



2027

# SUBJECT SELECTION **HANDBOOK**

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Year 11 and 12



# Table of Contents

|                                     |    |
|-------------------------------------|----|
| Religious Education .....           | 9  |
| English.....                        | 11 |
| English .....                       | 12 |
| English Language.....               | 13 |
| Literature.....                     | 14 |
| Humanities .....                    | 15 |
| Business Management.....            | 16 |
| History .....                       | 17 |
| Legal Studies .....                 | 18 |
| Health and Physical Education ..... | 19 |
| Physical Education .....            | 20 |
| Health and Human Development.....   | 21 |
| Visual Arts .....                   | 22 |
| Art Making and Exhibiting.....      | 23 |
| Music .....                         | 24 |
| Performing Arts .....               | 26 |
| Drama.....                          | 27 |
| Theatre Studies.....                | 28 |
| Design and Digital Technology ..... | 29 |
| Product Design & Technology .....   | 30 |
| Systems Engineering .....           | 31 |
| Food Studies .....                  | 32 |
| Mathematics .....                   | 33 |
| Mathematics: General .....          | 34 |
| Mathematics: Methods.....           | 35 |
| Mathematics: Specialist .....       | 36 |
| Science .....                       | 37 |
| Biology.....                        | 38 |

|                                                                  |    |
|------------------------------------------------------------------|----|
| Chemistry .....                                                  | 39 |
| Physics .....                                                    | 40 |
| Psychology .....                                                 | 41 |
| Wellbeing .....                                                  | 42 |
| VCE VET (Vocational Education and Training) .....                | 45 |
| VCE VET Automotive - Year 1 and Year 2 .....                     | 46 |
| VCE VET Agriculture - Year 1 and Year 2 .....                    | 47 |
| VCE VET Applied Digital Technologies - Year 1 and Year 2 .....   | 48 |
| VCE VET Building and Construction - Year 1 and Year 2 .....      | 49 |
| VCE VET Community Services - Year 1 and Year 2 .....             | 50 |
| VCE VET Cookery - Year 1 and Year 2 .....                        | 51 |
| VCE VET Engineering - Year 1 and Year 2 .....                    | 52 |
| VCE VET Fitness - Year 1 and Year 2 .....                        | 53 |
| VCE VET Health Support Services - Year 1 and Year 2 .....        | 54 |
| VCE VET Salon Assistant - Year 1 and Year 2 .....                | 55 |
| VCE VET Sport, Aquatics and Recreation - Year 1 and Year 2 ..... | 56 |
| VCE Vocational Major .....                                       | 58 |
| VCE VM: Literacy - Units 1-4 .....                               | 59 |
| VCE VM: Numeracy - Units 1-4 .....                               | 60 |
| VCE VM: Personal Development Skills - Units 1-4 .....            | 61 |
| VCE VM: Work Related Skills - Units 1-4 .....                    | 62 |
| Appendix A .....                                                 | 63 |
| Appendix B .....                                                 | 65 |
| Appendix C .....                                                 | 66 |
| Appendix D .....                                                 | 67 |

# Selecting your Learning Pathways

## **Years 11 and 12: Realising potential through tailored pathways**

Years 11 and 12 offer a transformative space for students to shape their own futures through the Victorian Certificate of Education (VCE) or the VCE Vocational Major (VCE VM) pathway. This tailored approach allows each student to realise their unique potential, fostering deep independent learning skills as they prepare for life beyond secondary education. Our graduates emerge as welcoming, respectful, and inclusive individuals who embody a lifelong love of learning and strive for excellence in all they do. Equipped with the courage to bring positive change to their communities, they leave as responsible, self-directed citizens who endeavour to reflect the Kildare Ministries values in every aspect of their lives.

## **VICTORIAN CERTIFICATE OF EDUCATION (VCE)**

### **What is VCE?**

The Victorian Certificate of Education (VCE) is the main senior secondary certificate in Victoria. It recognises successful completion of secondary education and provides a valuable pathway to tertiary study and employment. A VCE program includes a number of different VCE studies (or subjects), with the majority consisting of four units that can be completed over the two years (a unit represents one semester or half a year of work). Units 1 and 2 are typically taken in Year 11, while Units 3 and 4 are usually completed in Year 12. Marian College also provide the opportunity for students to study Units 1 and 2 of some VCE studies in Year 10 and Units 3 and 4 in Year 11 if they are successful in their acceleration application.

The VCE offers pathways to University, Technical and Further Education (TAFE) and the workplace. The most common pathway to enter University is via obtaining an ATAR high enough to be offered a place in a course. The ATAR is a rank derived from both Year 12 SAC results in class and VCAA (external) exams, with the GAT also playing a part in confirming your rank.

To successfully complete the VCE you will need to obtain 16 units of study, including four Unit 3/4 sequences (Year 12 subjects) one of which must be an English study (English/Literature/English Language).

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

### **What is VCE VM?**

VM is a Year 11 and 12 course designed to prepare students for TAFE and the workplace. VM is ideal for those students who wish to participate in Work Placements with the hope of being offered an apprenticeship or traineeship. VM is individualised and is designed with particular student interests.

In 2026 Marian College will offer an integrated program whereby Literacy, Personal Development and Work Related Skills will be incorporated into various project based activities.

# Selecting your Learning Pathways: VCE or VM?

|                            | Vocational Major                                                                                                                                                                                                                                                                                               | Victorian Certificate of Education                                                                                                                                                                                                                      |                                                                                                                                                                   |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course requirements</b> | <ul style="list-style-type: none"> <li>• 2 year course</li> <li>• requires 16 units including: <ul style="list-style-type: none"> <li>– Four Unit 3 and 4 streams</li> <li>– Three units of Literacy/English and/or Literature</li> </ul> </li> <li>• VET – 180 hours of completed modules per year</li> </ul> | <ul style="list-style-type: none"> <li>• 2 year course</li> <li>• requires 16 units including: <ul style="list-style-type: none"> <li>– Four Unit 3 and 4 streams</li> <li>– Three units of English and/or Literature</li> </ul> </li> </ul>            |                                                                                                                                                                   |
| <b>Marian requirements</b> | <ul style="list-style-type: none"> <li>• It is hoped that all VM students complete Structured Workplace Learning (SWL) or a School Based Apprenticeship (SBA).</li> </ul>                                                                                                                                      | In Year 11 students will study: <ul style="list-style-type: none"> <li>• Religion</li> <li>• English and/or Literature</li> <li>• 4 other VCE subjects</li> </ul>                                                                                       | In Year 12 students will study: <ul style="list-style-type: none"> <li>• Religion</li> <li>• English and/or Literature</li> <li>• 3 other VCE subjects</li> </ul> |
| <b>Pathways</b>            | <ul style="list-style-type: none"> <li>• Apprenticeships and traineeships are the most common objective</li> <li>• TAFE is a possibility depending on the VET subjects</li> <li>• University is possible later on</li> <li>• Employment</li> </ul>                                                             | Further study is the primary objective: <ul style="list-style-type: none"> <li>• University</li> <li>• TAFE</li> <li>• Apprenticeships</li> </ul>                                                                                                       |                                                                                                                                                                   |
| <b>Need to consider</b>    | <ul style="list-style-type: none"> <li>• VM is the perfect option for students who have a specific industry workplace future.</li> <li>• Students work with the VM staff and career counsellor seeking a work placement</li> <li>• All VM students must complete a VET subject</li> </ul>                      | <ul style="list-style-type: none"> <li>• Potential benefit from doing a Unit 3&amp;4 subject in year 11</li> <li>• VET subjects are a viable option when selecting a VCE course but you can only choose from those offered at Marian College</li> </ul> |                                                                                                                                                                   |

# Expectations for VCE Students

The Victorian Curriculum and Assessment Authority sets out guidelines that have to be strictly adhered to by teachers and students.

Students are expected to:

- Produce work that meets the required standard;
- Submit work on time;
- Submit work that is clearly his or her own; and
- Observe VCAA and school rules.

Most of the assessment sections of the unit outcomes (SAC's – School Assessed Coursework) are completed in class. This ensures that work can be authenticated by teachers. This does not preclude normal expectations for a student to complete research and learning activities outside of class time. Some tasks for assessment of outcomes may in fact require preliminary preparation prior to completion of work in class.

It is important to note that school policy states:

'...students will be given one week to do the work that was not submitted on the due date, or one week to resubmit work that was unsatisfactory.'

This is at the discretion of the relevant teacher and can be applied for via an 'Application for Redemption/Extension of an Assessment Task'.

Graded results from the first attempt of an assessment task cannot be changed. However, assessment tasks can be redeemed to pass the unit.

## Attendance

The school has a policy, in line with the VCAA guidelines, that students have a minimum of 80% attendance.

## School-Assessed Coursework (SACs)

If a SAC is missed, students must obtain a medical certificate. This will enable the student to receive a fully graded SAC. Without a medical certificate, the grade will be zero. Missed SACs will require students to complete a redemption negotiated with the subject teacher.

If a student wishes to change a SAC date, an application stating the reason must be made. Sanctioned applications are rare, and will be fully graded. SACs that are found to have been plagiarised or any evidence of cheating found will be awarded zero.

## Homework

Emphasis is placed on students becoming self-directed, developing skills to formulate patterns of work and homework/study timetables.

### Minimum homework expectations in VCE:

Year 11 VCE students - 1.5 hours per night x 5 nights per week completing set tasks as required by subject teachers and revising the relevant subject content regularly

Year 12 VCE students - 2-3 hrs per night x 5 nights per week completing set tasks as required by subject teachers and revising the relevant subject content regularly

# Subject Selection

## Choosing Subjects

Students will perform best in subjects that they enjoy doing. When making decisions it is very important to review past student reports, NAPLAN results and midyear exam results. Each year work gets increasingly more difficult and students need to take this into account. Often it is necessary to make changes to study habits and approach to work at school.

VCE subjects often involve the application of concepts and if students have not learnt the concepts they are unable to apply them. Students have to work hard and learn given concepts. It is not good enough to merely read over work. Learning and questioning requires discipline.

When making your subject selections, ask yourself the following questions:

- Do I enjoy this subject?
- Am I capable of doing this subject?
- Do I need this subject as a prerequisite or a recommended subject for a particular higher education course or career pathway?
- Have I read carefully the notes which follow the subjects list to check the specific requirements of certain subjects?

It is vital that you check the pre-requisites for the university courses in which you are interested and for the year in which you will be going to university.

## Subject Selection Process

All Subject selections **MUST** be completed online **via Web preferences** by **Friday 21st August 2025**.

Refer to your student email from web preferences for access to your student portal.

## Change of Subject Guidelines

A subject change will only take effect if it can be accommodated within the student's timetable. Taking time to select subjects that are suitable to the student's abilities, interests and post-school pathway reduces the need to change subjects and thereby interrupting their education.

Students who wish to apply for a change of subject can do so at the following times:

1. After the end of year examinations
2. Within the two-week Early Start program
3. At the end of Semester One (for Year 11 only)

For Year 12 students: After Early Start, students are locked into the Unit 3 and 4 sequence for the whole year. Students will need to complete the appropriate Change of Subject form and discuss the change of subject with the Senior School Coordinator.



# VCE

## VICTORIAN CERTIFICATE OF EDUCATION

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Scored pathway with academic focus

# VCE Subjects available at Marian College

To satisfactorily complete VCE, students must complete 16 Units of study, including four sequences of Unit 3 & 4 subjects. One of those subjects must be from the English group.

## VCE - Compulsory Units:

Religious Education (Religion and Society Unit 2)

English (English and/or Literature and/or English Language)

## VCE - Elective Units:

### Religious Education:

Religion and Society

### English:

English

Literature

English Language (Units 1 & 2)

### Humanities:

Business Management

History

Legal Studies

### Health and Physical Education:

Physical Education

Health and Human Development

### The Arts:

Art Making and Exhibiting

Music

Drama

Theatre Studies

### Technologies:

Product Design & Technology

Systems Engineering

Food Studies

### Mathematics:

Mathematics - General

Mathematics - Methods

Mathematics – Specialist

### Science:

Biology

Chemistry

Physics

Psychology

## RELIGIOUS EDUCATION PATHWAY



# Religious Education

Enrolment at Marian College is an invitation to “come and see” in the spirit of the Gospel invitation of Jesus, within the framework of our Catholic faith, Kildare Ministries values, and our Brigidine Tradition.

The Religious Education experience at Marian College is not just a strong part of our curriculum, but entrenched in our whole school culture and community. It aims to develop religiously literate young people who understand and appreciate religious values, are positive about life, have a sense of their own worth and of their contribution to the world, and are able to apply the Gospel values they have acquired in the context in which they live and work.

In the Senior Years, Year 11 students must study a single unit of VCE Religion and Society. Students may also select to study VCE Religion and Society Units 3 & 4 in Year 12.

Year 12 students participate in an internal Religious Education Program, which includes the following areas of study:

- Retreat
- Meditation
- Easter Liturgy – Stations of the Cross
- Study Skills
- Decision Making
- Catholic Social Teaching
- Social Justice – Fred Hyde Day
- Resilience
- Pastoral Care
- Careers
- Graduation

## RELIGION AND SOCIETY - UNITS 2-4

The VCE study of Religion and Society can assist students in reaching a deeper, balanced understanding of societies and cultures in which multiple world views coexist. Students explore how such societies and their spiritual and religious traditions negotiate significant ethical issues. This study offers an insight into the spiritual and religious beliefs and other aspects of religion that express these value systems.

Through the study of Religion and Society students come to acknowledge the role of religion in shaping historical and present events. They explore times when religion dominated societies and the shifting role of religion in societies today in which multiple worldviews coexist and religion may be seen to have a lesser role overall but an enhanced role in other settings.

**Unit 2:** Religion and ethics

**Unit 3:** The search for meaning

**Unit 4:** Religion, challenge and change

### Why would a student choose this subject?

- You would like to understand the nature and purpose of spirituality, religion and new religious movements
- You would like to understand and respect the spirituality and religious beliefs of others, and acknowledge their freedom and right to hold those religious beliefs
- You enjoy exploring the nature and purpose of religion in the human search for meaning
- You reflect on the interaction between society and the collective identity engendered by spiritualities, religious traditions and religious denominations
- You would like to analyse the ongoing interaction between society and religion, and their influence upon each other, including in debate about important religious, cultural, political, social and ethical issues



## ENGLISH PATHWAY

**VCE**

**Core subjects:**

- English Units 3&4  
*and / or*
- Literature Units 3&4

**VCE**

**Core subjects:**

- English Units 1&2  
*and / or*
- Literature Units 1&2  
*and / or*
- English Language Units 1&2

**Year 10**

**Core subject:**

- English

**Electives:**

- Creative Writing
- Cinema Studies
- Literature

**Year 9**

**Core subject:**

- English

**Electives:**

- Creative Writing
- Cinema Studies
- Literature

**Year 8**

**Core subjects:**

- English
- Chinese

**Year 7**

**Core subjects:**

- English
- Chinese

# English

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

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

## ENGLISH - UNITS 1 - 4

**Unit 1:** In this unit, students focus on making personal connections to texts. They discuss ideas and values presented by authors and strengthen inferential reading and viewing skills as well as considering how a text's vocabulary, structures and language features create meaning. Students also engage with and develop an understanding of effective and cohesive writing. They refine and challenge their understanding of imaginative, persuasive and informative texts with consideration of context, purpose and audience.

**Unit 2:** In this unit students develop their reading skills, building their capacity for inferential reading and viewing and extending their writing in response to texts. They also consider the way arguments are developed and delivered in the media by reading and listening to a range of persuasive texts. They closely examine the language and visuals and their effect on the audience as well as applying their knowledge to a point of view oral presentation.

**Unit 3:** In this unit students apply reading and viewing strategies to engage with texts while considering the complexities and the motivations of characters. They analyse the way authors construct meaning through vocabulary, text structure, language features, conventions and the presentation of ideas.

Students study closely the ways that purpose, audience, vocabulary, text structure and language features and conventions and ideas can work together to create compelling texts before experimenting with and applying this knowledge to their own writing.

**Unit 4:** Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values. They apply reading and viewing strategies to engage, analyse and identify ideas, concerns, conflicts and implicit and explicit ideas and values of a text.

Students also analyse the use of argument and language and visuals in a variety of persuasive texts. They also apply their knowledge to create a point of view for an oral presentation.

***English is a Core subject and a main component to achieving VCE***

### What types of careers can this subject help prepare you for?

VCE English focuses on effective written and spoken communication. These skills allow students to engage with the world and are essential in social, political, professional and academic settings.



# English Language

VCE English Language is the study of how English is structured and used in everyday life. Students learn the terminology and analytical tools used by linguists (scientists who study language), to investigate how the English language has changed over time, how it works, and is used in different contexts.

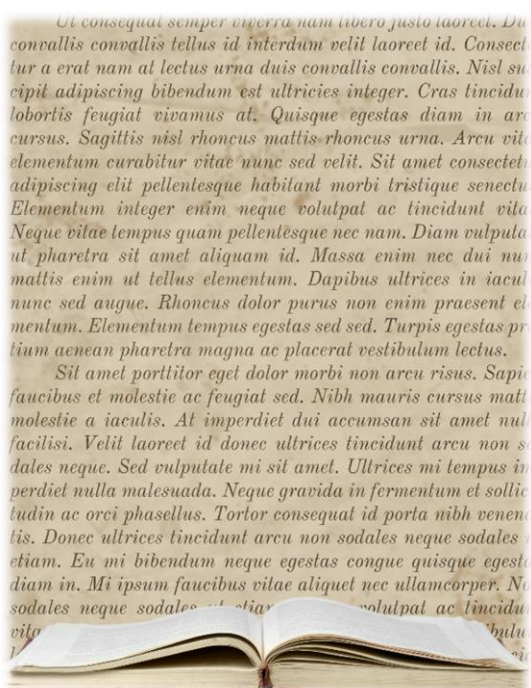
## ENGLISH LANGUAGE - UNITS 1 – 4

**Unit 1:** Language and communication

**Unit 2:** Language change

**Unit 3:** Language variation and purpose

**Unit 4:** Language variation and identity



**Unit 1:** In Unit 1 students learn about the nature and functions of language including the signs and conventions used in language. They consider the relationship between speech and writing and investigate the stages of language acquisition including how people learn to use the phonological and grammatical conventions of language.

**Unit 2:** In Unit 2 the focus is on how languages change. Students explore the ways English is used as an expression of identity and culture in written and spoken texts. They consider the effects of the global spread of English, including the decline of languages (and the impact on indigenous peoples), and the emergence of English-based varieties such as pidgins and creoles. Students explore how changes and loss of language affects peoples' identities and world views.

### Why would a student choose this subject?

- You are curious about how language works.
- You enjoy analysing real world examples of language from conversations, advertising, politics, sport and the media.
- You like finding patterns and solving problems.
- You want to improve your communication skills by learning how language influences meaning, our relationships and identity.

### What types of careers can this subject help prepare you for?

- Lawyer
- Journalism
- Teaching
- Communications
- Advertising
- Psychology
- Linguistics
- Marketing
- Speech Pathology



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

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

## LITERATURE - UNITS 1 - 4

### Unit 1 - Area of Study 1: Reading Practices

Area of Study 2: Exploration of Literary Movements and Genres

### Unit 2 - Area of Study 1: Voices of Country

Area of Study 2: The Text in its Context

### Unit 3 - Area of Study 1: Adaptations and Transformations

Area of Study 2: Developing Interpretations

### Unit 4 - Area of Study 1: Creative Responses to Texts

Area of Study 2: Close Analysis of Texts

### Why would a student choose this subject?

- You enjoy philosophy, poetry and analysing literature.
- You enjoy reading and writing.
- You are considering a career in professional writing or research.
- You would like to develop your communication skills.
- You enjoy expressing yourself through writing.

### What types of careers can this subject help prepare you for?

- |                                      |                                  |
|--------------------------------------|----------------------------------|
| • Academia                           | • Marketing                      |
| • Communications                     | • Politics                       |
| • Digital media                      | • Public Relations               |
| • Editing                            | • Radio or television production |
| • Human Resources                    | • Screen writing                 |
| • Journalism or Professional Writing | • Teacher or University Lecturer |

## HUMANITIES PATHWAY

**VCE**

**Electives:**

- Business Management Units 3&4
- Legal Studies Units 3&4
- History – Revolutions Units 3&4

**VCE**

**Electives:**

- Business Management Units 1&2
- Legal Studies Units 1&2
- History – Empires Units 1&2

**Year 10**

**Core subject:**

- Humanities

**Elective:**

- Revolutions and War

**VCE Accelerated subjects:**

- Business Management Units 1&2
- Legal Studies Units 1&2
- History – Empires Units 1&2

**Year 9**

**Core subject:**

- Humanities

**Elective:**

- Money Talks

**Year 8**

**Core subject:**

- Humanities

**Year 7**

**Core subject:**

- Humanities

# Business Management



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

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

## **BUSINESS MANAGEMENT - UNITS 1 - 4**

**Unit 1:** Planning a business

**Unit 2:** Establishing a business

**Unit 3:** Managing a business

**Unit 4:** Transforming a business

### **Why would a student choose this subject?**

- You enjoy analysing data.
- You are considering a career in business management.
- You would like to run your own business.
- You enjoy structure.

### **What types of careers can this subject help prepare you for?**

- |                                |                          |
|--------------------------------|--------------------------|
| • Accountant or Tax Specialist | • Government or Politics |
| • Business Owner               | • Human Relations        |
| • Business Management          | • Sales                  |
| • Business Systems Analyst     | • Economist              |
| • Logistics                    | • Retail Management      |
| • Finance Dealer and Broker    |                          |

# History

The study of VCE History assists students to understand themselves, others, and the contemporary world, and broadens their perspective by examining events, ideas, individuals, groups and movements. Students of VCE History develop social, political, economic and cultural understandings of the conditions and features which have helped shape the present. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

The study of VCE History fosters the ability to ask searching questions, to engage in independent research and to construct arguments about the past based on evidence from historical sources.

## HISTORY - UNITS 1 - 4

**Unit 1:** Empires – The Ottoman Empire

**Unit 2:** Empires – The Venetian Empire

**Unit 3:** Revolutions – The French Revolution

**Unit 4:** Revolutions – The Russian Revolution

### Why would a student choose this subject?

- You are interested in developing a better understanding of the world.
- You enjoy learning about events from the past.
- You enjoy reading and writing.
- You would like to develop your communication skills.
- You enjoy independent and critical thinking.

### What types of careers can this subject help prepare you for?

- |                             |                                     |
|-----------------------------|-------------------------------------|
| • Lawyer                    | • Film and Television Industry      |
| • Social Commentator        | • Researcher                        |
| • Journalist                | • Teacher or University Lecturer    |
| • Commerce                  | • Archivist, Historian or Librarian |
| • Investigator              | • Archaeologist                     |
| • Community Development     | • Travel Writer                     |
| • Cultural Heritage Officer |                                     |



# Legal Studies



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.

## LEGAL STUDIES - UNITS 1 - 4

**Unit 1:** The presumption of innocence

**Unit 2:** Wrongs and rights

**Unit 3:** Rights and justice

**Unit 4:** The people, the law and reform

### Why would a student choose this subject?

- You are interested in the law and social justice.
- You enjoy debating and making an argument for a cause.
- You are considering a career in law, politics or social welfare.
- You would like to develop your communication skills.
- You enjoy reading, writing and analysing factual information.

### What types of careers can this subject help prepare you for?

- |                      |                                  |
|----------------------|----------------------------------|
| • Lawyer             | • Politician                     |
| • Social Commentator | • Court Officer                  |
| • Journalist         | • Teacher or University Lecturer |
| • Economist          | • Government                     |
| • Investigator       | • Armed Forces or Police         |
| • Social Worker      | • Human Resources                |
| • Criminologist      |                                  |

## HEALTH AND P.E. PATHWAY

**VCE**

**Electives:**

- Physical Education Units 3&4
- Health & Human Development Units 3&4

**VCE**

**Electives:**

- Physical Education Units 1&2
- Health & Human Development Units 1&2

**Year 10**

**Core subject:**

- Physical Education

**Electives:**

- Exercise Science
- Outdoor Education

**VCE Accelerated subjects:**

- Physical Education Units 1&2
- Health & Human Development Units 1&2

**Year 9**

**Core subject:**

- Physical Education

**Electives:**

- Games of the World
- Netball Studies
- Healthy Living

**Year 8**

**Core subject:**

- Physical Education

**Year 7**

**Core subject:**

- Physical Education

# Physical Education

VCE Physical Education (PE) explores the interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity. Students participate in a variety of practical activities to examine the core concepts that underpin movement and the relative contribution and interplay of the three energy systems in providing energy. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual and evaluate the chronic adaptations to training from a theoretical perspective.

## PHYSICAL EDUCATION - UNITS 1 - 4

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

**Unit 2:** Physical activity, sport, exercise and society

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

**Unit 4:** Training to improve performance

### Why would a student choose this subject?

- You enjoy physical activity.
- You are interested in the science of the body.
- You are considering a career in sport or health.
- You like to be fit and healthy, and you promote these qualities.

### What types of careers can this subject help prepare you for?

- Sports Science
- Teaching
- Nutritionist or Dietician
- Professional Sportsperson
- Sports policy maker at local and national level
- Fitness Instructor
- Health Promotion Officer
- Personal Trainer
- Sports Coach/Consultant
- Allied Health Professions (eg. Physiotherapy, Chiropractic, Occupational Therapy)



# Health and Human Development



VCE Health & Human Development takes a broad approach to understanding health and wellbeing and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be modified by health care and interventions.

Students will investigate Australian and global variations in health status between populations and nations. They look at the Australian healthcare system and research what is being done to address inequalities in health and development outcomes. They examine and evaluate the work of global organisations such as the United Nations and the World Health Organisation, as well as non-government organisations and the Australian government's overseas aid program. Students develop an understanding of health as they connect their learning to their lives, communities and the world. They develop a capacity to respond to health information, advertising and other media messages, enabling them to put strategies into action to promote health and wellbeing in both personal and community contexts.

## HEALTH & HUMAN DEVELOPMENT - UNITS 1 - 4

**Unit 1:** Understanding health and wellbeing

**Unit 2:** Managing health and development

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

**Unit 4:** Health and human development in a global context

### Why would a student choose this subject?

- You enjoy being healthy.
- You are interested in the study of human health and wellbeing.
- You are interested in social justice.
- You are considering a career in health or human services.
- You enjoy helping people

### What types of careers can this subject help prepare you for?

- |                                                                     |                                                    |
|---------------------------------------------------------------------|----------------------------------------------------|
| • Allied Health Services                                            | • Mental Health Agencies                           |
| • Education                                                         | • Health Promotion                                 |
| • Nursing                                                           | • International Relations                          |
| • Humanitarian Aid Work                                             | • Case Management & Human Services                 |
| • Services for Adolescents, Older Adults and Special Needs Services | • Community Health Research and Policy Development |

## VISUAL ARTS PATHWAY

**VCE**

**Electives:**

- Art Making & Exhibiting Units 3&4

**VCE**

**Electives:**

- Art Making & Exhibiting Units 1&2

**Year 10**

**Electives:**

- Art
- Ceramics
- Photography

**VCE Accelerated subject:**

- Art Making & Exhibiting Units 1&2

**Year 9**

**Electives:**

- Art
- Ceramics
- Photography

**Year 8**

**Core subject:**

- Art

**Year 7**

**Core subject:**

- Art

# Art Making and Exhibiting

This study allows students to explore and experiment in creating, developing and engaging with the visual arts and helps build a strong skill set. By engaging with artworks in different galleries, museums, other exhibition spaces 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. 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.

## ART MAKING AND EXHIBITING - UNITS 1 - 4

**Unit 1:** Explore, expand and investigate.

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

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

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

### Why would a student choose this subject?

- You are interested in self-expression
- You are creative
- You have strong visual literacy
- You are interested in enhancing artistic skills
- You would like practical experience in the curation and exhibition of art

### What types of careers can this subject help prepare you for?

- Artist
- Curator
- Teacher
- Illustrator
- Ceramicist
- Textile Artist
- Muralist
- Photographer
- Art Director
- Graphic Designer
- Art agent or appraiser
- Set Designer



## MUSIC PATHWAY

**VCE**

**Electives:**

- Music Performance Units 3&4
- Music Enquiry Units 3&4

**VCE**

**Elective:**

- Music Units 1&2

**Year 10**

**Elective:**

- Popular Music
- Music Technology

**VCE Accelerated subject:**

- Music Units 1&2

**Year 9**

**Electives:**

- Popular Music
- Music Technology

**Year 8**

**Core subject:**

- Music

**Year 7**

**Core subject:**

- Music

# Music



VCE Music is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators and music makers.

In VCE Music, students are offered a range of pathways which acknowledge and support a variety of student backgrounds and music learning contexts, including formal and informal.

Active participation in music develops musicianship through creating, performing, responding and analysing, and fosters an understanding of other times, places, cultures and contexts. Students develop ideas about the ways in which music can interact with other art forms, technology and design, and other fields of endeavour.

Through performance, students sing and play music, demonstrating their knowledge and practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.

## MUSIC - UNITS 1 - 4

**Unit 1:** Organisation of Music

**Unit 2:** Effect in Music

**Unit 3:** Influence in Music

**Unit 4:** Music Project

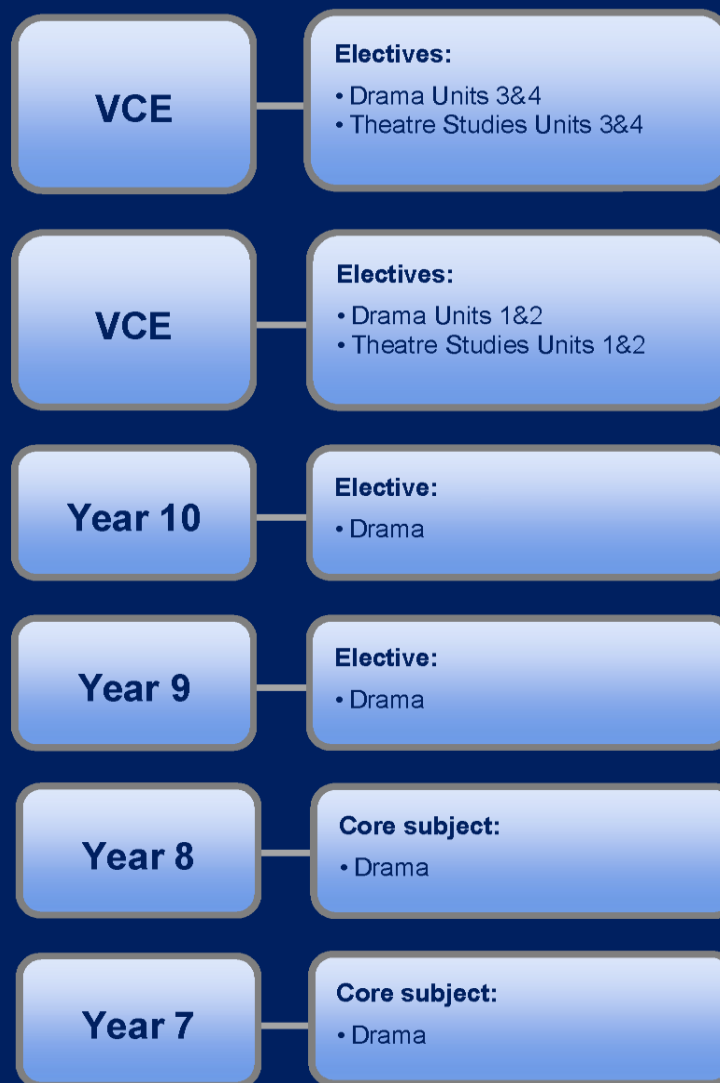
### Why would a student choose this subject?

- You enjoy performing, creating and analysing music.
- You enjoy playing an instrument including voice.
- You enjoy collaborating with others.
- You enjoy performing in front of an audience.
- You enjoy learning in a non-conventional classroom environment.
- You enjoy music and it would add breadth to your subject selection.

### What types of careers can this subject help prepare you for?

- |                                       |                                         |
|---------------------------------------|-----------------------------------------|
| • Entertainer as a musician or singer | • Theatre, Film and Television Industry |
| • Performer                           | • Stage Manager                         |
| • Music, vocal or choral director     | • Sound Technician                      |
| • Composer Music Therapy              | • Music Producer                        |
| • Teaching                            | • Music Studio Business Owner           |
| • Arts Administrator                  | • Speech Pathologist                    |

## PERFORMING ARTS PATHWAY



# Drama

In VCE Drama, students tell stories, explore ideas, make sense of their worlds and communicate meaning through the practice of performance-making. VCE Drama connects students to multiple traditions of drama practice across a range of social, historical and cultural contexts including Aboriginal and Torres Strait Islander Peoples' artistic practice.

The study of drama introduces students to theories, processes and practices for the creative development of new work. Drama allows them to develop skills as creative and critical thinkers. Students develop an appreciation of drama as an art form through their work as solo and ensemble creators and performers, and their engagement with professional contemporary drama practices, by attending professional performances.

## DRAMA - UNITS 1 - 4

**Unit 1:** Introducing Performance Styles

**Unit 2:** Contemporary drama practices and Australian identity

**Unit 3:** Devised Ensemble Performance

**Unit 4:** Devised Solo Performance

### Why would a student choose this subject?

- You enjoy acting and expressing your ideas.
- You want to develop confidence and self-discipline.
- You want to develop interpersonal and communication skills.
- You enjoy learning in a non-conventional classroom environment.
- You want to develop your ability to think imaginatively and divergently.
- Drama develops higher order thinking skills requiring us to view things from multiple perspectives.
- You enjoy writing through script writing, performance analysis and creative writing exercises.

### What types of careers can this subject help prepare you for?

- Actor
- Radio Announcer
- Film and Television Industry
- Stage or Events Management
- Journalism
- Playwright
- Program Director
- Primary/Secondary Teacher
- Director
- Childcare/ Youth Worker
- Public Relations



# Theatre Studies



Through the study of VCE Theatre Studies, students develop, refine and enhance their analytical, evaluative and critical thinking skills as well as creative expression, technical application, problem-solving, collaborative and communication skills. They work both individually and in collaboration with others to interpret scripts. Through theoretical study and creative practice, students develop their aesthetic understanding and appreciation of the art form of theatre, and their interpretive and theatre production skills. Through the study of theatre, students also explore world views, alternative perspectives and ways of being.

## THEATRE STUDIES - UNITS 1 - 4

**Unit 1:** History of theatre styles and conventions pre-1945

**Unit 2:** Contemporary theatre styles and movements

**Unit 3:** Producing theatre

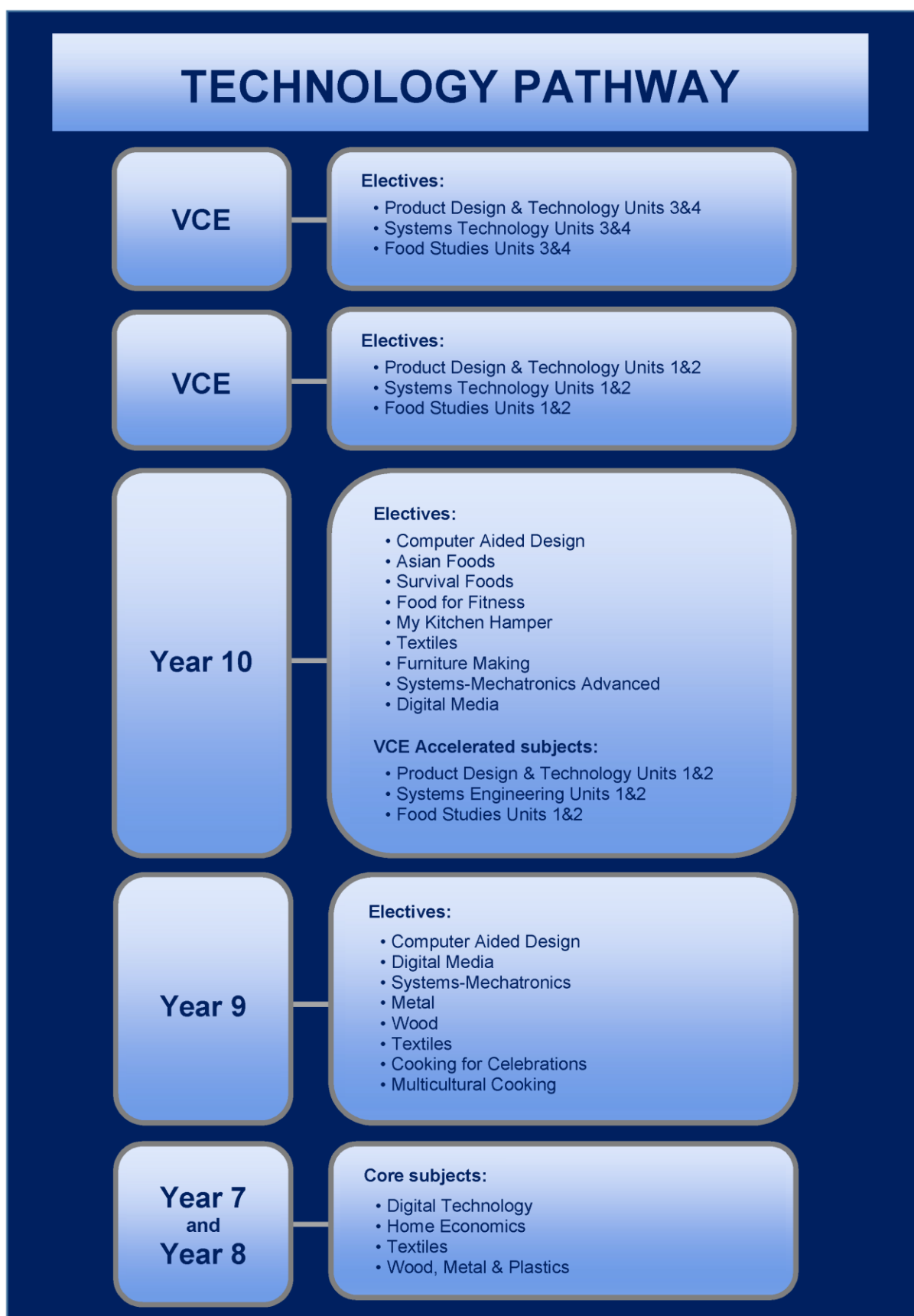
**Unit 4:** Presenting an interpretation

### Why would a student choose this subject?

- Develops confidence and communication skills through performance, presentation, and collaborative group work.
- Fosters creativity and imagination by exploring character development, design, and storytelling on stage.
- Enhances critical thinking through the analysis and interpretation of plays, live performances, and theatrical styles.
- Provides practical experience in areas like acting, directing, costume, lighting, and set design.

### What types of careers can this subject help prepare you for?

- Comedian or Performer
- Voice Coach
- Design & Technical Roles
- Set Designer
- Costume Designer
- Lighting Designer
- Stage Manager
- Director (theatre or film)
- Actor (stage, screen, voice)
- Performance & Creative Roles
- Playwright or Scriptwriter
- Theatre Producer
- Choreographer
- Sound Designer



# Product Design & Technology

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. The development of designed solutions requires speculative, critical and creative thinking, problem-solving, numeracy, literacy, and technacy. Students participate in problem-based design approaches that trial, test, evaluate, critique and iterate product solutions. Students prototype and test using a variety of materials, tools and processes. Throughout the process of designing and testing, students learn that innovative and ethical solutions come from constructive failure and intentional evaluation.

Knowledge and use of technological resources are integral to product design. Designers safely and sustainably transform materials into products using a range of materials, tools and processes.

## PRODUCT DESIGN & TECHNOLOGY - UNITS 1 – 4

**Unit 1:** Design practices

**Unit 2:** Positive impacts for end users

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

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

### Why would a student choose this subject?

- You are interested in sustainable, ethical design practices.
- You enjoy learning about the design process within the design and fashion industries.
- You like to use digital and manufacturing technologies.
- You enjoy designing and creating products.
- You are interested in hands-on learning with a high level of creative thinking.
- You like to manage your work in a folio.
- You enjoy learning in a non-conventional classroom environment.

### What types of careers can this subject help prepare you for?

- |                                           |                                            |
|-------------------------------------------|--------------------------------------------|
| • Product Designer                        | • Fashion Stylist                          |
| • Fashion Design                          | • Teacher- Product Design and Technologies |
| • Theatre, Film and Television            | • Industrial Design                        |
| • Interior Design, Spaces and Exhibitions | • Landscape Design                         |
| • Fashion Merchandising                   | • Textile Design                           |



# Systems Engineering



VCE Systems Engineering promotes innovative systems thinking, decision-making and problem-solving skills through the application of the systems engineering process. The study is based on integrated mechanical and electrotechnological engineered systems. The study allows students to make justified decisions by taking into account ethical considerations, including sustainability.

The study provides opportunities for students to learn about and engage with engineering systems from a practical and purposeful perspective, developing a deeper understanding of the physics of engineering by using real-world applications and modeling of the systems explored.

## SYSTEMS ENGINEERING - UNITS 1 - 4

**Unit 1:** Electrotechnological systems design

**Unit 2:** Mechanical systems design

**Unit 3:** Ethical systems design

**Unit 4:** System production and innovative technologies

### Why would a student choose this subject?

- It prepares students for careers in engineering, manufacturing and design through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships.
- The study provides a rigorous academic foundation and a practical working knowledge of design strategies, production processes and evaluation practices. People with these skills, and the ability to apply systems engineering processes, are in increasing demand as participants in teams that are engaged with complex and multidisciplinary projects.

### What types of careers can this subject help prepare you for?

- Manufacturing
- Product assembler
- Mechanical engineer
- Materials engineer
- Industrial Designer

# Food Studies

Australia has a varied and abundant food supply. Globally, many people do not have access to a secure and varied food supply and many Australians consume food and beverage products in quantities that may harm their health. Food and cooking and their roles in our lives, have become prominent topics in digital media and publishing.

This study examines the various factors for this increased exposure and the background to this abundance of food, and it explores reasons for our food choices.

VCE Food Studies is designed to build the capacities of students to make informed food choices and develop an understanding about food security, food sovereignty and food citizenship. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns.

## FOOD STUDIES - UNITS 1 - 4

**Unit 1:** Food origins

**Unit 2:** Food makers

**Unit 3:** Food in daily life

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



### Why would a student choose this subject?

- You are interested in cooking and food preparation
- You enjoy learning about the origins of food and natural resources
- You are interested in hands-on experimentation
- You enjoy critical and creative thinking
- You are interested in becoming an informed food consumer focusing on food and nutrition

### What types of careers can this subject help prepare you for?

- |                     |                                                               |
|---------------------|---------------------------------------------------------------|
| • Food Technologist | • Hospitality                                                 |
| • Dietitian         | • Environmental Health                                        |
| • Nutritionist      | • Teacher in Food Technology and Health and Human Development |

## MATHEMATICS PATHWAY

VCE

**Electives:**

- Specialist Mathematics Units 3&4
- Maths Methods Units 3&4
- General Mathematics Units 3&4

VCE

**Electives:**

- Specialist Mathematics Units 1&2
- Maths Methods Units 1&2
- General Mathematics Units 1&2

Year 10

**Core subject:**

- General Mathematics
- Pre-Methods

Year 9

**Core subject:**

- Mathematics

Year 8

**Core subject:**

- Mathematics

Year 7

**Core subject:**

- Mathematics

# Mathematics: General

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



## GENERAL MATHEMATICS – UNITS 1 AND 2

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'.

## GENERAL MATHEMATICS – UNITS 3 AND 4

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'.

Unit 3 comprises Data analysis and Recursion and financial modelling, and Unit 4 comprises Matrices and Networks and decision mathematics.

Assumed knowledge and skills for General Mathematics Units 3 and 4 are contained in General Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of General Mathematics Units 3 and 4.

# Mathematics: Methods

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

## MATHEMATICAL METHODS – UNITS 1 AND 2

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. The units are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of 'Algebra, number and structure' which extends across Units 1 and 2.

## MATHEMATICAL METHODS – UNITS 3 AND 4

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable.



# Mathematics: Specialist

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

## SPECIALIST MATHEMATICS UNITS 1 AND 2

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof. This study has a focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of 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. Study of Specialist Mathematics Units 3 and 4 also assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

The areas of study for Specialist Mathematics Units 1 and 2 are ‘Algebra, number and structure’, ‘Data analysis, probability and statistics’, ‘Discrete mathematics’, ‘Functions, relations and graphs’ and ‘Space and measurement’.

## SPECIALIST MATHEMATICS UNITS 3 AND 4

Specialist Mathematics Units 3 and 4 consist of the areas of study: ‘Algebra, number and structure’, ‘Calculus’, ‘Data analysis, probability and statistics’, ‘Discrete mathematics’, ‘Functions, relations and graphs’, and ‘Space and measurement’.

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and key skills from Mathematical Methods Units 1 and 2; the key knowledge and key skills from Specialist Mathematics Units 1 and 2; and concurrent study or previous completion of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics Units 3 and 4, which are drawn on as applicable in the development of content from the areas of study and key knowledge and key skills for the outcomes.

### What types of careers can mathematics subjects help prepare you for?

- Accountant
- Actuary
- Aerospace Engineer
- Bank Officer
- Data Analyst
- Economist
- Geophysicist
- Optometrist
- Air Traffic Controller
- Architect
- Astronomer
- Biotechnologist
- Physicist
- Financial Planner
- Market Researcher
- Engineering (Civil, Mechatronics, Environmental, Electrical)

## SCIENCE PATHWAY

**VCE**

**Electives:**

- Biology Units 3&4
- Chemistry Units 3&4
- Physics Units 3&4
- Psychology Units 3&4

**VCE**

**Electives:**

- Biology Units 1&2
- Chemistry Units 1&2
- Physics Units 1&2
- Psychology Units 1&2

**Year 10**

**Core subject:**

- Science

**Elective:**

- Psychology

**VCE Accelerated subjects:**

- Biology Units 1&2
- Psychology Units 1&2

**Year 9**

**Core subject:**

- Science

**Year 8**

**Core subject:**

- Science

**Year 7**

**Core subject:**

- Science

# Biology

The study of biology explores levels of organisation, from cells to systems, along with how body systems of plants and humans work and interact with each other to inform homeostasis. They look at heredity and make predictions about the likelihood of inheriting traits through reproduction. They look at ecosystems and the strategies employed by animals to survive in harsh environments.

It explores DNA and specific organelles and how they undergo the processes that make life. They will compare different gene technologies to evaluate practices in humans and agriculture. It explores the immune system in detail as well as the diversity of life as it has evolved and changed over time. It also considers how related species are.

As well as increasing their understanding of scientific processes, students develop insights into how knowledge in biology has changed, and continues to change, in response to new evidence, discoveries and thinking.

## BIOLOGY - UNITS 1 - 4

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

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

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

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

### Why would a student choose this subject?

- You are interested in the human body and how it works.
- You enjoy learning about diseases and genetics.
- You are a curious learner.
- You are interested in research and analytical thinking.
- You would like to pursue a career in science.

### What types of careers can this subject help prepare you for?

- |                                |                                             |
|--------------------------------|---------------------------------------------|
| • Biotechnology or Biomedicine | • Forensic science                          |
| • Microbiologist               | • Education                                 |
| • Dentistry                    | • Environmental Management and Conservation |
| • Forestry                     | • Health Care                               |
| • Horticulture                 | • Medicine or Paramedic                     |
| • Nursing                      | • Optometry                                 |
| • Physiotherapy                | • Veterinary Science                        |



# Chemistry



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.

As well as increasing their understanding of scientific processes, students develop insights into how knowledge in chemistry has changed, and continues to change, in response to new evidence, discoveries and thinking. They explore the impact of chemistry on their own lives, and on society and the environment.

## CHEMISTRY - UNITS 1 - 4

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

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

**Unit 3:** How can design and innovation help to optimise chemical processes?

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

### Why would a student choose this subject?

- You are interested in elements, compounds and mixtures. You enjoy learning about chemical reactions.
- You are a curious learner.
- You are interested in research and analytical thinking. You would like to pursue a career in science.
- You enjoy experimenting and writing about your findings.

### What types of careers can this subject help prepare you for?

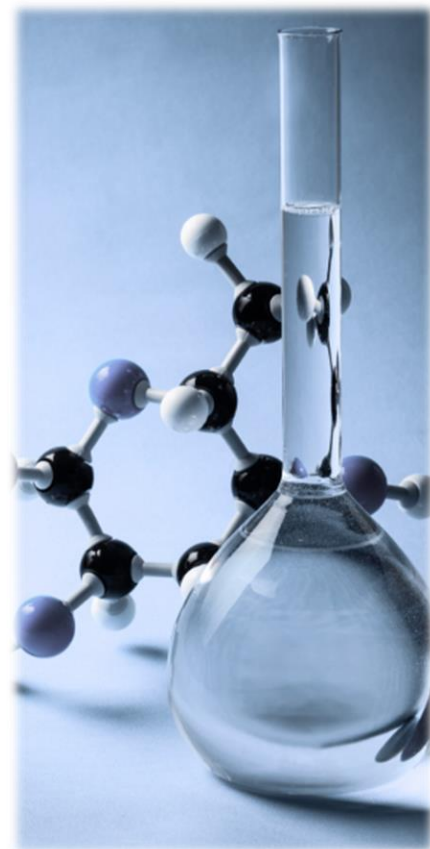
- |                     |                         |
|---------------------|-------------------------|
| • Agriculture       | • Engineering           |
| • Chemical Engineer | • Environmental Science |
| • Dietetics         | • Forensics             |
| • Horticulture      | • Medicine              |
| • Metallurgy        | • Meteorology           |
| • Pharmacy          | • Sports Science        |
| •                   |                         |
| • Vet Science       |                         |

# Physics

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).

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.

As well as increasing their understanding of scientific processes, students develop insights into how knowledge in physics has changed, and continues to change, in response to new evidence, discoveries and thinking.



## PHYSICS - UNITS 1 - 4

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

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

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

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

### Why would a student choose this subject?

- You are interested in forces, light & sound, electricity and motion.
- You enjoy learning about the universe, what it is made of and how big it is.
- You are a curious learner.
- You are interested in research and analytical thinking.
- You would like to pursue a career in science.

### What types of careers can this subject help prepare you for?

- |                       |                                        |
|-----------------------|----------------------------------------|
| • Acoustics           | • Astrophysics and Cosmology           |
| • Atmospheric Physics | • Computational Physics                |
| • Education           | • Energy Research Engineering          |
| • Instrumentation     | • Lasers and Photonics Medical Physics |
| • Nuclear Science     | • Optics                               |
| • Pyrotechnics        | • Radiography                          |

# Psychology



Psychology is the scientific study of human behaviour and mental processes, encompassing a broad range of sub-fields that explore how individuals, groups, and societies think, feel, and act. In VCE Psychology, students engage with this discipline through a biopsychosocial approach, which recognises that behaviour and mental processes are shaped by the interplay of biological factors (such as genetics and nervous system functioning), psychological factors (including cognition and emotion), and social factors (such as culture, environment, and socioeconomic status). By examining a range of perspectives, models, and theories through this integrated lens, students develop a rich and nuanced understanding of what it means to be human.

## PSYCHOLOGY - UNITS 1 - 4

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

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

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

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

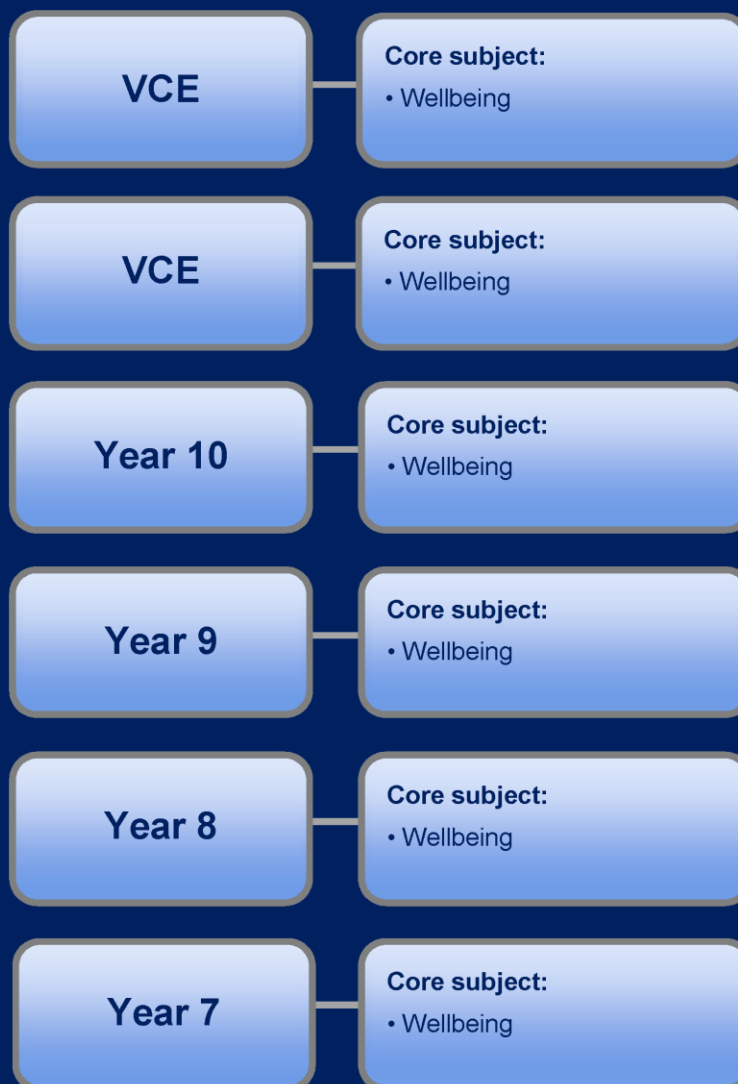
### Why would a student choose this subject?

- You are interested in human behaviour.
- You enjoy learning about the human brain and how it works.
- You are a curious learner.
- You are interested in research and analytical thinking.
- You enjoy working with people and are interested in their wellbeing.

### What types of careers can this subject help prepare you for?

- |                                 |                          |
|---------------------------------|--------------------------|
| • Forensic Psychology           | • Clinical Psychology    |
| • Educational Psychology        | • Health Psychology      |
| • Sport and Exercise Psychology | • Counselling Psychology |
| •                               | •                        |
| •                               | •                        |
| •                               | •                        |

## WELLBEING PATHWAY



## WELLBEING – OAK PROGRAM

The Oak program is designed to specifically target the wellbeing needs of students at each Year level. A variety of concepts are explored, as at Marian college, we view the wellbeing of students being interconnected with their academic achievement. In addition to this, the OAK program enables students to develop an understanding of the importance of respectful relationships, a positive approach to education and finding the right balance in their lives.

At Marian College, our wellbeing vision statement states the following:

“We value and respect the dignity of our students. We believe that positive student wellbeing is central to student learning. We acknowledge the immense value of building strong connections with parents and families and believe this in turn aides in our students’ growth. We believe that the education we offer at Marian College shapes well-rounded, empathetic and inspired citizens.”



A young man in a blue and light blue work shirt is working in a workshop. He is wearing safety glasses, large orange and black earmuffs, and heavy-duty black leather gloves. He is using a handheld grinding wheel to grind a piece of metal held in a vise. Sparks are flying from the point of contact. In the background, various tools are hanging on a wall. A large blue diagonal graphic element is on the left side of the image.

# VET

## VOCATIONAL EDUCATION AND TRAINING

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Hands-on, industry-recognised skills

# VCE VET (Vocational Education and Training)

## VET SUBJECTS AVAILABLE:

### Marian College – timetabled within traditional VCE timetable

|                                                              |            |
|--------------------------------------------------------------|------------|
| SIS30122 Certificate III in Sport, Aquatics and Recreation # | APPENDIX A |
|--------------------------------------------------------------|------------|

### Marian College - Wednesday (Cluster)

|                                                                           |            |
|---------------------------------------------------------------------------|------------|
| MEM20422 Certificate II in Engineering Pathways                           | APPENDIX B |
| CHC22015 Certificate II in Community Services                             |            |
| CHC32015 Certificate III in Community Services #                          |            |
| 22614VIC Certificate II in Building and Construction (partial completion) | APPENDIX C |
| SIS30321 Certificate III in Fitness                                       |            |
| ICT20120 Certificate II in Applied Digital Technologies                   | APPENDIX D |

### Stawell Secondary College - Wednesday (Cluster)

|                                                              |
|--------------------------------------------------------------|
| AUR20720 Certificate II in Automotive Vocational Preparation |
| AHC20122 Certificate II in Agriculture                       |
| SHB20216 Certificate II in Salon Assistant                   |

### Ararat College - Wednesday (Cluster)

|                                                          |
|----------------------------------------------------------|
| HLT33115 Certificate III in Health Services Assistance # |
| SIT20421 Certificate II in Cookery #                     |

# VCE Scored VET

#### **Important Note –**

*The VET subjects offered through the Ballarat or Horsham Cluster are only available to students undertaking VCE VM.*

*These subjects will incur a fee and payment is required up front. Students and parents are required to attend an interview with the Principal prior to enrolling in these VET subjects. Students will need to arrange their own transport.*

# VCE VET Automotive - Year 1 and Year 2

**Year 1:** Students are introduced to the automotive industry through hands-on workshop learning. Units cover safe working practices, using and maintaining tools and equipment, basic vehicle servicing, and identifying both mechanical and electrical systems and components. Students also learn to remove and replace suspension springs and apply environmental and sustainability best practices in an automotive workplace.

**Year 2:** Students progress to more advanced technical skills, developing the knowledge and confidence needed to be apprenticeship ready. Units cover resolving routine workplace problems, communicating effectively in an automotive context, dismantling and assembling both single and multi-cylinder four-stroke petrol engines, removing and replacing steering assemblies, and setting up and using welding equipment.

## Why would a student choose this subject?

- You love cars, engines, and understanding how vehicles work.
- You enjoy hands-on, practical learning in a real workshop environment.
- You want to develop trade skills and become apprenticeship ready upon leaving school.
- You are interested in mechanical, electrical, or automotive engineering systems.
- You would like to gain a nationally recognised qualification while still at school.

## What types of careers can this subject help prepare you for?

- |                                     |                                        |
|-------------------------------------|----------------------------------------|
| • Automotive Electrician            | • Automotive Service Assistant         |
| • Automotive Trainee                | • Diesel Mechanic                      |
| • Heavy Commercial Vehicle Mechanic | • Light Vehicle Mechanic               |
| • Motor Sport Technician            | • Panel Beater / Vehicle Body Repairer |
| • Trades Assistant                  | • Trainee Service Person               |
| • Vehicle Detailer and Preparer     | • Vehicle Service Assistant            |

*This is not a scored VET subject. Upon successful completion, students may attain the AUR20720 Certificate II in Automotive Vocational Preparation*

# VCE VET Agriculture - Year 1 and Year 2

**Year 1:** Students are introduced to the foundations of agricultural and farming practice. Units cover workplace health and safety, operating tractors, and developing essential livestock skills including handling techniques and animal health and welfare. Students also learn to identify and treat weeds, and to install, maintain and repair farm fencing — with practical learning taking place on working farms and through industry field trips.

**Year 2:** Students build on their Year 1 skills by expanding into machinery operation and land management. Units cover operating side by side utility vehicles and quadbikes, undertaking routine maintenance of agricultural machinery, applying chemicals safely under supervision, and participating in environmentally sustainable work practices — preparing students for responsible and practical roles across a range of farming enterprises.

## Why would a student choose this subject?

- You are passionate about farming, the land, and working outdoors in a rural environment.
- You want to develop hands-on skills with livestock, machinery, and farm management.
- You are interested in a career in agriculture, horticulture, or the rural services sector.
- You enjoy practical, real-world learning through farm visits, excursions, and field days.
- You would like to gain a nationally recognised qualification while still at school.

## What types of careers can this subject help prepare you for?

- Agricultural Apprenticeship
- Assistant Farm or Station Hand
- Crop and Pasture Management
- Livestock Production Operator
- Rural Merchandise and Services
- Veterinary or Animal Health Assistant
- Assistant Animal Attendant or Stockperson
- Assistant Farm or Station Labourer
- Farm or Station Worker
- Machinery Operator
- Sustainable Land Management
- Weed and Pest Control Technician

*This is not a scored VET subject*

# VCE VET Applied Digital Technologies - Year 1 and Year 2

**Year 1:** Students build essential digital foundations, learning to operate devices, computer hardware, and operating systems safely and effectively. Units cover workplace health and safety, protecting devices from spam and destructive software, connecting hardware peripherals, and using business software applications equipping students with the everyday digital skills valued across all industries.

**Year 2:** Students extend their skills into more specialised digital areas including operating digital media and application software packages, using digital technologies for workplace communication, developing a web presence through social media, and protecting personal online profiles from cybersecurity threats. The year also introduces sustainable work practices in digital environments.

## Why would a student choose this subject?

- You are interested in technology, computers, and how digital tools are used in the real world.
- You want to develop practical skills in software, cybersecurity, and digital communication.
- You enjoy problem-solving and working on hands-on digital projects.
- You would like to gain a nationally recognised qualification while still at school.
- You are curious about data, digital media, and emerging technologies across any industry.

## What types of careers can this subject help prepare you for?

- |                                           |                                     |
|-------------------------------------------|-------------------------------------|
| • Administrative Support Officer          | • Data Entry and Processing         |
| • Cybersecurity Technician                | • Digital Media Assistant           |
| • ICT Help Desk Assistant                 | • IT Technical Support              |
| • Junior Web Content Administrator        | • Multimedia and Content Creation   |
| • Network and Systems Support             | • Software and Applications Testing |
| • Social Media and Digital Communications | • Technology Project Coordination   |

*This is not a scored VET subject*

# VCE VET Building and Construction - Year 1 and Year 2

**Year 1:** Students are introduced to the building and construction industry through a strong focus on safety and foundational trade skills. Units cover preparing to work safely on construction sites (CI Card), workplace communication, WHS policies and procedures, reading and interpreting basic plans and drawings, carrying out measurements and calculations, and hands-on handling of carpentry tools and equipment.

**Year 2:** Students progress to practical construction techniques, applying their knowledge to real building tasks. Units include basic setting out, levelling procedures, and the construction of sub-floors, wall frames, and roof frames. Students also learn to install external cladding, giving them a well-rounded introduction to the core stages of residential construction and carpentry.

## Why would a student choose this subject?

- You enjoy working with your hands and learning practical, trade-based skills.
- You are interested in how buildings and structures are designed and constructed. You want to explore a career in the construction, carpentry, or building trades.
- You would like to gain a nationally recognised qualification while still at school.
- You are curious about how plans and drawings translate into real-world construction.

## What types of careers can this subject help prepare you for?

- |                                   |                                        |
|-----------------------------------|----------------------------------------|
| • Bricklaying and Masonry         | • Building and Construction Management |
| • Cabinet Making and Joinery      | • Carpentry and Joinery Apprenticeship |
| • Civil Construction              | • Estimating and Quantity Surveying    |
| • Landscaping and Concreting      | • Painting and Decorating              |
| • Plumbing and Roofing            | • Structural Engineering               |
| • Site Supervision and Foreperson | • Urban Planning and Architecture      |

*This is a partial completion - not a full qualification. This is not a scored VET subject*

# VCE VET Community Services - Year 1 and Year 2

**Year 1:** Students are introduced to the community services sector and the skills needed to support individuals in community settings. Units focus on workplace health and safety, working with diverse people, providing first aid, communicating effectively in health and community services contexts, and developing the resilience and awareness needed to identify and respond to vulnerable clients and crisis situations.

**Year 2:** Students deepen their understanding of community services practice, moving into more complex client-facing and program-delivery contexts. Units cover responding to client needs, working within community development frameworks, implementing participation and engagement strategies, applying time management skills, and continuing to develop strategies for managing personal stressors in the workplace.

## Why would a student choose this subject?

- You love working with and helping people in your community.
- You are interested in social work, mental health, youth work, or aged care.
- You want to develop communication, empathy, and problem-solving skills in real-world settings.
- You would like to gain a nationally recognised qualification while still at school.
- You are passionate about making a positive difference in the lives of individuals and communities.

## What types of careers can this subject help prepare you for?

- |                                |                                |
|--------------------------------|--------------------------------|
| • Accommodation Support Worker | • Aged Care Worker             |
| • Community Care Worker        | • Community Development Worker |
| • Family Support Worker        | • Juvenile Justice Officer     |
| • Neighbourhood Centre Worker  | • Residential Support Worker   |
| • Welfare Support Worker       | • Youth Housing Support Worker |
| • Youth Support Worker         | • Youth Worker                 |

*This can be a scored VET subject. Upon successful completion, students may attain the CHC32015 Certificate III in Community Services.*

# VCE VET Cookery - Year 1 and Year 2

**Year 1:** Students are introduced to a professional commercial kitchen environment, learning the foundational skills needed to work safely and effectively. Units cover safe work practices, food safety and hygiene, using and cleaning food preparation equipment, receiving and storing stock, preparing dishes using basic cookery methods, making sandwiches, and producing yeast-based bakery products.

**Year 2:** Students develop more advanced cookery skills, working in a real commercial kitchen environment including breakfast, lunch, and dinner service periods. Units cover preparing appetisers, salads, stocks, sauces, soups, and vegetable, fruit, egg and farinaceous dishes. Students also learn to work effectively in a busy commercial kitchen and how to provide responsible service of alcohol.

## Why would a student choose this subject?

- You love cooking and want to experience working in a real commercial kitchen.
- You are interested in a career in hospitality, catering, or the food industry.
- You want to develop practical cookery skills useful for work, further study, or everyday life.
- You would like to gain a nationally recognised qualification while still at school.
- You enjoy hands-on learning and working as part of a professional kitchen team.

## What types of careers can this subject help prepare you for?

- Breakfast Cook
- Chef Apprenticeship
- Fast Food Cook
- Hospitality Management
- Patisserie and Bakery Cook
- Sandwich Artist
- Catering Assistant
- Events and Functions Catering
- Food and Beverage Attendant
- Kitchen Hand
- Restaurant and Café Cook
- Takeaway Cook

*This can be a scored VET subject. Upon successful completion, students may attain the SIT20421 Certificate II in Cookery*

# VCE VET Engineering - Year 1 and Year 2

**Year 1:** Students are introduced to safe and effective work practices in manufacturing and engineering environments. Core units cover manual handling, organising and communicating information, and the use of both hand tools and power tools. The year culminates in an introductory engineering project that brings these practical skills together in a real-world context.

**Year 2:** Building on Year 1 foundations, students develop more advanced technical skills including the use of electric welding machines, fabrication equipment, and engineering workshop machines. Units also cover computing technology in engineering contexts, career planning for the engineering and manufacturing sector, and environmentally sustainable work practices.

## Why would a student choose this subject?

- You enjoy working with your hands and learning practical, trade-like skills.
- You are interested in how things are built, manufactured, or repaired.
- You want to explore careers in engineering, fabrication, or the trades.
- You are curious about how machines, tools, and welding equipment work.
- You would like to gain a nationally recognised qualification while still at school.

## What types of careers can this subject help prepare you for?

- |                                    |                              |
|------------------------------------|------------------------------|
| • Automotive Engineering           | • Fabrication and Welding    |
| • Civil and Structural Engineering | • Manufacturing Technology   |
| • Electrical Engineering           | • Mechanical Engineering     |
| • Industrial Design                | • Mining and Resources       |
| • Plumbing and Pipefitting         | • Robotics and Automation    |
| • Trade Apprenticeships            | • Technical Drafting and CAD |

*This is not a scored VET subject*

# VCE VET Fitness - Year 1 and Year 2

**Year 1:** Students build the essential foundations for working in the fitness industry. Units focus on workplace health and safety, First Aid, manual handling, and organising personal work priorities. Students also begin to develop their professional knowledge through anatomy and physiology, pre-exercise screening, teamwork, and delivering quality customer service.

**Year 2:** Students apply their knowledge in more specialised fitness contexts. Units develop competency in assessing client fitness, planning and instructing group exercise sessions, and designing gym-based programs for individual clients. Students also learn to provide healthy eating information, engage customers through social media, and maintain clean and safe fitness facilities.

## Why would a student choose this subject?

- You are passionate about health, fitness, and helping others live active lives.
- You enjoy working with people in dynamic, hands-on environments.
- You are interested in exercise science, anatomy, and how the body works.
- You would like to gain a nationally recognised qualification while still at school.
- You want to explore a career as a fitness instructor, personal trainer, or in the sport and recreation industry.

## What types of careers can this subject help prepare you for?

- |                                |                                      |
|--------------------------------|--------------------------------------|
| • Community Recreation Officer | • Exercise Physiologist              |
| • Fitness Centre Manager       | • Group Fitness Instructor           |
| • Gym and Leisure Centre Staff | • Health and Wellness Coach          |
| • Nutritional Advisor          | • Personal Trainer                   |
| • Physiotherapy Assistant      | • Sport and Recreation Coordinator   |
| • Sports Coach                 | • Youth and Community Fitness Worker |

*This is not a scored VET subject*

# VCE VET Health Support Services - Year 1 and Year 2

**Year 1:** Students are introduced to supporting patients in hospital and medical settings, learning in a simulated Nursing Laboratory environment. Units cover communicating effectively in health and community services, providing First Aid, working with diverse people, applying infection prevention and control principles, workplace health and safety, ward-based food preparation and distribution, and handling and moving equipment and goods.

**Year 2:** Students build on their foundational health skills and develop the practical and professional competencies needed for a broader range of hospital support roles. Units cover preparing and maintaining beds, performing clinical cleaning tasks, responding effectively to behaviours of concern, delivering customer service, applying time management, maintaining stock inventory, and using business software applications.

## Why would a student choose this subject?

- You are a people person and want to learn how to support patients in a hospital or medical setting.
- You are interested in a career in health, nursing, or allied health services.
- You enjoy working with empathy and respect to make a difference in people's lives. You want to gain practical skills in a simulated clinical environment while still at school.
- You would like to gain a nationally recognised qualification and create a pathway into the health workforce.

## What types of careers can this subject help prepare you for?

- |                                      |                                  |
|--------------------------------------|----------------------------------|
| • Admissions Clerk (Health Services) | • Client Assistant               |
| • Food Service Assistant             | • Food Service Worker            |
| • Health Services Assistant          | • Health Support Services Worker |
| • Hospital Cleaner                   | • Housekeeping Attendant         |
| • Kitchen Attendant                  | • Orderly                        |
| • Store Assistant                    | • Ward Assistant or Ward Clerk   |

*This can be a scored VET subject. Students may also access a traineeship pathway with Grampians Health upon completion.*

# VCE VET Salon Assistant - Year 1 and Year 2

**Year 1:** Students are introduced to the hair and beauty industry through foundational salon skills developed under direct supervision. Units cover workplace health and safety, maintaining tools and work areas, greeting and preparing clients, providing shampoo and basin services, drying hair to shape, delivering relaxation massage for the head, neck and shoulders, and applying hair colour products.

**Year 2:** Students build on their salon skills and begin to develop the professional and business knowledge needed to work effectively in a personal services environment. Units cover braiding hair, producing visual merchandising displays, conducting salon financial transactions, recommending products and services to clients, communicating as part of a team, and meeting organisational requirements in a salon setting.

## Why would a student choose this subject?

- You are passionate about hair, beauty, and the personal services industry. You enjoy working with people and delivering hands-on client services.
- You want to develop practical salon skills and become apprenticeship ready.
- You are interested in hairdressing, barbering, or salon management as a career pathway. You would like to gain a nationally recognised qualification while still at school.

## What types of careers can this subject help prepare you for?

- |                                     |                    |
|-------------------------------------|--------------------|
| • Barber                            | • Beauty Therapist |
| • Colourist                         | • Hairdresser      |
| • Hairdressing Apprenticeship       | • Makeup Artist    |
| • Retail Sales Assistant or Manager | • Salon Assistant  |
| • Salon Manager                     | • Trichologist     |

*This is not a scored VET subject. Upon successful completion, students may attain the SHB20216 Certificate II in Salon Assistant. Note: this qualification is intended to prepare students for further training - it does not provide a direct job outcome as a hairdresser.*

# VCE VET Sport, Aquatics and Recreation - Year 1 and Year 2

**Year 1:** Students build the essential foundations for working in the sport and recreation industry. Units cover workplace health and safety, responding to emergency situations, providing First Aid, maintaining activity equipment, and delivering quality client service. Students also begin to develop their practical knowledge through conditioning for sport, assisting in recreation session delivery, and building broad industry awareness across sport, fitness and recreation.

**Year 2:** Students apply their knowledge in more specialised and leadership-focused contexts. Units develop competency in advanced WHS hazard identification and risk control, planning and delivering recreation sessions, facilitating groups effectively, and conducting foundation-level sport coaching sessions. Year 2 is a scored VET subject and the study score can contribute to a student's ATAR.

## Why would a student choose this subject?

- You are passionate about sport, recreation, fitness, and the outdoors.
- You enjoy working with people of all ages and abilities in active settings.
- You want to develop practical skills in coaching, session delivery, and recreation leadership.
- You would like to gain a nationally recognised qualification while still at school.
- You are interested in a career as a coach, recreation officer, or sport and leisure professional.

## What types of careers can this subject help prepare you for?

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| • Activity Operations Officer      | • Aquatics and Leisure Centre Staff |
| • Community Activities Officer     | • Fitness Instructor                |
| • Leisure Services Officer         | • Outdoor Recreation Leader         |
| • Recreation Officer               | • Sport and Recreation Attendant    |
| • Sport Coach                      | • Sport Development Officer         |
| • Swimming and Aquatics Instructor | • Youth and Community Sport Worker  |

*Year 1 is not a scored VET subject. Year 2 is a scored VET subject - the study score may contribute to a student's ATAR. Upon successful completion, students may attain the SIS30122 Certificate III in Sport, Aquatics and Recreation.*



# VCE VM

## VCE VOCATIONAL MAJOR

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Unscored pathway with a practical focus

# VCE Vocational Major

The Vocational Major (VM) gives you 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. VM is a fully recognised senior secondary qualification and will result in a full VCE Certificate.

The VM flexibility enables you to undertake a study program that suits your interests and learning needs. Fully accredited modules and units are selected for the following four compulsory strands:

**Literacy** (English)

**Numeracy** (Maths)

**Personal Development Skills** (Interpersonal and Community Skills)

**Work related Skills** (OH&S and Work Placement Skills)

## VET SUBJECTS

- Certificate III in Sport, Aquatics and Recreation #
- Certificate II in Engineering Pathways
- Certificate II in Community Services
- Certificate III in Community Services #
- Certificate II in Building and Construction Pre-Apprenticeship
- Certificate III in Fitness
- Certificate II in Applied Digital Technologies
- Certificate II in Automotive Vocational Preparation
- Certificate II in Agriculture
- Certificate II in Salon Assistant
- Certificate III in Health Services Assistance #
- Certificate II in Cookery #

# VCE scored VET

# VCE VM: Literacy - Units 1-4

## Unit 1: Literacy for Personal Use & Digital Texts

Students engage with print, visual, and digital texts to build reading, viewing, and analysis skills. They develop digital literacy — evaluating online content, applying digital security principles, and creating content for specific purposes and audiences.

## Unit 2: Understanding Issues & Persuasive Communication

Students engage with diverse opinions across print, aural, and multimodal sources. They develop skills in persuasive writing and speaking, critically analysing arguments and presenting well-reasoned viewpoints with supporting evidence.

## Unit 3: Informational, Organisational & Procedural Texts

Students build confidence with real-world texts found in workplaces and daily life — including contracts, forms, safety reports, and workplace documentation — learning to access, evaluate, and create practical content for vocational contexts.

## Unit 4: Advocacy & Oral Presentation

Students create persuasive content across platforms for advocacy and promotion, then apply their skills to develop and deliver an oral presentation on a topic of personal, vocational, or civic interest.

### Why would a student choose this subject?

- You want to strengthen reading, writing, and communication skills in practical, real-world contexts.
- You enjoy analysing how language and media are used to inform, persuade, and influence audiences.
- You want to build confidence presenting your ideas — orally and in writing.
- You are pursuing a vocational pathway and want a literacy subject connected to the workplace and everyday life.
- You would like skills applicable to further education, employment, and active participation in your community.

### What types of careers can this subject help prepare you for?

- Administrative and Office Roles
- Community and Social Services
- Customer Service and Retail
- Education Support and Teaching Aide
- Health and Allied Health Support
- Media, Communications, and Marketing
- Hospitality and Tourism
- Legal and Business Support
- Public Service and Local Government
- Trade and Technical Roles
- Vocational and Further Education Pathways (TAFE)
- Youth Work and Community Development

*VCE Vocational Major: Literacy is not a scored subject and does not contribute to an ATAR. It is designed for students undertaking the VCE Vocational Major (VM) pathway. Students who satisfactorily complete Units 1–4 will meet the VCE VM Literacy requirement.*

# VCE VM: Numeracy - Units 1-4

## Unit 1: Numeracy in Everyday Contexts

Students develop foundational number skills — whole numbers, fractions, decimals, percentages, shape, measurement, and patterns — applied across three of six real-world numeracy contexts: personal, civic, financial, health, vocational, and recreational. Students use a problem-solving cycle and build a mathematical toolkit including digital technologies.

## Unit 2: Extending Numeracy Practices

Students extend their skills into direction and location, data collection and analysis, chance and uncertainty, and digital systems. They work with the remaining three numeracy contexts from Unit 1, ensuring all six contexts are covered across Units 1 and 2. Students apply the problem-solving cycle and broaden their use of mathematical tools.

## Unit 3: Numeracy for Complex Contexts

Students deepen their mathematical understanding through more sophisticated applications of number, shape, measurement, and relationships — including multi-step operations, positive and negative numbers, and non-metric conversions. They select three of the six numeracy contexts and apply an expanding range of problem-solving strategies with greater independence.

## Unit 4: Advanced Numeracy and Problem Solving

Students complete their numeracy development by extending skills in data analysis, probability, direction, and digital systems. They work with the remaining three contexts from Unit 3, completing all six across Units 3 and 4. By the end of this unit, students confidently select and apply appropriate mathematical tools to solve and communicate real-world problems.

### Why would a student choose this subject?

- You want to develop practical math skills that apply directly to everyday life - budgeting, measurement, data, and problem-solving.
- You prefer applied, hands-on learning over abstract mathematical theory and exam-based assessment.
- You are interested in building confidence with numbers, technology, and mathematical tools in real-world contexts.
- You are pursuing a vocational pathway and want a subject that develops the numeracy skills valued across all industries.
- You want to strengthen your ability to analyse data, manage money, and make informed decisions in personal and work settings.

### What types of careers can this subject help prepare you for?

- Vocational and Further Education Pathways (TAFE)
- Building and Construction Trades
- Business Administration and Finance
- Childcare and Education Support
- Community and Social Services
- Engineering and Manufacturing
- Health and Allied Health Services
- Agriculture and Land Management
- Hospitality and Catering
- Information Technology and Digital Roles
- Logistics, Transport, and Warehousing
- Retail and Customer Service
- Sport, Fitness, and Recreation

*VCE Vocational Major: Numeracy is not a scored subject and does not contribute to an ATAR. It is designed for students undertaking the VCE Vocational Major (VM) pathway. Students who satisfactorily complete Units 1–4 will meet the VCE VM Numeracy requirement.*

# VCE VM: Personal Development Skills - Units 1-4

## Unit 1: Healthy Individuals

Students explore personal identity, emotional intelligence, and pathways to optimal health and wellbeing. They examine technology's impact on health, evaluate the reliability of health information, and plan and implement activities to promote individual and community health.

## Unit 2: Connecting with Community

Students examine citizenship, community engagement, and active participation at local, national, and global levels. They analyse diverse perspectives on community issues and design and implement community engagement activities to address cultural, social, environmental, or economic challenges.

## Unit 3: Leadership and Teamwork

Students develop interpersonal skills, explore leadership styles and ethical leadership, and investigate the characteristics of effective teams. Through practical scenarios and team activities, they evaluate personal contributions and reflect on their own leadership and problem-solving strengths.

## Unit 4: Community Project

Students plan, implement, and evaluate an extended community project addressing a real environmental, cultural, economic, or social issue. They apply project planning skills — including budgeting, timelines, and stakeholder engagement — and present findings to a relevant audience.

### Why would a student choose this subject?

- You want to develop practical life skills in leadership, teamwork, communication, and community engagement.
- You are interested in making a positive difference in your community through real projects and activities.
- You want to strengthen your emotional intelligence, self-awareness, and interpersonal skills.
- You enjoy hands-on, applied learning rather than traditional exam-based study.
- You are pursuing a vocational pathway and want a subject that builds skills valued across all industries and walks of life.

### What types of careers can this subject help prepare you for?

- Trade and Technical Roles
- Vocational and Further Education Pathways
- Community Development Worker
- Counselling and Social Work
- Education Support and Youth Work
- Emergency Services and First Response
- Health Promotion and Wellbeing
- Human Resources and People Management
- Hospitality and Events Management
- Local Government and Public Service
- Mental Health and Allied Health Support
- Nursing and Healthcare Pathways
- Sport, Recreation, and Fitness Coaching

*VCE Vocational Major: Personal Development Skills is not a scored subject and does not contribute to an ATAR. It is designed for students undertaking the VCE Vocational Major (VM) pathway. Students who satisfactorily complete Units 1–4 will meet the VCE VM Personal Development Skills requirement.*

# VCE VM: Work Related Skills - Units 1-4

## Unit 1: Careers and Learning for the Future

Students research employment trends, growth industries, and education pathways to make informed career decisions. They evaluate the reliability of labour market information, set goals for their future, and develop strategies to communicate their career aspirations and research findings.

## Unit 2: Workplace Skills and Capabilities

Students examine transferable and specialist skills valued across industries, exploring employability skills, personal capabilities, and growth mindset. They investigate recruitment and selection processes and develop practical tools — including resumes, cover letters, and mock interview skills — to promote their capabilities.

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

Students examine healthy workplace cultures, work-life balance, employee rights, the National Employment Standards, and workplace diversity and inclusion. They explore grievance procedures, anti-discrimination law, and develop communication, active listening, and professional networking skills for real workplace contexts.

## Unit 4: Portfolio Preparation and Presentation

Students create and present a professional portfolio — physical, digital, or hybrid — that showcases their skills, experiences, and capabilities to employers or education providers. The unit culminates in a panel-style portfolio presentation, followed by self-assessment and identification of areas for future growth.

### Why would a student choose this subject?

- You want to build practical skills for entering the workforce — including resume writing, interview preparation, and professional communication.
- You are interested in exploring career pathways and understanding what employers look for in employees.
- You want to develop a professional portfolio that showcases your skills and experiences to employers or further education providers.
- You enjoy applied, real-world learning that directly connects to your future career and life goals.
- You are pursuing a vocational pathway and want a subject that builds workplace-ready skills valued across every industry.

### What types of careers can this subject help prepare you for?

- Administration and Business Support
- Aged Care and Community Services
- Apprenticeships and Trade Pathways
- Customer Service and Retail Management
- Education and Training
- Health and Allied Health Services
- Vocational and Further Education Pathways
- Hospitality and Events Management
- Human Resources and Recruitment
- Information Technology and Digital Roles
- Local Government and Public Service
- Sales, Marketing, and Communications
- Trade and Technical Roles

*VCE Vocational Major: Work Related Skills is not a scored subject and does not contribute to an ATAR. It is designed for students undertaking the VCE Vocational Major (VM) pathway. Students who satisfactorily complete Units 1–4 will meet the VCE VM Work Related Skills requirement.*

# Appendix A

## VET Sport, Aquatics and Recreation

### SIS30122 Certificate III in Sport, Aquatics and Recreation

Student Handbook | Year 1 & Year 2 | Marian College, Ararat



Delivered in partnership with Marian College by iVET | Training delivered with Victorian & Commonwealth Government funding | ★  
Year 2 contributes to ATAR

|                                                                                  |                  |                                                        |                                                                               |
|----------------------------------------------------------------------------------|------------------|--------------------------------------------------------|-------------------------------------------------------------------------------|
| <b>Qualification:</b> SIS30122 Certificate III in Sport, Aquatics and Recreation | <b>RTO:</b> iVET | <b>Delivery:</b> Face to face — Marian College, Ararat | <b>Duration:</b> 2 Years   443 nominal hours   Year 2 is a scored VET subject |
|----------------------------------------------------------------------------------|------------------|--------------------------------------------------------|-------------------------------------------------------------------------------|

### About This Program

Through the SIS30122 Certificate III in Sport, Aquatics and Recreation, students thoroughly develop the skills and knowledge to deliver sport and recreation services. Students who complete this program develop the ability to work independently in the industry, using their judgement to effectively complete work activities. Selected units cover key areas including recreation session delivery, coaching, technology, officiating, and working with diverse people, providing a strong foundation for whichever direction students take in the industry.

★ Year 2 of this program offers the opportunity to achieve a study score that contributes to a student's ATAR.

Enrolment is with the RTO, iVET — not the school. Training, assessment and accredited AQF certification is provided by iVET.

**Note:** Year 1 is not a scored VET subject. Year 2 is a scored VET subject.

**Units of Competency | Units shown in iVET's standard sequence — subject to change prior to commencement | ~ Cluster \* Assessor industry experience required**

| Year 1 — Units 1 & 2   Marian College, Ararat   Face to Face   6 hrs/week in-class |                                                           |          | Hrs |
|------------------------------------------------------------------------------------|-----------------------------------------------------------|----------|-----|
| Unit Code                                                                          | Unit Name                                                 | Type     | Hrs |
| HLTWHS001                                                                          | Participate in workplace health and safety ~              | Core     | 20  |
| SISXEMR003                                                                         | Respond to emergency situations ~                         | Core     | 20  |
| HLTAID011                                                                          | Provide first aid                                         | Elective | 18  |
| SISXFAC006                                                                         | Maintain activity equipment                               | Core     | 5   |
| SISSPAR009                                                                         | Participate in conditioning for sport                     | Elective | 30  |
| SISXCCS004                                                                         | Provide quality service                                   | Core     | 25  |
| SISOFLD001                                                                         | Assist in conducting recreation sessions *                | Import   | 30  |
| SISXIND011                                                                         | Maintain sport, fitness and recreation industry knowledge | Core     | 50  |
| Total Nominal Hours                                                                |                                                           |          | 198 |

| Year 2 — Units 3 & 4 ★ Scored VET   Marian College, Ararat   Face to Face   4.2 hrs/week in-class |                                                                                      |          | Hrs |
|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|----------|-----|
| Unit Code                                                                                         | Unit Name                                                                            | Type     | Hrs |
| BSBWHS308                                                                                         | Participate in WHS hazard identification, risk assessment and risk control processes | Core     | 50  |
| SISSCO001                                                                                         | Conduct sport coaching sessions with foundation level participants                   | Elective | 50  |
| SISXPLD002                                                                                        | Deliver recreation sessions                                                          | Elective | 60  |
| SISXPLD004                                                                                        | Facilitate groups                                                                    | Elective | 25  |
| Total Nominal Hours                                                                               |                                                                                      |          | 185 |

### Key Information

|                                                                                                                                                                                                       |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Pre-Enrolment Requirements</b> <ul style="list-style-type: none"> <li>Pre-training review required prior to commencement</li> <li>Language, Literacy and Numeracy (LLN) review required</li> </ul> | <b>Work Placement</b> <ul style="list-style-type: none"> <li>No mandatory work placement for this qualification</li> </ul> <b>Job Opportunities</b> <ul style="list-style-type: none"> <li>Recreation Officer</li> <li>Activity Operations Officer</li> </ul> | <b>Support Services</b> <ul style="list-style-type: none"> <li>Trainer support from iVET's experienced teachers during delivery days</li> <li>Speak with your VET coordinator or school contact to access support</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

# Appendix A

## Learning Areas

- Delivery of recreation sessions
- Workplace health and safety
- Conditioning for sport
- Officiating
- Technology in sport, fitness and recreation
- Client service and working with diverse people
- First aid and responding to emergencies

- Sport and Recreation Attendant
- Community Activities Officer
- Leisure Services Officer

## Qualification Outcomes

- Upon satisfactory completion, students may attain the SIS30122 Certificate III in Sport, Aquatics and Recreation
- Where all course requirements are met, a Certificate will be awarded
- Where units are completed but full requirements are not met, a Statement of Attainment may be awarded
- Year 2 study score may contribute to ATAR — subject to satisfactory completion

# Appendix B

## VET Engineering

### MEM20422 Certificate II in Engineering Pathways

Student Handbook | Year 1 & Year 2



Delivered in partnership with your school by AIET (National RTO Code: 121314)

**Qualification:** MEM20422  
Certificate II in Engineering  
Pathways

**RTO:** AIET — National RTO  
Code: 121314

**Delivery:** Face to face — Wednesday — On site at Marian College

### About This Program

This qualification develops trade-like skills and introduces essential engineering practices including welding, machining, and use of engineering tools and equipment. Students work in safe, simulated work environments to gain practical knowledge and enhance employability in engineering or related industries. **This is not a scored VET subject.**

**Enrolment is with the RTO, AIET (121314) — not the school.** Training and assessment and accredited AQF certification is provided by AIET (121314).

### Units of Competency | Units accurate as of 1 August 2026 — subject to change prior to commencement

| Year 1   Wednesday, Face to Face |                                                              | Hrs |
|----------------------------------|--------------------------------------------------------------|-----|
| MEM11011                         | Undertake manual handling                                    | 20  |
| MEM13015                         | Work safely and effectively in manufacturing and engineering | 40  |
| MEM16006                         | Organise and communicate information                         | 20  |
| MEM18001                         | Use hand tools                                               | 20  |
| MEM18002                         | Use power tools/hand held operations                         | 20  |
| MEMPE006                         | Undertake a basic engineering project                        | 80  |
| Total                            |                                                              | 200 |

| Year 2   Wednesday, Face to Face |                                                           | Hrs |
|----------------------------------|-----------------------------------------------------------|-----|
| MEMPE005                         | Develop a career plan for engineering and manufacturing   | 20  |
| MSMENV272                        | Participate in environmentally sustainable work practices | 30  |
| MEM16008                         | Interact with computing technology                        | 20  |
| MEMPE004                         | Use fabrication equipment                                 | 40  |
| MEMPE002                         | Use electric welding machines                             | 40  |
| MEMPE001                         | Use engineering workshop machines                         | 60  |
| Total                            |                                                           | 210 |

### Key Information

#### Pre-Enrolment Requirements

- Pre-training review required
- Language, Literacy and Numeracy (LLN) review required

#### Future Pathways

Students who complete this qualification may articulate into higher nationally recognised qualification levels associated with metal and engineering careers. Students may enter engineering apprenticeships in the areas of mechanical, fabrication, automotive or electrical. Alternative vocational pathways at Diploma and Advanced Diploma or the Bachelor of Engineering and the Associate Degree are available in the higher education sector.

#### Work Placement

- No mandatory work placement for this qualification
- Industry engagement opportunities may be offered — details communicated prior to commencement

#### Support Services

- Trainer support during delivery days
- Access to school LMS and course materials
- Speak with your VET coordinator to access support

#### Qualification Outcomes

- Upon satisfactory completion, students may attain MEM20422 Certificate II in Engineering Pathways
- Where all requirements are met, a Certificate may be awarded
- Where units are completed but not all requirements met, a Statement of Attainment may be awarded
- Qualification is NOT guaranteed
- Employment outcomes cannot be guaranteed

# Appendix C

## VET Building and Construction

22614VIC Certificate II in Building and Construction

Student Handbook | Year 1 & Year 2 | Marian College, Ararat



Delivered in partnership with Marian College by Federation TAFE | RTO Code: 4909 | CRICOS Provider No. 00103D

**Qualification:** 22614VIC Certificate II in Building and Construction (partial completion)

**RTO:** Federation TAFE — RTO Code: 4909

**Delivery:** Face to face — Marian College, Ararat

### About This Program

This qualification is designed to provide students with an introduction to the building and construction industry, with a focus on carpentry. Students develop practical trade skills including safe work practices, use of tools and equipment, reading plans and drawings, and fundamental construction techniques. Delivered by Federation TAFE's vocationally experienced teachers, this program bridges school learning with real-world industry practice.

**Enrolment is with the RTO, Federation TAFE (4909) — not the school.** Training, assessment and accredited AQF certification is provided by Federation TAFE (RTO 4909).

**Note: This is a partial completion — not a full qualification. This is not a scored VET subject.**

**Units of Competency | Units accurate as of 1 September 2026 — subject to change prior to commencement**

| Year 1   Marian College, Ararat |                                                                              | Hrs        |
|---------------------------------|------------------------------------------------------------------------------|------------|
| CPCCWHS1001                     | Prepare to work safely in the construction industry (CI card)                | 6          |
| CPCCOM1014                      | Conduct Workplace Communications                                             | 20         |
| CPCCWHS2001                     | Apply WHS requirements, policies and procedures in the construction industry | 20         |
| VU23320                         | Identify and handle carpentry tools and equipment                            | 100        |
| VU23313                         | Interpret and apply basic plans and drawings                                 | 25         |
| CPCCOM1015                      | Carry out measurements and calculations                                      | 20         |
| <b>Total</b>                    |                                                                              | <b>191</b> |

| Year 2   Marian College, Ararat |                                  | Hrs        |
|---------------------------------|----------------------------------|------------|
| VU23321                         | Perform basic setting out        | 24         |
| CPCCCM2006                      | Apply basic levelling procedures | 8          |
| VU23322                         | Construct a basic sub-floor      | 48         |
| VU23323                         | Construct basic wall frames      | 48         |
| VU23324                         | Construct a basic roof frame     | 40         |
| VU23325                         | Install basic external cladding  | 24         |
| <b>Total</b>                    |                                  | <b>192</b> |

### Key Information

#### Pre-Enrolment Requirements

- Pre-training review required prior to commencement
- Language, Literacy and Numeracy (LLN) review required

#### Future Pathways

- On completion of this program, students may need to complete the remaining third of this certificate before proceeding to the appropriate apprenticeship qualification. The Certificate can lead to apprenticeships, advanced certificates and degree qualifications

#### Work Placement

- No mandatory work placement component for this qualification
- Industry engagement opportunities may be provided — details communicated prior to commencement

#### Qualification Outcomes

- Upon satisfactory completion, students may attain the 22614VIC Certificate II in Building and Construction (partial completion)
- Where units are completed but full requirements are not met, a Statement of Attainment may be awarded
- Qualification is NOT guaranteed — employment outcomes cannot be guaranteed

#### Support Services

- Trainer support from Federation TAFE's vocationally experienced teachers during delivery days
- Speak with your VET coordinator or school contact to access support

# Appendix D

## VET Applied Digital Technologies

ICT20120 Certificate II in Applied Digital Technologies

Student Handbook | Year 1 & Year 2 | Marian College, Ararat



Delivered in partnership with Marian College by iVET | RTO Code to be confirmed | Training delivered with Victorian & Commonwealth Government funding

**Qualification:** ICT20120  
Certificate II in Applied Digital Technologies

**RTO:** iVET

**Delivery:** Face to face —  
Marian College, Ararat

**Duration:** 2 Years | 390  
nominal hours | 4.5 hrs/week  
in-class

### About This Program

The Certificate II in Applied Digital Technologies prepares students for success in digitally connected environments, building practical skills in software applications, cybersecurity awareness, and digital communication. Through real-world projects and problem-solving scenarios, students learn to navigate common digital platforms, manage devices, and apply critical thinking to technical tasks. The course supports exploration of data analysis, digital media, and emerging technologies, complementing existing school curriculum and building pathways into further STEM-focused study or entry-level roles in any industry.

**Note:** This is not a scored VET subject.

**Units of Competency | Units shown in iVET's standard sequence of delivery — subject to change prior to commencement**

| Year 1   Marian College, Ararat   Face to Face |                                                    |            |  | Hrs |
|------------------------------------------------|----------------------------------------------------|------------|--|-----|
| Unit Code                                      | Unit Name                                          | Type       |  | Hrs |
| BSBTEC101                                      | Operate digital devices                            | Elective A |  | 20  |
| BSBWHS211                                      | Contribute to the health and safety of others      | Core       |  | 20  |
| ICTICT213                                      | Use computer operating systems and hardware        | Core       |  | 60  |
| ICTSAS214                                      | Protect devices from spam and destructive software | Elective A |  | 10  |
| ICTSAS218                                      | Obtain and connect hardware peripherals            | Elective A |  | 20  |
| BSBTEC201                                      | Use business software applications                 | Elective A |  | 60  |
| Total Nominal Hours                            |                                                    |            |  | 190 |

| Year 2   Marian College, Ararat   Face to Face |                                                                 |            |  | Hrs |
|------------------------------------------------|-----------------------------------------------------------------|------------|--|-----|
| Unit Code                                      | Unit Name                                                       | Type       |  | Hrs |
| ICTICT214                                      | Operate application software packages                           | Core       |  | 60  |
| BSBTEC202                                      | Use digital technologies to communicate in a work environment   | Core       |  | 20  |
| ICTICT215                                      | Operate digital media technology packages                       | Core       |  | 40  |
| ICTWEB306                                      | Develop web presence using social media                         | Elective A |  | 30  |
| BSBXCS301                                      | Protect own personal online profile from cyber security threats | Elective A |  | 30  |
| BSBSUS211                                      | Participate in sustainable work practices                       | Core       |  | 20  |
| Total Nominal Hours                            |                                                                 |            |  | 200 |

### Key Information

#### Pre-Enrolment Requirements

- Pre-training review required prior to commencement
- Language, Literacy and Numeracy (LLN) review required

#### Job Opportunities

- General Office Assistant
- ICT Help Desk Assistant
- Data Entry Operator
- Digital Media Assistant
- Administrative Support Officer
- Website Content Administrator
- Technical Support Officer
- Junior IT Assistant

#### Work Placement

- No mandatory work placement for this qualification
- Industry engagement opportunities may be provided — details communicated prior to commencement

#### Support Services

- Trainer support from iVET's experienced teachers during
- Speak with your VET coordinator or school contact to access support

#### Qualification Outcomes

- Upon satisfactory completion, students may attain the nationally recognised ICT20120 Certificate II in Applied Digital Technologies
- Where all course requirements are met, a Certificate may be awarded
- Where units are completed but full requirements are not met, a Statement of Attainment may be awarded
- Qualification and employment outcomes are NOT guaranteed