

# Marian College Ararat



**2026 SUBJECT SELECTION HANDBOOK**  
**Year 11 and 12**

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# Selecting your Learning Pathways

There are two certificate courses you can select from;

**Victorian Certificate of Education (VCE), or**

**Victorian Certificate of Education Vocational Major (VCE VM).**

## 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 15th 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 VCE Coordinator.

# 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)

## VCE - Elective Units:

### Religious Education:

Religion and Society

### 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.

Our 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

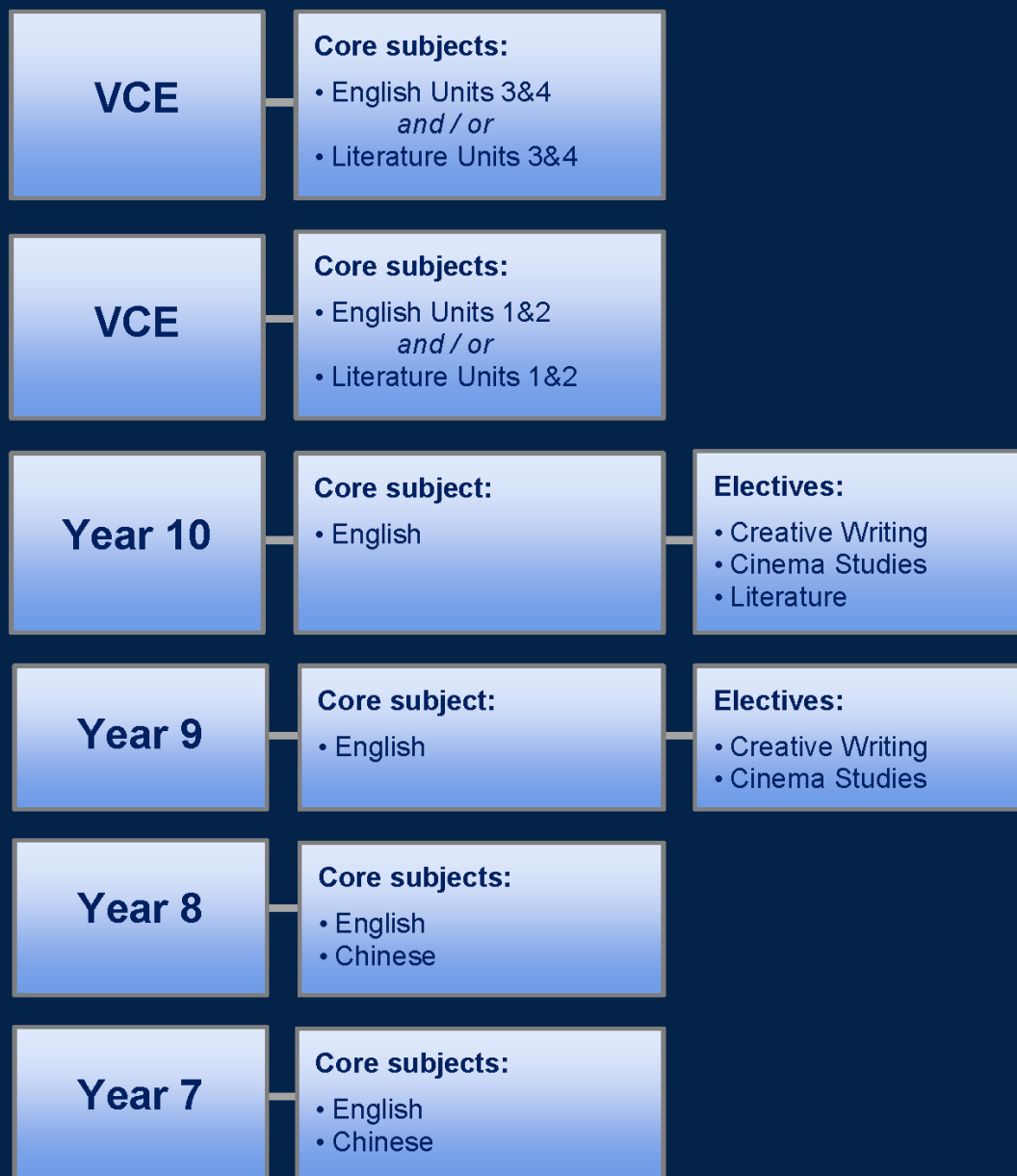
**Unit 4:** Religion, challenge and change



### 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



# 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.



# Literature

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

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

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

- Academia
- Communications
- Digital media
- Editing
- Human Resources
- Journalism or Professional Writing
- Marketing
- Politics
- Public Relations
- Radio or television production
- Screen 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 – Revolutions Units 3&4

**Year 10**

## Core subject:

- Humanities

## Electives:

- Money Talks
- Civil Rights and Freedoms
- Political Crisis: The world at war

## VCE Accelerated subjects:

- Business Management Units 1&2
- Legal Studies Units 1&2

**Year 9**

## Core subject:

- Humanities

## Electives:

- Money Talks
- Civil Rights and Freedoms
- Political Crisis: The world at war

**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 3 - 4

**Unit 3:** Revolutions - Russian Revolution

**Unit 4:** Revolution -- Chinese 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	<b>Electives:</b> <ul style="list-style-type: none"> <li>• Art Making and Exhibiting Units 3&amp;4</li> </ul>
VCE	<b>Electives:</b> <ul style="list-style-type: none"> <li>• Art Making and Exhibiting Units 1&amp;2</li> </ul>
Year 10	<b>Electives:</b> <ul style="list-style-type: none"> <li>• Art</li> <li>• Ceramics</li> <li>• Photography</li> </ul> <b>VCE Accelerated subjects:</b> <ul style="list-style-type: none"> <li>• Art Making and Exhibiting Units 1&amp;2</li> </ul>
Year 9	<b>Electives:</b> <ul style="list-style-type: none"> <li>• Art</li> <li>• Ceramics</li> <li>• Photography</li> </ul>
Year 8	<b>Core subject:</b> <ul style="list-style-type: none"> <li>• Art</li> </ul>
Year 7	<b>Core subject:</b> <ul style="list-style-type: none"> <li>• Art</li> </ul>

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



# MUSIC PATHWAY





# 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

VCE	<b>Electives:</b> <ul style="list-style-type: none"><li>• Drama Units 3&amp;4</li><li>• Theatre Studies Units 3&amp;4</li></ul>
VCE	<b>Electives:</b> <ul style="list-style-type: none"><li>• Drama Units 1&amp;2</li><li>• Theatre Studies Units 1&amp;2</li></ul>
Year 10	<b>Elective:</b> <ul style="list-style-type: none"><li>• Drama</li></ul>
Year 9	<b>Elective:</b> <ul style="list-style-type: none"><li>• Drama</li></ul>
Year 8	<b>Core subject:</b> <ul style="list-style-type: none"><li>• Drama</li></ul>
Year 7	<b>Core subject:</b> <ul style="list-style-type: none"><li>• Drama</li></ul>



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



# 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

# TECHNOLOGY PATHWAY

**VCE**

## **Electives:**

- Product Design & Technology Units 3&4 (Textiles or Wood, Metal & Plastics)
- Systems Technology Units 3&4
- Food Studies Units 3&4

**VCE**

## **Electives:**

- Product Design & Technology Units 1&2 (Textiles or Wood, Metal & Plastics)
- Systems Technology Units 1&2
- Food Studies Units 1&2

**Year 10**

## **Electives:**

- Computer Aided Design
- Asian Foods
- Survival Foods
- Food for Fitness
- My Kitchen Hamper
- Textiles
- Furniture Making
- Systems-Mechatronics Advanced
- Digital Media

## **VCE Accelerated subjects:**

- Product Design & Technology Units 1&2 (Textiles or Wood, Metal & Plastics)
- Systems Engineering Units 1&2
- Food Studies Units 1&2

**Year 9**

## **Electives:**

- Computer Aided Design
- Digital Media
- Systems-Mechatronics
- Metal
- Wood
- Textiles
- Cooking for Celebrations
- Multicultural Cooking

**Year 7  
and  
Year 8**

## **Core subjects:**

- Digital Technology
- Home Economics
- Textiles
- Wood, Metal & Plastics

# 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

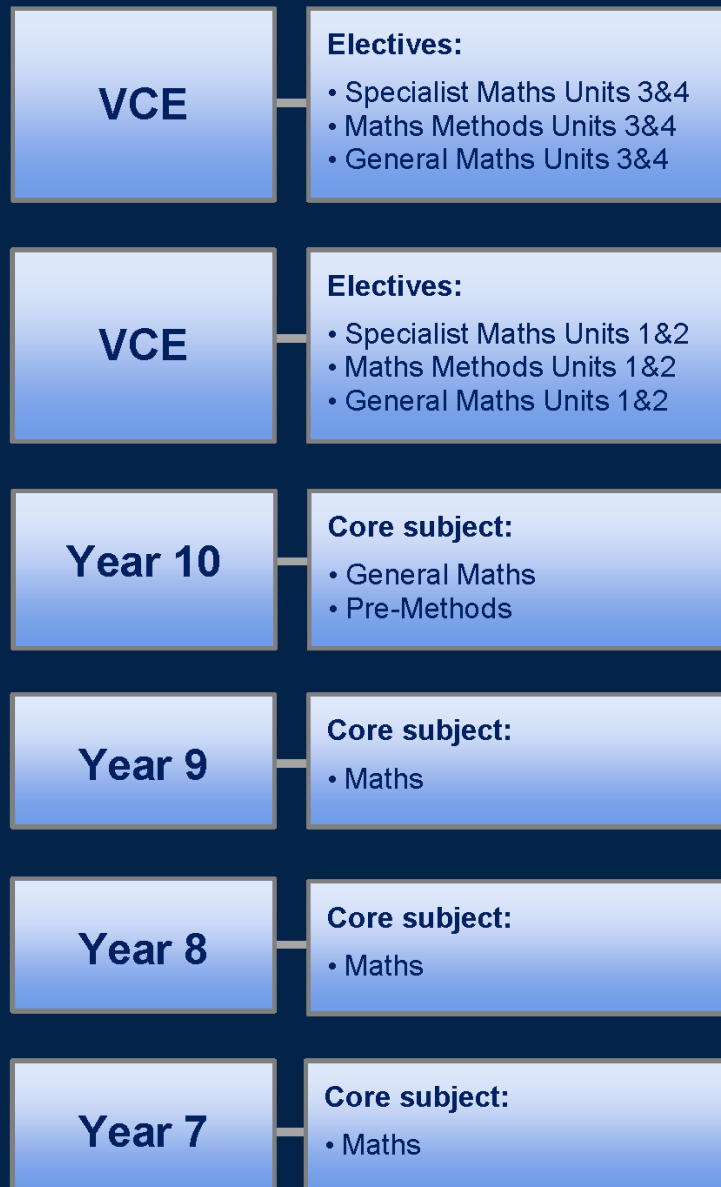
### Why would a student choose this subject?

- 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



# 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

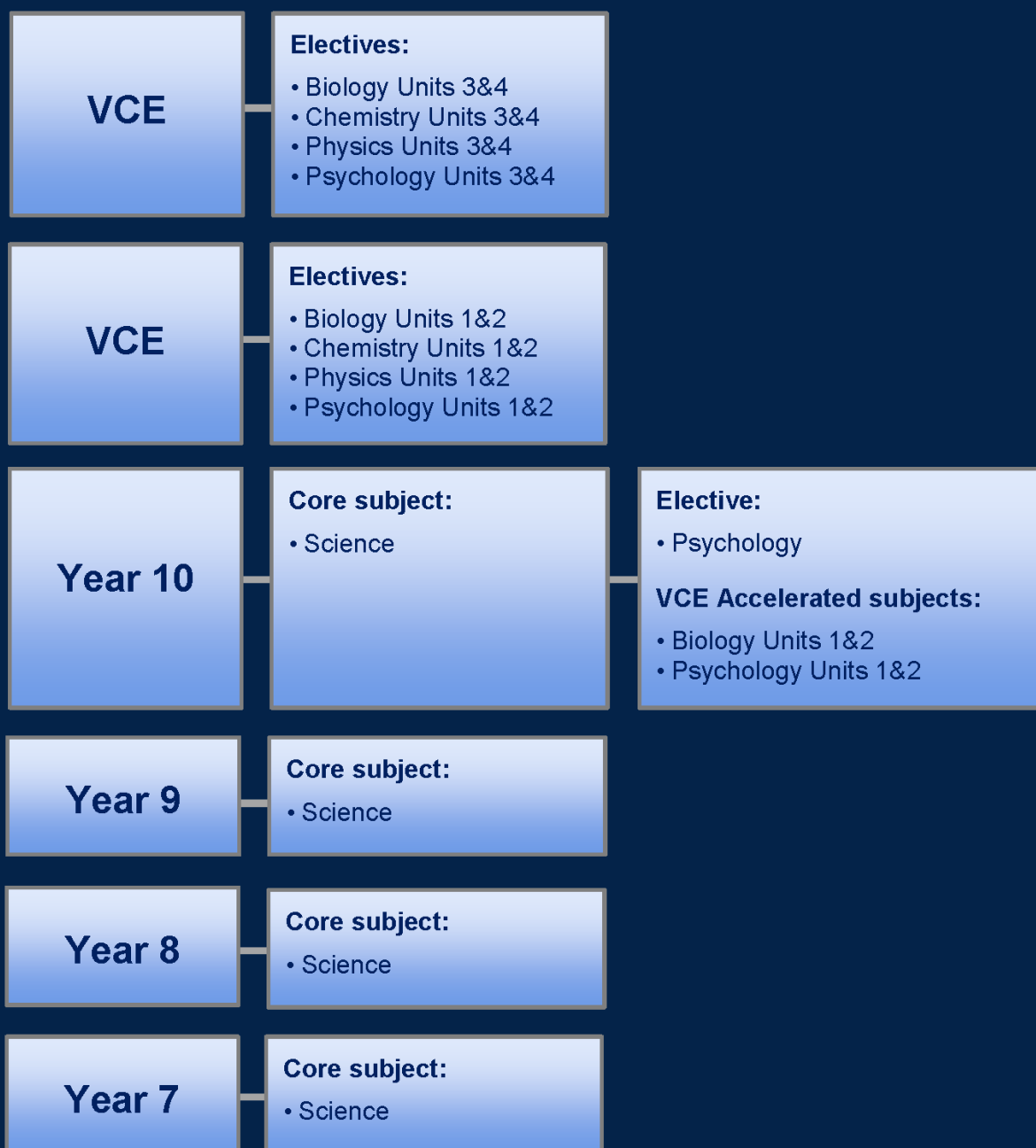
Specialist Mathematics Units 3 and 4 consist of the areas of study: ‘Algebra, number and structure’, ‘Calculus’, ‘Data analysis, probability and statistics’, ‘Discrete mathematics’, ‘Functions, relations and graphs’, and ‘Space and measurement’.

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



# Biology

The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life forms maintain and ensure their continuity. An understanding of the complexities and diversity of biology provides students with the opportunity to appreciate the interconnectedness of concepts and areas both within biology, and across biology and the other sciences.

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?

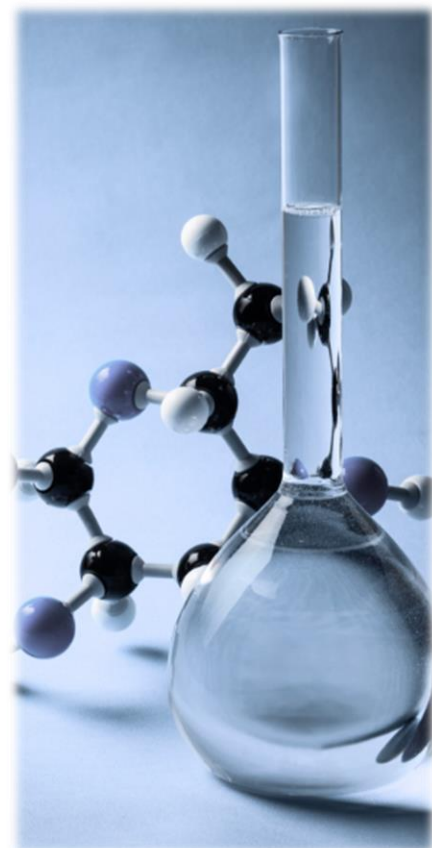
- |                     |                         |
|---------------------|-------------------------|
| • Agriculture       | • Engineering           |
| • Chemical Engineer | • Environmental Science |
| • Dietetics         | • Forensics             |
| • Horticulture      | • Medicine              |
| • 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



VCE Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour. Psychology applies a biopsychosocial approach to the systematic study of mental processes and behaviour. Biological perspectives focus on how physiology influences individuals through exploring concepts such as hereditary and environmental factors, nervous system functioning and the role of internal biological mechanisms. Psychological perspectives consider the diverse range of cognitions, emotions and behaviours that influence individuals. Within the social perspective, factors such as cultural considerations, environmental influences, social support and socioeconomic status are explored.

## 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?

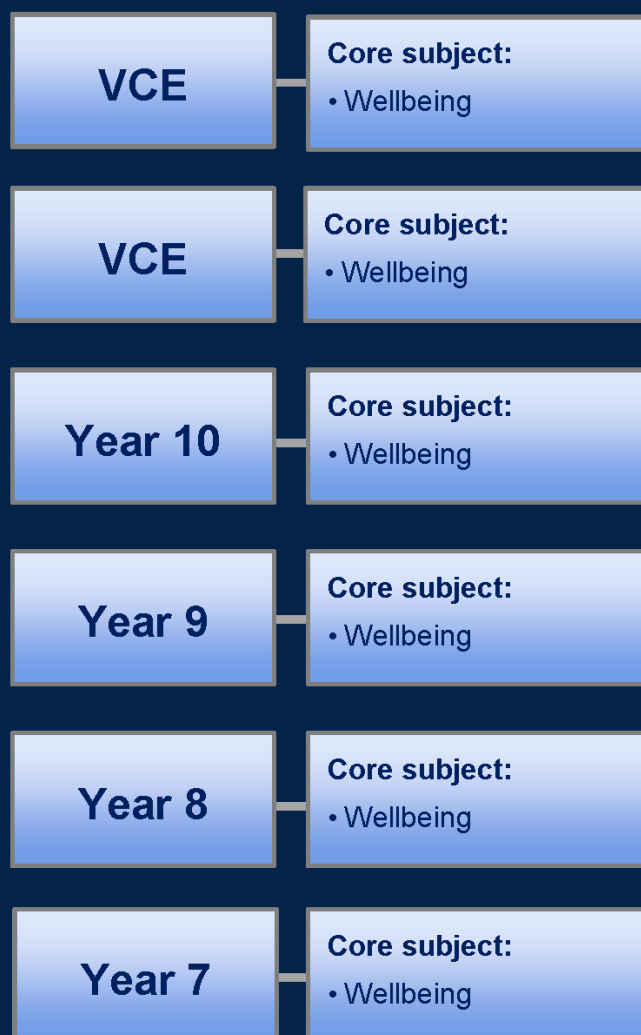
### Why would a student choose this subject?

- 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
- Educational Psychology
- Sport and Exercise Psychology
- Clinical Psychology
- Health Psychology
- Counselling Psychology

# WELLBEING PATHWAY



# Wellbeing

## 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.”



# 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 Skills - Maths
- Personal Development Skills - Interpersonal and Community Skills
- Work Related Skills - OH&S and Work Placement Skills

## VM SUBJECT LIST

LITERACY

NUMERACY

PERSONAL DEVELOPMENT SKILLS

WORK RELATED 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

## VCE-VM LITERACY UNIT 1 & 2 (YEAR 11)

### Unit 1

- Literacy for personal use
- Understanding and creating digital texts

### Unit 2

- Understanding issues and voices
- Responding to opinions

### Satisfactory Completion

The award of satisfactory completion for each unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

All assessments for Unit 1 and 2 are school based.

## VCE-VM LITERACY UNIT 3 & 4 (YEAR 12)

### Unit 3

- Accessing and understanding informational, organisational and procedural texts
- Creating and responding to organisational, informational or procedural texts

### Unit 4

- Understanding and engaging with literacy for advocacy
- Speaking to advise or to advocate

### Satisfactory Completion

The award of satisfactory completion for each unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

All assessments for Unit 3 & 4 are school based.





# VCE VM Numeracy

## VCE-VM NUMERACY UNIT 1 & 2 (YEAR 11)

This unit provides students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplaces, personal, further learning and community settings relevant to contemporary society.

### Satisfactory Completion

The award satisfactory completion for each unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

All assessments for Unit 1 and 2 are school based.

## VCE-VM NUMERACY UNIT 3 & 4 (YEAR 12)

These units provide students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplaces, personal, further learning and community settings relevant to contemporary society.

### Satisfactory Completion

The award of satisfactory completion for each unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

All assessments for Unit 3 and Unit 4 are school based.





# VCE VM Personal Development Skills

## VCE-VM PERSONAL DEVELOPMENT SKILLS

### UNIT 1 & 2 (YEAR 11)

#### Unit 1: Healthy Individuals

- Personal identity and emotional intelligence
- Community Health and wellbeing

#### Unit 2: Connecting with Community

- What is community?
- Community cohesion
- Engaging and supporting community

#### Satisfactory Completion

The award of satisfactory completion for each unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

All assessments for Unit 1 and 2 are school based.

## VCE-VM PERSONAL DEVELOPMENT SKILLS

### UNIT 3 & UNIT 4 (YEAR 12)

#### Unit 3: Leadership and Teamwork

- Social awareness and interpersonal skills
- Effective leadership
- Effective teamwork

#### Unit 4: Community Project

- Planning a community project
- Implementing a community project
- Evaluating a community project

#### Satisfactory Completion

The award of satisfactory completion for each unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

All assessments for Unit 3 and 4 are school based



# VCE VM Work Related Skills



## VCE-VM WORK RELATED SKILLS

### UNIT 1 & 2 (YEAR 11)

#### Unit 1: Careers and learning for the future

- Future Careers
- Presentation of career and education goals

#### Unit 2: Workplace skills and capabilities

- Skills and capabilities for employment and further education
- Transferable skills and capabilities

#### Satisfactory Completion

The award of satisfactory completion for each unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

All assessments for Unit 1 and Unit 2 are school based.

## VCE-VM WORK RELATED SKILLS

### UNIT 3 & 4 (YEAR 12)

#### Unit 3: Industrial relations, workplace environment and practice

- Workplace wellbeing and personal accountability
- Workplace responsibilities and rights

#### Unit 4: Portfolio preparation and presentation

- Portfolio development
- Portfolio presentation

#### Satisfactory Completion

The award of satisfactory completion for each unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

All assessments for Unit 3 and Unit 4 are school based.

# Vocational Education and Training (VET)

## VET SUBJECTS

### Marian College – timetabled within traditional VCE timetable

#Certificate III in Sport, Aquatics and Recreation

Scored

### Marian College - Wednesday (Cluster)

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

### Stawell Secondary College - Wednesday (Cluster)

Certificate II in Automotive Vocational Preparation

Certificate II in Agriculture

Certificate II in Salon Assistant

### Ararat College - Wednesday (Cluster)

#Certificate III in Health Services Assistance

#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.***