drawing on data collected from fieldwork or other sources



## Physics - Units 1 – 4

### 2023 Student Endorsement

*In Year 11 Physics we have learnt about Thermal Energy, Electromagnetic Radiation and we are currently doing a Nuclear Energy topic. We often do practical activities to help us better understand the concepts we are learning, such as a practical about Thermal Energy where we boiled water and observed Convection.*

*Angus Rhodes*

### Prerequisites

There are no prerequisites for entry to VCE Physics Units 1, 2 and 3, however students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher.

### Subject Overview

The study of VCE Physics involves investigating, understanding and explaining the behaviour of physical phenomena in the Universe. Models, including mathematical models, are used to explore, simplify and predict how physical systems behave at varying scales from the very small (quantum and particle physics) through to the very large (astronomy and cosmology). Beginning with classical ideas and considering their limitations, and then being introduced to more modern explanations of the world, provides a novel lens through which students experience the world around them, drawing on their natural curiosity and wonder. Conceptual understanding is developed as students study topics including light, atomic physics, radiation, thermal physics, electricity, fields, mechanics, quantum physics and the nature of energy and matter. Students are given agency through a choice of options and in designing and undertaking their own investigations.

### VCE Areas of Study

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 utilised?
- Area of Study 3: How can electricity be used to transfer energy?

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

- Area of Study 1: How is motion understood?
- Area of Study 2: Options: How does physics inform contemporary issues and applications in society?
- Area of Study 3: How do physicists investigate questions?

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 revolutionised 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

- Practical reports and annotations of logbooks
- Design, building, testing, and evaluation of a device or physical model
- Scientific poster
- Satisfactory completion of coursework
- Analysis and evaluation of primary and/or secondary data
- Tests/Examination

## Psychology - Units 1 – 4

### 2023 Student Endorsement

*Units 1 & 2 Psychology is a very engaging subject, in this we learn about the brain and how it works. We learnt about the complexity of the brain and how it is developed. The hands on activities and work we have done has helped us use our knowledge of the brain and apply it to real life situations.*

*Lana Hateley*

### Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

### Subject Overview

VCE Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour. They develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements. The study is designed to promote students' confidence and their disposition to use the information they learn in the study in everyday situations. Students are encouraged to use their problem-solving skills, including critical and creative thinking, to establish and articulate their understandings through their class discussions, practical work and written responses – all of which may help students to think deeply and critically about their own lives, manage life circumstances and reach personal goals.

### VCE Areas of Study

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 behaviour 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 behaviour?

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 developed and maintained?

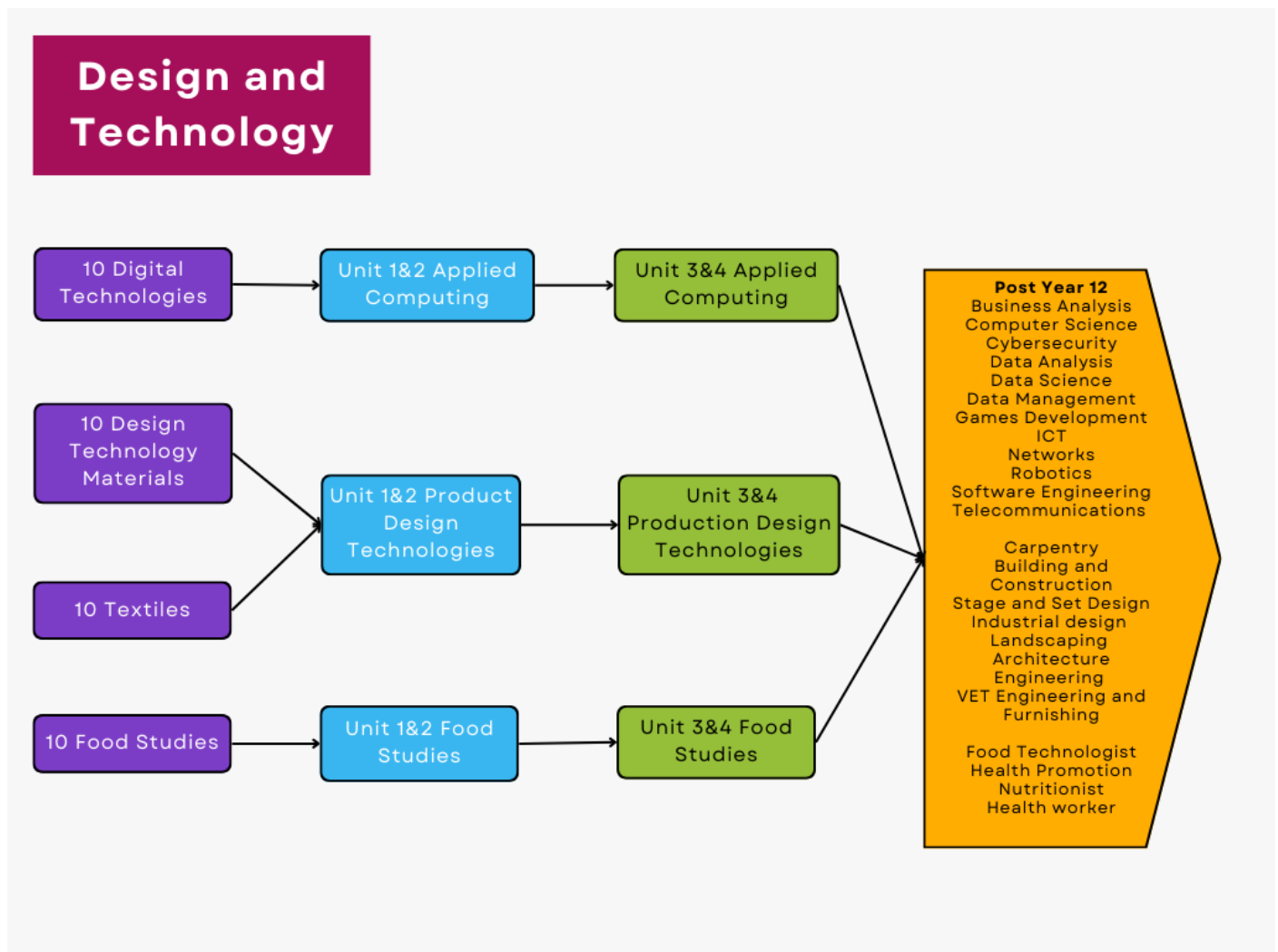
- Area of Study 1: How does sleep affect mental processes and behaviour?
- Area of Study 2: What influences mental wellbeing?
- Area of Study 3: How is scientific inquiry used to investigate mental processes and psychological functioning?

### Assessment

- Satisfactory completion of coursework
- Response to a structured set of questions
- Analysis and evaluation of an experiment or case study
- Analysis and comparison of two or more contemporary media texts

## Domain: Technology

### Curriculum Pathway and Linkages Maps



## Digital Technologies – Year 10

### **2023 Student Endorsement**

*Throughout Digital Technologies, we learn about the physical make up of computers including detailed knowledge about how each of the components interact with each other to create a working system. This is then paired with exploration of systems within the computer to ensure they run as they should. We began to build our knowledge on Programming and coding, all while developing valuable skills that we will be able to take to the workplace in the future.*

*Khye Bassett*

### **Subject Overview**

With future job growth trends strongly indicating Information Technology (IT) skills are a highly desirable requirement for the future, the demand for employees with these skills is increasing at phenomenal rate. The Digital Technologies curriculum enables students to become confident and creative developers of digital solutions, through the application of information systems and problem solving. The course introduces students to the world of IT using practical, relevant examples and situations to support student learning in this rapidly developing and expanding industry. The course also seeks to provide an opportunity for students to learn what potential career paths may become available to them should they pursue their interest in IT.

### **Topics**

- Digital Systems and Security
- Data, Information and Privacy
- Creating Digital Solutions

### **Assessment**

Students in Digital Technologies are assessed in a variety of ways which may include:

- Satisfactory completion of coursework
- Project analysis
- Examination

## Design Technology – Materials - Year 10

### **2023 Student Endorsement**

*Design Technology is an amazing class that teaches students the way of building products with many types of materials. Our first project was a hanging plant stand made of cypress pine which is a type of light construction wood. This was made for a Mother's Day gift. This class is a good opportunity for student who wants a job in construction or carpentry.*

*Sam Lenssen*

### **Subject Overview**

Design Technology Materials provides a framework for students to learn how to work with different materials at a senior level. The products are made from various materials that may include metal, plastic and wood. Students are encouraged to make decisions about the development and use of technologies, considering the impacts of technological change and how technologies may contribute to a sustainable future. Our Design Technology Materials curriculum provides theoretical and practical opportunities for students to produce and design in a traditional workshop. Students develop the practical and theoretical skills and knowledge needed to move into Year 11 VCE Product Design & Technologies - Materials.

### **Topics**

- Safety in the workshop; hazards, risks and controls when using machinery, equipment and processes
- Use and maintaining tools and equipment
- Understanding and applying the Planning and Design Factors in product development
- Modern manufacturing methods
- Re-designing a product for improvement

### **Assessment**

Students in Design Technology are assessed in a variety of ways which may include:

- Satisfactory completion of coursework
- Coursework folio
- Planning and design folio
- Product manufacture
- Examination

## Food Studies - Year 10

### **2023 Student Endorsement**

*During year 10 Food Studies we study a range of things starting with food safety and knife handling and functions and properties of food. This included things like different cooking methods, what radiation on convection is and other things such as different types of rice and starch. We cooked a range of different foods using different cooking methods and ingredients. We finished term 1 creating a range of finger food to be included into grazing boxes. Along with this, we learn about sustainability in food including seasonal fruit/vegetables, food waste and ways we can grow our own food.*

*Madeleine Palmer*

### **Subject Overview**

This subject focuses on determinants that influence food choices, as well as exploring a range of techniques for cooking food. The first term focuses on safe work practices, the functional properties of food and the science of food. The second term focuses on cooking for health, the design process and sustainability. Students learn and apply terminology relating to the processes that cause changes during food preparation and cooking, and undertake hands-on experimentation to demonstrate techniques and effects. Students must complete both the theory and practical components to a satisfactory standard to be successful in this subject. Students develop the practical and theoretical skills needed to move into VCE Unit 1 and 2 and VCE Unit 3 and 4.

### **Topics**

- Methods of heat transfer for cooking
- Dry and moist methods of cooking
- Functional Properties of Food
- The design processes
- Sustainability and Food Production

### **Assessment**

Students in Food Studies are assessed in a variety of ways which may include:

- Satisfactory completion of coursework
- A range of practical activities
- Design tasks

## Textiles – Year 10

### 2025 Student Endorsement

*Textiles is a class that is very comforting, and students can engage and acquire the knowledge of sewing and using creativity. Textiles is a great life skill to have in case you, for example, get a tear in your favourite piece of clothing and need to repair it. It uses basic maths and gives us an opportunity to express our fashion choices to one another. In my experience I got to play around with different fabrics and I found an interest in making personalised items.*

*Bella Caruso-Chestnut*

### Subject Overview

Textiles offer students an opportunity to gain a deeper understanding of the clothing they wear and items they use. It provides students with the necessary skills to construct their own textile pieces through processes of planning, preparing patterns, cutting and sewing fabric. Students in Textiles use design thinking and textiles processes to develop sewing skills including machine and hand sewing to construct wearable items from bags to clothing. They will explore the textile industry and gain a deeper understanding of fabrics and fibres through research tasks. It allows students to build on their fine motor skills through needle work and enables them to work through a process from start to end by going through the design and production process through the use of various techniques that are transferable to a variety of aspects in their life such as mending, altering and sewing. These skills are also beneficial for their global and environmental awareness. Students can gain a global view on where the clothes and other textile products they use come from, how they are produced and their environmental impact. Students will become conscientious consumers.

### Topics

- Design, plan and create a trinket box using the bargello process
- Fabric investigation research task
- Design, plan, draft patterns and create shorts
- Fashion accessories
- Sustainability in the fashion industry

### Assessment

Students in Textiles are assessed in a variety of ways which may include:

- Satisfactory completion of coursework
- A range of practical activities
- Design tasks
- Safety audits
- Design and process competencies



## Applied Computing - Units 1 – 4

### Subject Overview

As technology continues to evolve rapidly, there are increasing opportunities for enterprising and entrepreneurial individuals to develop new technologies, as well as identify innovative uses for existing technologies. Students develop a range of data analytics, programming and cyber security skills that are in high demand in today's digital age. VCE Applied Computing equips students with the knowledge and skills required to navigate and adapt within a dynamic technological landscape, use emerging technologies, envisage new uses for digital tools and consider the benefits to society at a local, national and global level. VCE Applied Computing facilitates student-centred learning that enables students to build capabilities in their critical and creative thinking, communicate and collaborate with their peers, and develop personal, social and digital literacy skills. Students are provided with practical opportunities and choices to create digital solutions for real-world problems in a range of settings.

VCE Applied Computing leads directly to further studies in areas such as artificial intelligence, computer science, cyber security, data analytics and data science, data management, digital literacy, games development, networks, programming, robotics, software engineering, systems analysis and telecommunications. The skills acquired in VCE Applied Computing could be utilised across a range of industries including healthcare, finance, entertainment, education, construction and business/commerce.

### Prerequisites

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

### VCE Areas of Study

#### Unit 1: Applied Computing

- Area of Study 1: Data analysis
- Area of Study 2: Programming

#### Unit 2: Applied Computing

- Area of Study 1: Innovative Solutions
- Area of Study 2: Cyber Security

#### Unit 3: Data Analytics

- Area of Study 1: Data Analytics
- Area of Study 2: Data Analytics: analysis and design

#### Unit 4: Data Analytics

- Area of Study 1: Data Analytics: development and evaluation
- Area of Study 2: Cyber security, Data security

### Assessment

- Satisfactory completion of coursework
- Case studies and business cases
- Written reports
- Annotated visual plan



## Food Studies - Units 1 – 4

### 2023 Student Endorsement

*Food Studies is an interesting and engaging subject. We learn about sustainability and how food has developed and evolved from hunter gather societies to the large scale food production we have today. On top of this we also learn the valuable life skill of cooking and safely using a kitchen that will help us well into the future.*

### Subject Overview

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices. Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. Students research sustainability and the legal, economic, psychological, sociocultural, health, ethical and political dimensions of food, and critically evaluate information, marketing messages and new trends. Practical work is integral to Food Studies and includes comparative food testing, cooking, creating and responding to design briefs, demonstrations, dietary analysis, nutritional analysis, product analysis, scientific experiments and sensory analysis.

### Prerequisites

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

### VCE Areas of Study

#### 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

Students in VCE Food Studies are assessed in a variety of ways which may include:

- Satisfactory completion of coursework
- A range of practical activities and records of practical activities
- Media analysis
- Structured questions
- Annotated visual report
- A practical demonstration face-to-face or recorded video or podcast

## Product Design and Technologies – Units 1 – 4

### Prerequisites

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

### Subject Overview

Product design is a solution-focused approach that engages with the diverse needs and opportunities of individuals, society and the environment in which we live. Product designers aim to improve welfare, which includes quality of life, by designing innovative and ethical solutions. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental and cultural factors. These factors influence the form, function and aesthetics of products.

Central to VCE Product Design and Technologies is a design process that encourages divergent and convergent thinking while engaging with a problem. The design brief identifies a real need or opportunity and provides scope for designing, making and evaluating. Investigation and research inform and aid the development of designed solutions that take the form of physical, three-dimensional products.

In VCE Product Design and Technologies students are designer-makers who design solutions that are innovative and ethical. As designer-makers, they learn about the design industry, teamwork and the collaborative nature of teams, entrepreneurial activities, innovative technologies and enterprise.

### VCE Areas of Study

#### Unit 1: Design practices

- Area of Study 1: Developing and conceptualising designs
- Area of Study 2: Generating, designing and producing

#### 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

#### Unit 3: Ethical product design and development

- Area of Study 1: Influences on design, development and production of products
- Area of Study 2: Investigating opportunities for ethical design and production
- Area of Study 3: Developing a final proof of concept for ethical production

#### Unit 4: Production and evaluation of ethical designs

- Area of Study 1: Managing production for ethical designs
- Area of Study 2: Evaluation and speculative design

### Assessment

Students in VCE Product Design & Technology are assessed in a variety of ways which may include:

- Satisfactory completion of coursework
- School-assessed coursework (SAC)
- School-assessed tasks (SAT)
- Examination

## Vocational Education and Training in Schools (VETis)

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VET in VCE or VCE VM allows students to include vocational studies within their Senior Secondary Certificate. Students undertake nationally recognised training from either accredited state curriculum or national training packages which may contribute to their VCE and/or VCE VM.

VET is a key element of the VCE and VCE Vocational Major program, with students required to complete a minimum of 180 nominal hours of VET at Certificate II level or above.

For more information please see the website below:

[VET - Victorian Curriculum and Assessment Authority](#)

Students interested in other VET courses offered by other institutions should contact the VET/VCE VM Coordinator, the Senior Sub School or Careers to assess whether the course will fit within both Sunbury Downs College's and the student's timetable.

At Sunbury Downs College, students have the opportunity to take part in a range of Vocational Education and Training in Schools (VETis) Courses at various Certificate levels:

- VET Automotive
- VET Business
- VET Community Services
- VET Laboratory Skills
- VET Music
- VET Outdoor Recreation
- VET Sport & Recreation

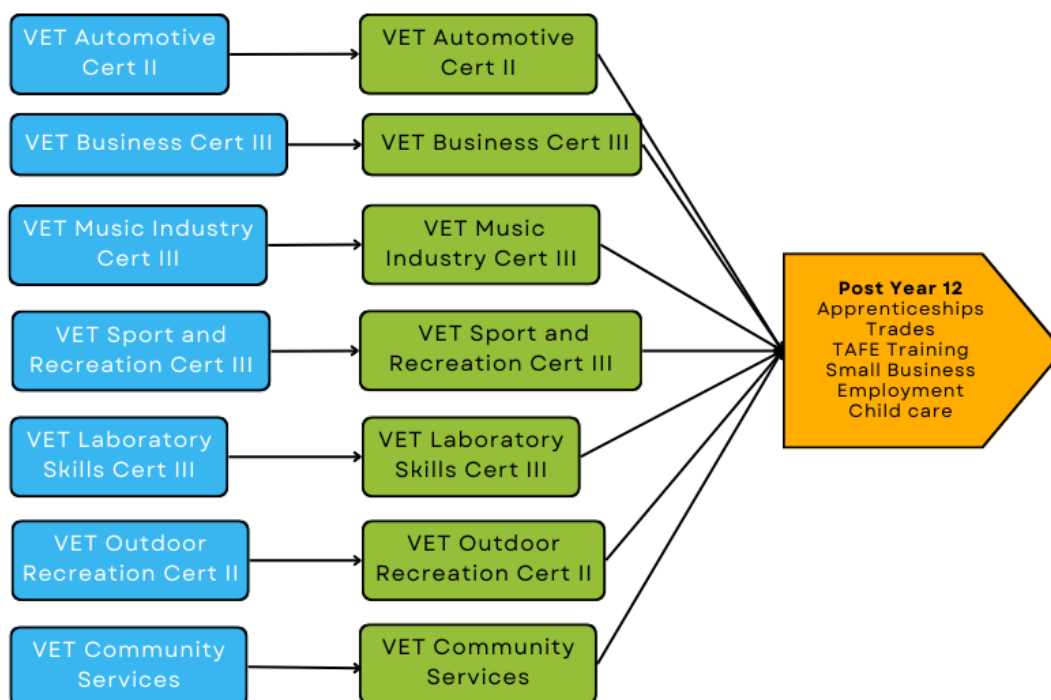
### **Completion of VET Courses**

- For a student to be awarded any VET Certificate they must successfully complete all units of competency contained within the course
- Students who do not successfully complete all units of competency in some cases may still be eligible for credit to their required VET hours as part of VCE VM, or to receive a Study Score used in the calculation of an ATAR.

## Domain: Vocational Education and Training in Schools

### Curriculum Pathway and Linkages Maps

#### Vocational Education and Training in Schools



## VCE/VCE VM/VET Certificate II: Automotive Studies (Pre-Vocational)

### Course Overview:

The VET Automotive program is a work ready pre-employment course designed to meet the needs of students wishing to pursue a career in the automotive industry through an apprenticeship, Head Start Program or higher education.

The learning outcomes of the Certificate II in Automotive Studies (Pre-vocational) enable an individual with this qualification to:

- demonstrate basic operational knowledge in a moderate range of automotive technologies
- apply a defined range of skills appropriate to entry to the automotive industry
- apply known solutions to a limited range of predictable problems associated with an understanding of basic automotive technologies
- perform a range of tasks where the choice between a limited range of options is required
- assess and record information from varied sources
- take limited responsibility for own outputs in work and learning

### 2023 Student Endorsement

*I learned how to fix cars, especially the brake system, cooling system and suspension. I enjoy learning different things.*

On successful completion of this program students will be eligible for:

The award of the AUR20720 Certificate II in Automotive Studies (Pre-vocational)

More information about this qualification can be found at [www.training.gov.au](http://www.training.gov.au)

### Entry Prerequisites:

- The student must be enrolled at Sunbury Downs College
- The student must meet the Year level / program requirements for entry
- All subject fees & administration fees must be paid prior to commencement
- There are no other prerequisites for this course, however, a previous knowledge of Systems Technology and Design Technology Metal would be beneficial.

### Career Pathways:

Successful completion of this course may assist individuals in finding employment as an automotive apprentice in the following industry sectors (Automotive mechanical, Automotive electrical, Vehicle body panel beating, Vehicle body spray painting, Vehicle body trimming, Vehicle body making, Vehicle engine reconditioning).

### Program Duration:

The VET Automotive Studies (Pre-vocational) program has a minimum nominal duration of 360 hours completed over 2 school year period. Students must successfully complete all units over the two years to be awarded the relevant qualification.

	VCE	VCE VM
Available to Year 10	YES	
Available to Year 11	YES	YES
Available to Year 12	YES	YES

## VCE/VCE VM/VET Certificate III: Business (Units 1- 4)

### Course Overview:

The completion of Certificate III in Business allows students to gain a variety of skills and knowledge needed to undertake administrative roles in a business environment. This course is designed for students looking to move into a business administration position in the future and caters for a range of different students.

### Program Duration:

The VCE/VCE VM/VET Business program has a nominal duration of 285 hours completed in Year 11 and 215 nominal hours in Year 12. The nominal hours attached to each Unit of Competency are calculated by Skills Victoria as an indicator of the training time required to become competent.

They are a guide only and the actual duration of the training is affected by students' readiness to be assessed for the particular Unit of Competency. It is important to note that the allocation of nominal hours for each Unit of Competency is intended to cover both delivery and assessment.

This course is an examinable subject in Year 12 with students completing a VCAA exam at the end of the Unit 3&4 sequence.

### Entry Prerequisites:

- The student must be enrolled at Sunbury Downs College
- The student must meet the Year level / program requirements for entry
- Students must have successfully completed Certificate II in Business
- All subject fees & administration fees must be paid prior to commencement

### 2023 Student Endorsement

*I learned how to run a business and understand the structure of a business environment.*

On successful completion of this program students will be eligible for:

- The award of the BSB30120 Certificate III in Business
- A Study Score that contributes to the students ATAR (where applicable - Year 12)

More information about this qualification can be found at [www.training.gov.au](http://www.training.gov.au)

	VCE	VCE VM
Available to Year 10	NO	
Available to Year 11	YES	YES
Available to Year 12	YES	YES

## VET Certificate III in Laboratory Skills - Units 1 & 2 (Units 3 & 4 may be offered in 2027)

Scored assessment is available for the Scored Unit 3–4 sequence of the VCE VET Laboratory Skills program.

### Subject Overview

Certificate III in Laboratory Skills provides students with the necessary knowledge and skills associated with the day-to-day operation of a laboratory and associated technical tasks following set procedures and recipes. Units 1 and 2 of the program include recording and presenting data, planning and conducting laboratory/field work, and maintaining the laboratory as fit for purpose. Electives such as performing basic tests and assisting with fieldwork are included. Units 3 and 4 offer scored assessment and incorporate units such as performing techniques that prevent cross contamination, contributing to the achievement of quality objectives, preparing working solutions and performing microscopic examinations.

The VET Laboratory Skills program is drawn from a national training package and offers a portable qualification which is recognised throughout Australia. This qualification provides students with a broad range of skills and knowledge to pursue a career or further training in a wide range of enterprises and industry sectors such as process manufacturing, food and beverage processing, biotechnology, biomedical research, pathology testing, mining, chemical, forensic, environmental analysis and education.

### Prerequisites

Although not essential, it is recommended that students have an interest in, and understanding of, science subjects at Year 9 and/or Year 10.

### VET Areas of Study

#### Units 1 & 2

##### Compulsory Units

- Work within a laboratory or field workplace
- Record and present data
- Participate in laboratory or field workplace safety
- Apply communication skills
- Collect routine site samples
- Take routine site measurements

##### Elective Units (minimum of 2 with a minimum of 20 nominal subject hours)

*The elective units are currently being finalised in conjunction with our partner Registered Training Organisation who will oversee the curriculum applicable to this subject.*

### Assessment

Students in VET Laboratory Skills are assessed in a variety of ways which may include:

Satisfactory completion of coursework

- a classroom presentation
- structured questions
- a folio of exercises or case studies



## VCE/VCE VM/VET Certificate III: Music Industry (Music Performance)

### Course Overview:

This program provides knowledge and skills that will enhance the students' employment prospects in the music industry. The course covers a broad range of skills used in the music industry including music rehearsal and performance techniques; basic sound and staging; maintaining equipment and planning and staging events.

Students undertake a wide range of activities related to music performance including songwriting, improvisation, developing repertoire, musicianship, group and solo work, investigation of genre and development of stagecraft.

### 2023 Student Endorsement

*I learned how to engage with an audience whilst building self confidence.*

On successful completion of this program students will be eligible for:

- The award of the CUS30109 Certificate III in Music.
- A Study Score that contributes to the students ATAR

### Entry Prerequisites:

- The student must be enrolled at Sunbury Downs College
- All subject fees & administration fees must be paid prior to commencement
- Students must own their own instrument
- It is not a prerequisite, however, it is recommended that an A standard of Grade 4+ Australian Music Examination Board (AMEB) or equivalent is expected on your instrument of choice

### Career Pathways:

Successful completion of this course may assist individuals in finding employment as an apprentice in the following industry sectors:

- Band Member
- Sound Engineer
- Writer / arranger
- Sales and merchandising
- Professional musician or composer
- Promoter
- Instrumentalist / instrumental teacher

### Program Duration:

The VET Certificate III in Music program is completed over a 2 school year period. Students must successfully complete all Units over the two years to be awarded the relevant qualification

More information about this qualification can be found at [www.training.gov.au](http://www.training.gov.au)

	VCE	VCE VM
Available to Year 10	YES	
Available to Year 11	YES	YES
Available to Year 12	YES	YES



## VCE / VET Certificate II: Outdoor Recreation

### Course Overview:

Certificate II in Outdoor Recreation, students undertaking this qualification will explore the outdoor recreation environment. They will develop the skills and knowledge to assist with a range of outdoor activities. This course offers schools flexibility to choose the outdoor activities that most appeal to their students. Schools can complete a number of outdoor activities including but not limited to surfing, rock-climbing, cycling, bushwalking and snowboarding. The Certificate II in Outdoor Recreation is a one-year course and this qualification allows students to access a vocational qualification as well as VCE Units 1&2. This course is perfect for students in both Year 10 and VCE VM as a new program or incorporated as part of an already existing Outdoor Education program. At the completion of this program, students can then go on to complete the VCE/VCE VM/VET Sport and Recreation Units 3 & 4 sequence and complete the VCAA exam.

**On successful completion of this program students will be eligible for:**

The award of the Certificate II in Outdoor Recreation SIS20419

### Learning Areas:

- conducting outdoor recreation sessions
- first aid and emergency situations
- safety in the outdoors
- environmental sustainability
- working effectively in the outdoors

### Entry Prerequisites:

- The student must be enrolled at Sunbury Downs College
- The student must meet the Year level / program requirements for entry
- All subject fees & administration fees must be paid prior to commencement

### Career Pathways:

Successful completion of this course may assist individuals in finding employment the Outdoor Recreation industry in the following industry sectors:

- outdoor activity assistant
- school camp activity assistant
- water sports activities assistant
- outdoors supplier retail assistant

More information about this qualification can be found at [www.training.gov.au](http://www.training.gov.au)

### Program Duration:

The VET Outdoor Recreation program is completed over 1 year. Students must successfully complete all units to be awarded the relevant qualification

	VCE	VCE VM
Available to Year 10	YES	
Available to Year 11	YES	YES
Available to Year 12	YES	YES

## VCE/VCE VM/VET Certificate II in Community Services

### Course Overview:

The Community Services program offers students the opportunity to learn about the community services sector and explore specific contexts of work. The Certificate II in Community Services qualification allows students to develop the skills and knowledge to undertake community services work such as providing support and assistance to a variety of clients including childcare, the elderly and the disability sector. This program is perfect for students looking to move into a range of areas of the community services sector and is the perfect building block for developing a sound educational base specific to the fastest growing sector in Australia.

### Learning Areas:

- an introduction to the community services industry
- working with diverse people
- communication in the workplace
- work health and safety
- working with clients and providing the first point of contact.
- industry areas, childcare, aged care and disability services

### Entry Prerequisites:

- The student must be enrolled at Sunbury Downs College
- The student must meet the Year level / program requirements for entry
- All subject fees & administration fees must be paid prior to commencement

### On successful completion of this program students will be eligible for:

- The award of the CHC20112 Certificate II in Community Services

### Program Duration:

The VET Certificate II in Community Services program is completed over 1 school year.

More information about this qualification can be found at [www.training.gov.au](http://www.training.gov.au)

	VCE	VCE VM
Available to Year 10	YES	
Available to Year 11	YES	YES
Available to Year 12	NO	YES

## VCE / VET Certificate III: Sport and Recreation

### Course Overview:

The Certificate III in Sport and Recreation is delivered over two-years and offers students a vocational qualification as well as VCE Units 1 to 4. Students will develop the skills and knowledge required to support the operation of facilities and assist in conducting sport and recreation programs as well as develop a comprehensive understanding of the Sport and Recreation industry. This program is an examinable subject and students complete a VCAA exam at the end of the Units 3 and 4 sequence.

### Learning Areas:

- conducting sport coaching sessions and facilitating groups
- conducting warm-up and cool-down programs
- safety and the sport environment
- social media and creative thinking
- first aid and emergency situations
- educating specific user groups
- organising personal work priorities and development

### 2023 Student Endorsement

*I like doing group projects and learning how to coach; and being a leader.*

### Entry Prerequisites:

- The student must be enrolled at Sunbury Downs College
- The student must meet the Year level / program requirements for entry
- All subject fees & administration fees must be paid prior to commencement

### Career Pathways:

Successful completion of this course may assist individuals in finding employment as a lifeguard, sports retail, sports trainer, swim teacher, after school sports program, recreation officer, sport and recreation attendant, leisure service officer.

### On successful completion of this program students will be eligible for:

- The award of the Certificate III in Sport and Recreation SIS30115 (2 Year course)

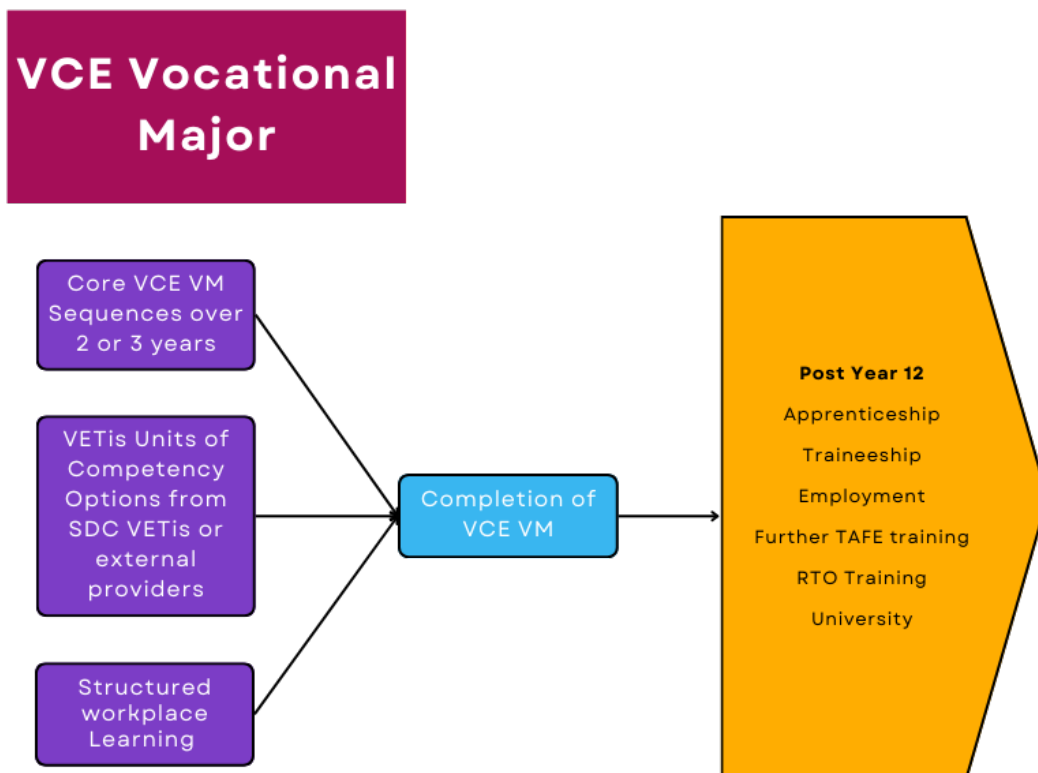
### Program Duration:

The VET Certificate III in Sport and Recreation SIS30115 is completed over 2 school years. Students must successfully complete all units over the two years to be awarded the relevant qualification.

More information about this qualification can be found at [www.training.gov.au](http://www.training.gov.au)

	VCE	VCE VM
Available to Year 10	YES	
Available to Year 11	YES	YES
Available to Year 12	YES	YES

## Victorian Certificate of Education - Vocational Major (VCE VM)



### Overview

Sunbury Downs College offers the Victorian Certificate of Education - Vocational Major (VCE VM) [formerly Victorian Certificate of Applied Learning (VCAL)].

VCE VM is a two or three-year vocational and applied learning program within the VCE which aims to provide a more structured and defined course of study for students who wish to follow a pathway into vocational education and training or work. The VCE VM will prepare students to transition successfully into apprenticeships, traineeships, Head Start program further education and training, University (through alternate entry programs) or directly into employment. The purpose of VCE VM is to empower students to make informed decisions about the next stages of their lives, through real life workplace experiences, providing them with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world.

VET will continue to play an important role in VCE and VCE VM. Students will continue to receive VCE credit for other training or school-based apprenticeships/ traineeships. VET is a key element of VCE VM program, with students required to complete a minimum of 180 nominal hours of VET at Certificate II level or above.

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

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

Students must complete a minimum of four Unit 3–4 sequences as part of their program. Units 3 and 4 of VCE VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET, and can receive structured workplace learning recognition.

Most students will undertake between 16-20 units over the two years.

A Certificate and Statement of Results will be issued to students who successfully achieve VCE VM requirements.

For more information please see the website below:

<https://www.vcaa.vic.edu.au/curriculum/vce/Pages/AboutVCEVocationalMajor.aspx>

## The VCE VM Program

- Students will enrol in a set curriculum based around vocational preparation.
- The VCE VM course is designed for students who are seeking an alternative to the VCE Pathway.
- VCE VM students will generally apply for an apprenticeship, traineeship, a TAFE course or employment after Year 12.
- Selected students within the VCE VM program may have the opportunity to complete a School Based Apprenticeship or Traineeship (SBAT) or Head Start program. This would run in conjunction with their VCE VM studies.

## Aim of VCE VM Program

VCE VM aims to provide students with the skills, knowledge and attitudes to make informed choices about their pathways to work and further education.

The principles underpinning VCE VM are:

- The provision of new accredited pathways for secondary students
- The ability to provide a tailored program to suit students' interests
- Personal development
- The development of work related and industry specific skills

These principles are within the context of applied learning. In VCE VM, these principles are shown through:

- The development of knowledge and employability skills that help prepare students for work and for participation in a broader society – family, community and lifelong learning
- The development of knowledge and skills that assist students to make informed vocational choices and facilitate pathways to further learning and employment

### 2023 Student Endorsement

*We learnt about the skills involving the workplace, safety and how to utilise those skills in everyday life. We did a lot of group work and we planned a holiday. We also went on an excursion to FareShare and made meals for the homeless. It was good to experience and practice different types of writing styles, whether it be persuasive, free writing or planning.*

**Note:** completion of Early Commencement VM subjects in Year 10 or enrolment in 10 Applied English or 10 Pre Foundation Mathematics **is not a guarantee of a place** in VM in the subsequent year.

## VM subjects Early Commencement in Year 10:

Year 10 students may jump start their future VM pathway by completing VCE-VM units in Year 10. Early Commencement subjects are available to Year 10 students seeking to complete VM in future years. These subjects include VCE VM Work Related Skills (WRS) and Personal Development Skills (PDS) and students are assessed at the Year 11 standard. Completing 2 or more VM units or sequences in Year 10 could benefit students seeking external VET enrolment in future years, or could support a more flexible program at Year 11 and 12, in order to complete Head Start or apprenticeships/work placements as part of a VM program. Acceptance to study a VM Early Commencement subject comes with the expectation that students are to participate with the same academic rigour of a Year 11 VM student.

Students intending to complete these subjects through Early Commencement in Year 10 must note that these subjects **do not** offer a scored VCE pathway: they do not contribute to a Study Score or ATAR. Therefore, Year 10 students intending to complete a scored VCE **are not recommended** to complete Early Commencement in VM WRS or VM PDS.

Students considering a VM subject Early Commencement in Year 10 should also consider 10 Applied English and 10 Pre-Foundation Mathematics.

## Qualification attainment level

The VCE VM is a 2 or 3 year vocational and applied learning program within the VCE. The program aims to equip students with the skills, knowledge, confidence and agency needed to prepare for the world of work and further education and training.

VCE VM caters for a range of students with different abilities and interests. They also provide a progression of skills, knowledge and attitudinal development.

In 2026 VCE VM classes will run over 5 days at Sunbury Downs College.

## What are the Entry Requirements for VCE VM?

Entry into VCE VM at Sunbury Downs College is awarded through an application process, including key selection criteria responses & interviews. Not every student is granted a place in the program, and students will be selected based upon their willingness to participate and suitability for the program. Year 9 and 10 classroom behaviours, work ethics and outcomes may be used to determine places for this competitive stream.

Students can enter at any level of VCE VM to suit their learning needs, abilities and interests. Decisions about which VCE VM level a student should be placed in should consider the student's literacy level, interests, goals and abilities.

The decision about entry should also take into account the student's:

- strengths and interests
- preferred learning style
- vocational goals
- readiness for participation in structured workplace learning or formal vocational education
- teacher and peer support needs
- envisaged pathways
- leadership capabilities
- school attendance habits

The nominal duration of the VCE VM qualification is 1,000 hours. The emphasis is on the development of skills, knowledge and attitudes and the satisfactory completion of learning outcomes. In a school setting, a student's VCE VM program will generally be based on a full time load of 1,000 hours of independent (i.e. TAFE, Structured Workplace Learning, school-based apprenticeships) and classroom learning.

## Four Compulsory Strands

### **STRAND 1 – Literacy and Numeracy Skills**

A VCE VM learning program must include Literacy and Numeracy Strands.

### **STRAND 2 – Industry Specific Skills**

A VCE VM learning program must include Vocational Education and Training (VETiS) units of competency. However, students are not required to focus on, nor complete, any single VETiS qualification. For example, they may choose to undertake various units of competency from a range of VET qualifications to meet the VCE VM requirements and gain experience in a range of vocational areas.

### **STRAND 3 – Work Related Skills**

In order to develop 'employability skills', VCE VM gives students the choice of undertaking structured workplace learning, a school-based or part-time Apprenticeship/Traineeship, or part-time work. Students may also study units and modules that will help prepare them for work, for example, occupational health and safety or job interview skills.

### **STRAND 4 – Personal Development Skills**

As part of a VCE VM learning program, students must participate in community-based projects, voluntary work and/or structured activities that will help develop self-confidence, teamwork skills and other skills important for life and work.



## Resources

### **My Future Website**

[www.myfuture.edu.au](http://www.myfuture.edu.au)

Australia's Career Information Service. This fabulous website allows students to complete a Career Quiz, and also allows them to research information regarding various jobs to do with wages, hours of work and labour market information.

### **VTAC (Victorian Tertiary Admissions Centre)**

[www.vtac.edu.au](http://www.vtac.edu.au)

VTAC is responsible for managing the ATAR release, and for managing all of the application and offer processes for Universities and TAFE providers. Students can also access information regarding prerequisites for University and TAFE courses which will help with their VCE Subject Selection.

### **Victorian Curriculum and Assessment Authority**

[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

The Victorian Curriculum and Assessment Authority (VCAA) is an independent statutory body responsible to the Victorian Minister for Education. The VCAA site provides information regarding the curriculum for Foundation to VCE.

### **'How VCE Works - The Facts'**

<https://www.vcaa.vic.edu.au/student-guides/get-vet/how-vce-works-facts>

### **About the Vocational Major (VCE VM)**

<https://www.vcaa.vic.edu.au/studentguides/myvce/Pages/HowVCEWorks.aspx>

## Glossary of Terms

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<b>APPLIED LEARNING</b>	Often referred to 'hands on' or 'practical' learning applied learning focuses on contextualising learning in a 'real world' setting.
<b>ASSESSMENT TASKS</b>	For each Unit there are a number of Outcomes which must be met. These are assessed either S (Satisfactory) or N (Not Satisfactory) as prescribed by VCAA. Rank position between 1-99.95 based on results of coursework, assessment tasks and examination for Units 3-4 used for selection to further study (TAFE and University). The English score plus the next best three results are tallied and 10% of the fifth and sixth subject are added to attain a score. Please note comparative scores for subjects are adjusted by VCAA. This is a nationally recognised rating scheme.
<b>AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)</b>	NOTE: STUDENTS MAY WISH TO ATTEMPT SIX (6) UNIT 3-4 SEQUENCES AT VCE TO IMPROVE THEIR ATAR SCORE.
<b>COMPETENCY BASED LEARNING</b>	A systems of instruction, assessment and academic reporting that is based on students demonstrating that they have learned the knowledge and skills they are expected to within a specific program.
<b>GENERAL ACHIEVEMENT TEST (GAT)</b>	A test set by the VCAA which must be completed by ALL students (at Year 11 or 12) undertaking a VCE Unit 3-4 sequence. The result is used as a comparison with internal School Assessed Coursework. In addition, the GAT and external examinations will be used to statistically moderate School Assessed Coursework.
<b>HEAD START</b>	Model for apprenticeships and traineeships for school students.
<b>OUTCOMES</b>	Outcomes define what students will know and be able to do as a result of undertaking a study. Satisfactory completion of a VCE Unit will be based on meeting all the prescribed Outcomes. Students are required to complete coursework and assessment to demonstrate their knowledge and skills dictated in the outcomes.
<b>RTO</b>	Registered Training Organisation
<b>SATISFACTORY COMPLETION OF UNITS</b>	Satisfactory completion of all Units of Study will be based on satisfactorily meeting the Outcomes prescribed for each Unit.
<b>SBAT</b>	School Based Apprenticeship or Traineeship
<b>SCHOOL ASSESSED COURSEWORK AND SCHOOL ASSESSED TASKS</b>	The internal assessment component of Unit 3 and 4 will be assessed by either prescribed coursework or assessment tasks. Coursework are ongoing tasks completed throughout the duration of the unit.
<b>SEMESTER</b>	Equivalent to half a school year or two terms, however Units 2 & 4 commence usually 2-3 weeks before the end of Term 2.
<b>SEQUENCE OF UNITS</b>	Most subjects are designed as a sequence of four Units, to be taken in each semester over two years. However, it is possible to change subjects at the end of Unit 1 and end of Unit 2. Units 3 and 4 must be both satisfactorily completed to count toward the VCE.
<b>STRAND</b>	The VCE VM contains four curriculum strands: Literacy and Numeracy Skills, Industry Specific Skills, Work Related Skills and Personal Development Skills.
<b>STUDY (OR SUBJECT)</b>	A sequence of half year Units in a particular curriculum area e.g. English,

<b>SWL</b>	Mathematics, etc. Structured Work Placement
<b>TRAINING PACKAGE</b>	Is a set of nationally endorsed standards and qualifications for recognising and assessing people's skills in a specific industry, industry sector or enterprise. They are developed by national Industry Skills Councils (ISCs). Service Skills Australia is an industry skills council.
<b>UOC</b>	Unit of Competency
<b>VCAA</b>	Victorian Curriculum and Assessment Authority
<b>VCE</b>	Victorian Certificate of Education
<b>VETiS</b>	Vocational Education Training in Schools



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