



**Galen**  
Catholic College

**20  
26**



# **VCE, VM & VET** Course Guide

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# Foreword

## Choosing a Senior Studies pathway

Senior studies at Galen provide great flexibility to cater to a variety of student interests and career pathways. Students may choose to complete only Victorian Certificate of Education (VCE) units, VCE units combined with Vocational Educational and Training (VET) modules, or the Vocational Major (VM). They can also include University studies (called Extension Studies) or complete a School Based Apprenticeship and Traineeship (SBAT) with their VCE or VCE Vocational Major. In Years 11 and 12 students have the flexibility to study a course that suits their own interests and needs.

Homeroom Mentors, House Leaders, Learning Area Leaders, the Careers and Further Education Coordinator, as well as subject teachers, are all available to clarify and advise students in this process.

## Contacts

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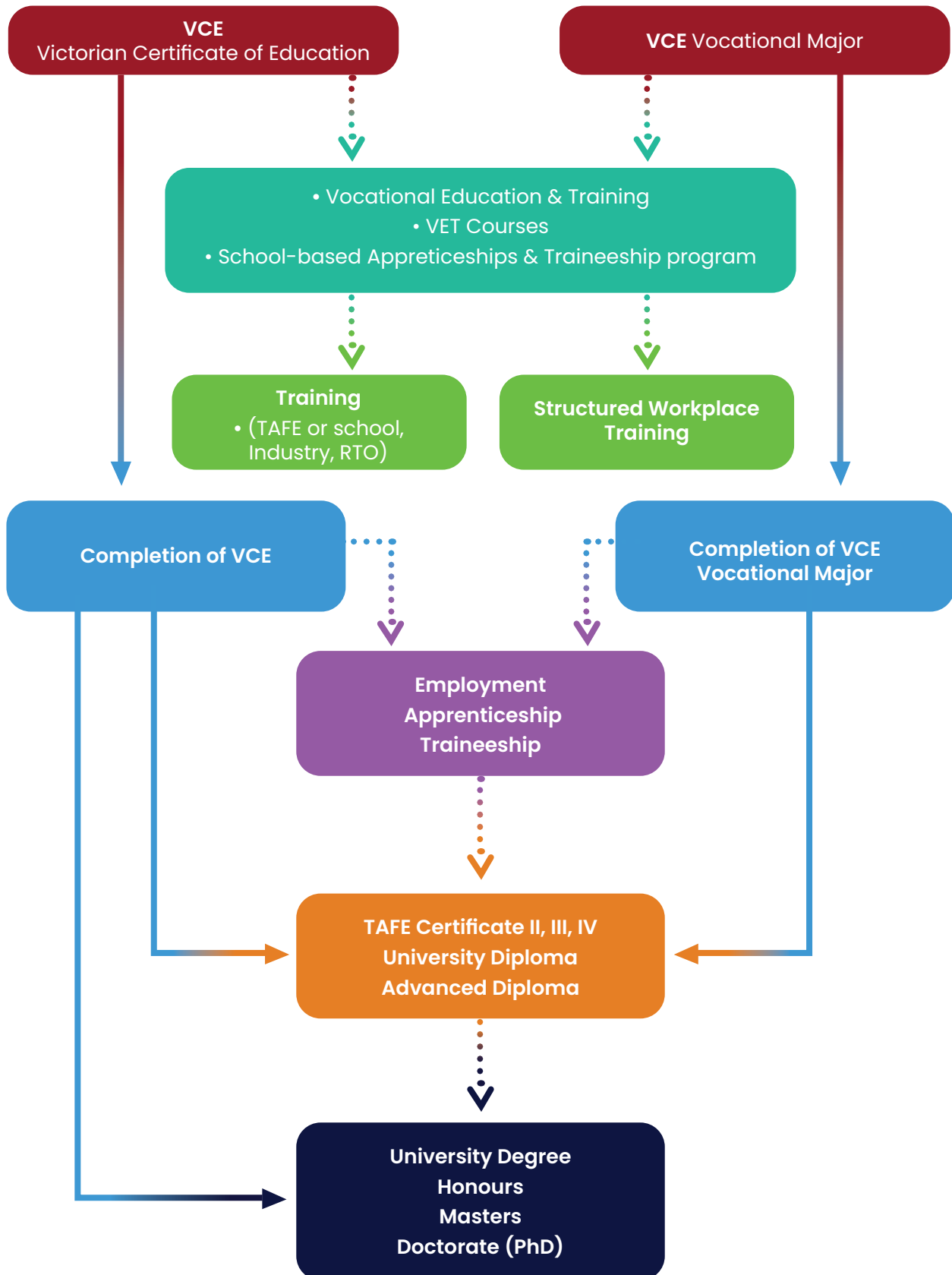
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# Learning Pathways

## SENIOR SCHOOL CERTIFICATES



# Which program is best for me?

Before choosing a course, students need to carefully think about a number of issues that will affect the studies they choose:

- What subjects am I good at?
- What subjects do I enjoy?
- What are my career interests?
- Do I want or need to do a tertiary course?
- What tertiary course am I interested in?
- What prerequisites do I need to enrol in this course?
- What subjects are done in the first year of this course?
- Would I be best to get some background in these in Years 11 & 12?
- What are the abilities and skills required in the subjects I may choose?
- Do I want to enter the workforce soon?
- What skills do I need? What units does Galen offer?
- What are the requirements to complete my VCE/VCE VM?
- Should I consider a VET course or an SBAT Program?

Once you have identified your career interests and have a realistic idea of your abilities you will need to draft a program which meets your study requirements.

## Drafting a program

Drafting a program for Years 11 and 12 is complex. Steps in the process include assisting students in the organisation of a work experience placement followed by students researching jobs in the Job Guide. Students also have Occupational Health and Safety Modules relevant to their chosen career path.

Further steps include:

- Considering whether to choose to do VCE, VCE with a VET or SBAT option, or VM in conjunction with an SBAT or VET program (with work placement built into the year).
- Drafting preliminary subject selections, in consultation with your parents.
- Final selection of subjects for the two years of senior studies, with the assistance of Homeroom Mentors and others.

The relevant Year 10 teacher or VCE teacher must approve any Unit 3/4 selections made by students entering Year 11. Your Maths teacher for example, will make recommendations regarding your Maths choices in Years 11 and 12. Further counselling may be given to individual students after the interviews early in Term 3.



# Victorian Certificate of Education (VCE)

VCE is one way for students to complete their senior studies. It provides a pathway to further study at university or TAFE and to the world of work.

Students choose to combine VCE units to form a program usually with a particular focus, such as:

- Sciences
- Business Studies
- Health and Personal Development
- Humanities
- Mathematics
- Performing Arts
- Physical Sciences
- Technology
- Visual Arts

As Galen Catholic College is a Catholic school, it is mandatory for all students to complete a Religious Education component in Year 11 and Year 12. Our aim is to prepare and motivate students for the adventure of life by exploring contemporary issues that encourage and invite students to include a Christian perspective in their decision making. Students will be encouraged to be courageous enough to embrace their innate curiosity and question the way things are in a pluralist society.

- Further to this the VCE makes it compulsory to study English or English Language or Literature at both Year 11 and Year 12. The usual total of 22 VCE Units over two years is then filled with elective choices.

# Assessment of the VCE

All VCE subjects will be assessed by the school through a schedule of School-assessed Coursework or School-assessed Tasks, which are then moderated by each student's performance on the external VCE Exams to enable the calculation of a study score.

## How are my VCE results reported to me?

If you are taking Units 1 and 2 only, you will receive a Statement of Results through your school. If you are taking Units 3 and 4, the Statement of Results will be mailed to you by the VCAA in December.

The Statement of Results will indicate whether or not you gained an 'S' (Satisfactory) or 'N' (Not satisfactory) for every unit you enrol in – Units 1, 2, 3 and 4.

Your assessments for School-assessed Coursework, School-assessed Tasks and the examinations will be reported as a grade from A+ to E at the end of the year.

If you achieve two or more graded assessments and receive 'S' for both Units 3 and 4 in a study you will receive a study score. The study score is calculated on a scale 0–50 and is a measure of how well you performed in relation to all others who took the study.

Study Scores lower than 20 are reported as <20. You will also receive a certificate if you have satisfied the requirements for graduating with the VCE.



# Australian Tertiary Admission Rank (ATAR)

The VCAA calculates your study score from the three graded assessments in each Unit 3/4 study. The maximum score for each study is 50.

The Victorian Tertiary Admissions Centre (VTAC) uses the study scores to calculate your Australian Tertiary Admission Rank, or ATAR. VCE VET programs and Extension Studies (VTAC refers to them as Enhancement Studies) can also be used to calculate your ATAR.

The ATAR is used as the primary source of selection in many tertiary courses. The remaining course selection authorities use a range of criteria that may include the ATAR and folio presentations, auditions, interviews etc.

The ATAR is developed by comparing students across all of their studies and involves a statistical treatment (or scaling) of study scores, converting them to ATAR subject scores. This means that all studies are treated equally, allowing them to be added together to derive an aggregate that is then converted into an ATAR.

For further information about scaling or the ATAR, please see the VCE Leader, or visit the following link: [VCE ATAR](#)

VET courses can be included in student's VCE selections. Please refer to the VET section in this guide for further information about current Galen VET offerings.

# Extension Studies

Extension Studies are university subjects taken with the VCE. If you are a high achiever and looking for an additional challenge, they are a great way to extend your interest in a subject a step beyond the VCE. They are not VCE units and cannot be counted as part of the 16 units needed for satisfactory completion of the VCE. These extension studies may however, be used as a 5th or 6th subject 10% increment when the ATAR is calculated.

## Victorian School of Languages and Virtual School Victoria

Victorian School of Languages and Virtual School Victoria (VSL/VSV) programs are designed to meet the educational needs of students whose circumstances prevent them from accessing courses at regular schools. While many students are travelling, ill or find regular schooling difficult, many others use VSL/VSV to enrol in one or two subjects that they cannot access in their regular school. In many cases, students wishing to enrol for courses through VSL/VSV must meet eligibility criteria.

For information/applications for enrolment for Extension Studies and VSL/VSV, please see the VCE Leader or these websites/links:  
[www.vsl.vic.edu.au](http://www.vsl.vic.edu.au) and [www.vsv.vic.edu.au](http://www.vsv.vic.edu.au)

# VCE Vocational Major

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The purpose of the VCE VM is to provide students with an applied learning approach to achieve their personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and
- empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

## VCE – Vocational Major – The applied learning program

**Outline:** The Vocational Major gives student's 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. Vocation Major's flexibility enables students to undertake a study program that suits their interests and learning needs.

### Literacy

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



**Unit 1** – Literacy for personal use and understanding and creating digital texts

**Unit 2** – Understanding issues and voices and responding to opinions

**Unit 3** – Accessing and understanding informational, organisational, and procedural texts

**Unit 4** – Understanding and engaging with literacy for advocacy and speaking to advise or to advocate

## **Numeracy**

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks that are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

The contexts are the starting point and the focus, and are framed in terms of personal, financial, civic, health, recreational and vocational classifications. These numeracies are developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

## **Work Related Skills**

This study examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students develop a broad understanding of workplace environments and the future of work and education, to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

**Unit 1** – Future careers and presentation of career and education goals

**Unit 2** – Skills and capabilities for employment and further education and transferable skills and capabilities

**Unit 3** – Workplace wellbeing and personal accountability, workplace responsibilities and rights and communication and collaboration

**Unit 4** – Portfolio development

## Personal Development Skills

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

**Unit 1** – Personal identity and emotional intelligence, community health and wellbeing, and promoting a healthy life.

**Unit 2** – What is community, community cohesion, and engaging and supporting community.

**Unit 3** – Social awareness and interpersonal skills, effective leadership and effective teamwork.

**Unit 4** – Planning, implementing and evaluating a community project.

## Assessment of VCE Vocational Major Studies

Each VCE VM unit of study has specified learning outcomes. The VCE VM studies are standards-based. All assessments for the achievement of learning outcomes, and therefore the units, are school-based and assessed through a range of learning activities and tasks.

Unlike other VCE studies there are no external assessments of VCE VM Unit 3–4 sequences, and VCE VM studies do not receive a study score. If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

***The VCE VM studies do not contribute to the ATAR.***

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

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

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



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

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

Students are required to undertake structured workplace learning as part of the Vocational Major program. This occurs in blocks of time one/two times throughout the year. Through participating in Structured Workplace Learning students gain industry experience along with exposure to potential future employers.

## VCE Vocational Major graduation requirements

Upon satisfactory completion of the VCE VM, students receive recognition through the appellation of 'Vocational Major' on their Victorian Certificate of Education and a Statement of Results.

Successful completion of VET units of competency are recognised by additional statements of attainment or certificates provided by the Registered Training Organisation.



# Galen Sports Education Pathway (GSEP)

At Galen Catholic College, Wangaratta, we take pride in fostering sporting excellence and empowering students to reach their full potential. Our Sports Education Pathway inspires students to strive for personal excellence, demonstrate respect for teammates, officials, and competitors, and grow through engaging, passion-driven learning experiences. Through this dynamic two-year program, students develop the skills, values, and confidence to excel both in sport and in life.

## Curriculum

### Year 11 (Year 1)

- SIS30115 Certificate III in Sport and Recreation Unit 1 & 2
- VCE VM Literacy Unit 1 & 2
- VCE VM Numeracy Unit 1 & 2
- VCE VM Personal Development Unit 1 & 2
- VCE VM Work Related Skills Unit 1 & 2
- High performance sport training
- Structured workplace learning

### Year 12 (Year 2)\*

- SIS30115 Certificate III in Sport and Recreation Unit 3 & 4
- VCE VM Literacy Unit 3 & 4
- VCE VM Numeracy Unit 3 & 4
- VCE VM Personal Development Unit 3 & 4
- VCE VM Work Related Skills Unit 3 & 4
- High performance sport training
- Structured workplace learning

*\* Entry into the second year is conditional upon successful completion of all Year 11 subjects.*





## Selection Criteria

Selection for the Galen Sports Education Pathway is based on the following criteria:

- Evidence of academic ability to pursue Vocational Major and Certificate III Sport & Rec.
- Display a strong passion for sport.
- Participate in social/competitive sport within the community.
- Involvement and performance in regular Physical Education classes.
- General conduct and ability to demonstrate mutual respect to peers and staff.
- Ability to uphold Galen Catholic College's Discipline and Uniform Policies.

## Outcomes

After successful completion of the program, students may be eligible to apply for a Diploma course, which can then lead to further tertiary studies such as:

- Diploma of Health Science
- Diploma of Sports Development

## Suitable for students who

- Love passion based learning
- Want to complete Year 12 studies, without the need for an ATAR
- Want to develop skills in areas such as leadership, team work and communication and have workplace experience.



# Vocational Education & Training (VET)

VET (Vocational Education Training) in the VCE/VCE Vocational Major program combines general VCE studies with vocational training. VET in the VCE/VCE Vocational Major is designed to provide a more vocational VCE; to expand opportunities for senior secondary students; to link schools to industry and training providers; to help meet the needs of industry and to prepare young people for the workplace of the future.

VET subjects have equal status in the VCE with all other VCE subjects. A VET subject may offer scored assessment, in the form of a written examination, and provide a study score (selected programs only – referred to as VCE VET). Most courses count as a full VCE sequence, i.e. Units 1–4.

It is a requirement of some VET courses that students participate in Structured Workplace Learning. This can be aligned to the course being studied and may have to be undertaken in the student's own time. Competency in a VET subject is based on successfully completing units of work and a set number of hours. On completion of the VET course a stand-alone, industry recognised certificate, or Statement of Attainment (accredited Australia wide) is awarded to the student.

Successful completion of a VET subject in the VCE/VCE Vocational Major program provides students with:

Two qualifications: a VCE/VCE Vocational Major and a VET Certificate issued by a Registered Training Organisation (RTO)

Two Statements of Results giving details of units completed in the VCE/VCE Vocational Major and modules/units of competence completed in VET

A potentially enhanced Australian Tertiary Entrance Rank (ATAR) which can improve access to higher education

The ability to move into further vocational education and training courses

Possible workplace experience including structured workplace training

Delivery of a program is undertaken by an RTO, (TAFE Institute, private provider or school), or by Galen under the auspice of an RTO.

All VET courses attract an additional course cost per student per year. Students may be expected to pay for their own tools, protective clothing and equipment. Fees incurred are different for each course and change from year-to-year. For further information regarding external VET fees, please speak to the VET Coordinator.

**“VET expands opportunities for senior students in industry and training. It helps to prepare them for the workplace of the future.”**

## The value of VET

### **Students value VET in the VCE/VCE Vocational Major programs because it:**

- Allows them to combine general and vocational studies which, for many, provides a practical learning experience.
- Gives them direct experience of business and industry, which employers value.

### **Employers value VET in the VCE/VCE Vocational Major program because it:**

- Contributes to the development of entry level skills for industry
- Provides students with a practical and focused introduction to workplace requirements
- Enables employers to use the program for selection purposes
- Enables industry to influence educational programs in schools
- Provides useful training and supervisory experience for existing employees
- Enables industry to participate in local community networks

## Proposed VET courses offered at Galen for 2026 include:

Agriculture  
Building & Construction  
Engineering  
Hospitality – Cookery  
Information Technology  
Music Industry Performance  
Sport and Recreation  
Wine Operations

### **VET FEES**

Please see VET Leader Trent Allan regarding VET subject costs.

Important note – VET Fees are charged in addition to tuition fees. Invoices will be emailed to fee payers in March 2026 and are due by 30 June 2026.

Please note that after 28 February 2026 there are no refunds on VET Fees.

# 2026 VET Program Summary

<b>COURSE</b>	<b>UNITS over 2 years</b>	<b>EXAM</b>	<b>ATAR</b>	<b>COST Prices are indicative for 2026</b>
<b>Certificate II in Agriculture</b>	Units 1 - 4	No	Students who receive a units 3 and 4 sequence will be eligible for an increment towards their ATAR (10% of the lowest study score of the primary four studies).	\$225 per year
<b>Certificate II in Building and Construction Pre-apprenticeship</b>	Units 1 - 6	No	Students who receive a units 3 and 4 sequence will be eligible for an increment towards their ATAR (10% of the lowest study score of the primary four studies).	\$330 1st year \$225 2nd year \$225 3rd year
<b>Certificate II in Hospitality - Cookery</b>	Units 1 - 4	Yes	Can be one of primary 4 subjects contributing to the ATAR score Scored Assessment	\$463.50 1st year \$252 2nd year
<b>Certificate II in Engineering</b>	Units 1 - 4	Yes	Can be one of primary 4 subjects contributing to the ATAR score Scored Assessment	\$463.50 per year
<b>Certificate III in Information and Technology</b>	Units 1 - 4	Yes	Can be one of primary 4 subjects contributing to the ATAR score Scored Assessment	\$386 1st year \$345 2nd year
<b>Certificate III in Music (Performance)</b>	Units 1 - 4	Yes	Can be one of primary 4 subjects contributing to the ATAR score Scored Assessment	\$139 per year
<b>Certificate II in Salon Assistant/Hairdressing</b>	Units 1 - 4	No	Students who receive a units 3 and 4 sequence will be eligible for an increment towards their ATAR (10% of the lowest study score of the primary four studies).	\$716 1st year \$227 2nd year
<b>Certificate III Screen and Media</b>	Units 1 - 4	Yes	Can be one of primary 4 subjects contributing to the ATAR score Scored Assessment	\$135 per year
<b>Certificate III in Sport and Recreation</b>	Units 1 - 4	Yes	Can be one of primary 4 subjects contributing to the ATAR score Scored Assessment	\$600 1st year \$500 2nd year
<b>Certificate II in Wine Operations</b>	Units 1 - 4	Yes	Can be one of primary 4 subjects contributing to the ATAR score Scored Assessment	\$225 per year

# School Based Apprenticeship & Traineeship Program (SBAT)

School Based Apprenticeships and Traineeships (SBATs) were introduced as a pathway within Vocational Education and Training in Schools (VET). They are available to secondary school students over 15 years of age who are enrolled in the Victorian Certificate of Education (VCE) or the Victorian Certificate of Education-Vocational Major (VCE-VM).

An SBAT offers students the option of combining part-time employment, school and training. The program is undertaken under a training contract with an employer, who has a Training Plan signed by the school and is formally registered with the Victorian Registration and Qualifications Authority (VRQA) and leads to a nationally recognised qualification.

An SBAT forms an integral part of the student's school learning program and study timetable and one day of the normal school week must be spent in employment and/or structured training as an apprentice or trainee. Schools should only endorse a Training Plan for a SBAT under these circumstances.

Endorsement of the Training Plan by the school will indicate that it is undertaking responsibility to enrol the student on Victorian Assessment Software System (VASS) so that credit for the training within VCE or VCE-VM can be given to the student.

Like other VET offerings, the vocational training components of SBATs also contribute credit towards a senior secondary certificate. Many school based apprentices and trainees move on to a full-time contract with their employer after leaving school, while others choose to continue their education and training at a Registered Training Organisation or university.

Because there is a wide range of opportunities at Galen, we work with individual students to meet their skills, interests and career goals.

Students can not select a SBAT as an elective option. Students need to select all electives, once a SBAT has been secured Learning Leaders and the Careers and Further Education Coordinator will work with the student to adjust their classes.

For more information about the SBAT program, please visit the [VCAA website](https://www.vcaa.vic.edu.au) or speak to the Careers and Further Education Coordinator Co-ordinator, Mr Rob Walker.



# Year 11 Religious Education

All Year 11 students are required to complete Religious Education. This includes students studying VCE, VM & VET subjects.

## Option 1:

**Religion and Society** Units 3 & 4. Chosen as one of the five VCE subjects.

This subject has an allocation of 9 periods over the fortnight. This subject would appeal to students interested in humanities and particularly compliments other history subjects. Students will have study periods instead of the school-based Religious Education Classes.

## Option 2:

Choose one of the following selections outlined. This subject is in addition to VCE, VM & VET. Each of these subjects are conducted over 5 periods a fortnight. It is recommended that students select from their area of interest, however it is important to note that students duplicating VCE units will only receive credit for one of these units.

**Religion and Ethics** (Unit 2: VCE Religion and Society) In this subject, students will learn how to decide what is right or “good” in different situations and how people make decisions based on their beliefs, culture, and religious traditions. The study of ethics involves analysing arguments, reasoning, and cultural backgrounds that shape moral judgments.

**Religion and Art** (Unit 2: Art Creative Practice): In this subject students will investigate the ways in which religion and religious ideas are presented in different art forms and identify the historical and social concerns of the time. Students will identify the potential for personal religious experience through engaging in and reflecting on the arts. Religion & Art completes all requirements for VCE Unit 2: Art Creative Practice.

**Community Service Social Justice (CSSJ)** As Christians we are called to serve others. CSSJ is a School-Based RE program. Students explore various social justice issues prevalent in our society so that they may create awareness in the wider community. They are required to complete community service within school partnership programs.

**Faith Leadership** Faith Leadership is a youth ministry style program. The Year 11 course builds on the Year 10 course, but completing the Year 10 course is not a prerequisite. Students are encouraged to lead the school community in faith events, social justice and in the development of Catholic identity throughout the school. Students work with the Parish to develop strong liturgical relationships and to be a voice in the community.

# Year 12 Religious Education

All Year 12 students are required to complete Religious Education. This includes students studying VCE, VM & VET subjects.

## Option 1:

**Religion and Society** Units 3 & 4. Chosen as one of the five VCE subjects.

This subject has an allocation of 9 periods over the fortnight. This subject would appeal to students interested in humanities and particularly compliments other history subjects. Students will have study periods instead of the school-based Religious Education Classes.

## Option 2:

**The Human Journey**. This subject is in addition to VCE, VM & VET.

This subject has an allocation of 4 periods over the fortnight.

## Option 3:

**Faith Leadership**. This subject is in addition to VCE, VM & VET.

This subject extends upon Faith Leadership from Year 11 and has an allocation of 4 periods over the fortnight.





# The Human Journey

In Year 12 Religious Education, our aim is to prepare and motivate students for the adventure of life by exploring contemporary issues that encourage and invite students to include a Christian perspective in their decision making. Students will be encouraged to be courageous enough to embrace their innate curiosity and question the way things are in society.

## The Human Journey Unit Overviews

### **Year 12 Retreat: The Mountain and the River**

The Year 12 Retreat is a three-day program designed to provide an opportunity for students to develop and consolidate their relationships with both their peers, teachers and our Catholic story. The program is a combination of personal, social and spiritual activities aimed at building a capacity to take an active and positive place in the world. The Retreat program forms an integral part of fulfilling the Graduate Outcomes for all students at the College.

### **Unit 1: Professional Communication**

Effective communication is the key to successful practice in many disciplines. This unit introduces students to the importance of open and effective communication and interactional practices that are common to all workplaces. Students explore different forms of communication alongside people styles as a means of understanding sources of misunderstanding and how a knowledge of people styles can help how we communicate with others.

### **Unit 2: Mind, Body and Soul**

This subject explores the science of the factors that enable individuals to operate at the peak of their potential; including how to participate in more engaging activities, how to live healthier, be more resilient, have more satisfying relationships and lead more productive and fulfilling lives. The subject will explore teachable skills and pathways for cultivating wellbeing and mindfulness in their lives.

### **Unit 3: Community Engagement**

This unit explores education and how community engagement can reinforce and support and heighten student engagement and success. Students join a junior classroom and mentor young people to improve their school work, liaising with the class teacher to support the needs of the class group.

#### **Unit 4: Cultural Awareness**

Cultural awareness is the foundation of communication and it involves the ability of standing back from ourselves and becoming aware of our cultural values, beliefs and perceptions. Students deepen their relationship and understanding of the indigenous culture of the Pangerang people of the Yorta Yorta nation whilst recognising the continuing connection of all Aboriginal and Torres Strait Islander peoples to their Country.

#### **Unit 5: The Art of Ethical Thinking**

Students are introduced to the Catholic approach to ethical thinking as well as exploring various other ethical approaches. They will be introduced to various philosophers so that they come to an understanding of different schools of thought throughout society.

#### **Unit 6: Positive Ethical Leadership**

This unit contributes to the development of ethical leaders with a commitment to the common good. In order to do this, students reflect on the nature of ethical leadership and socially responsible organisations. Students learn the factors and approaches that can be applied to strengthen ethical leadership practices.

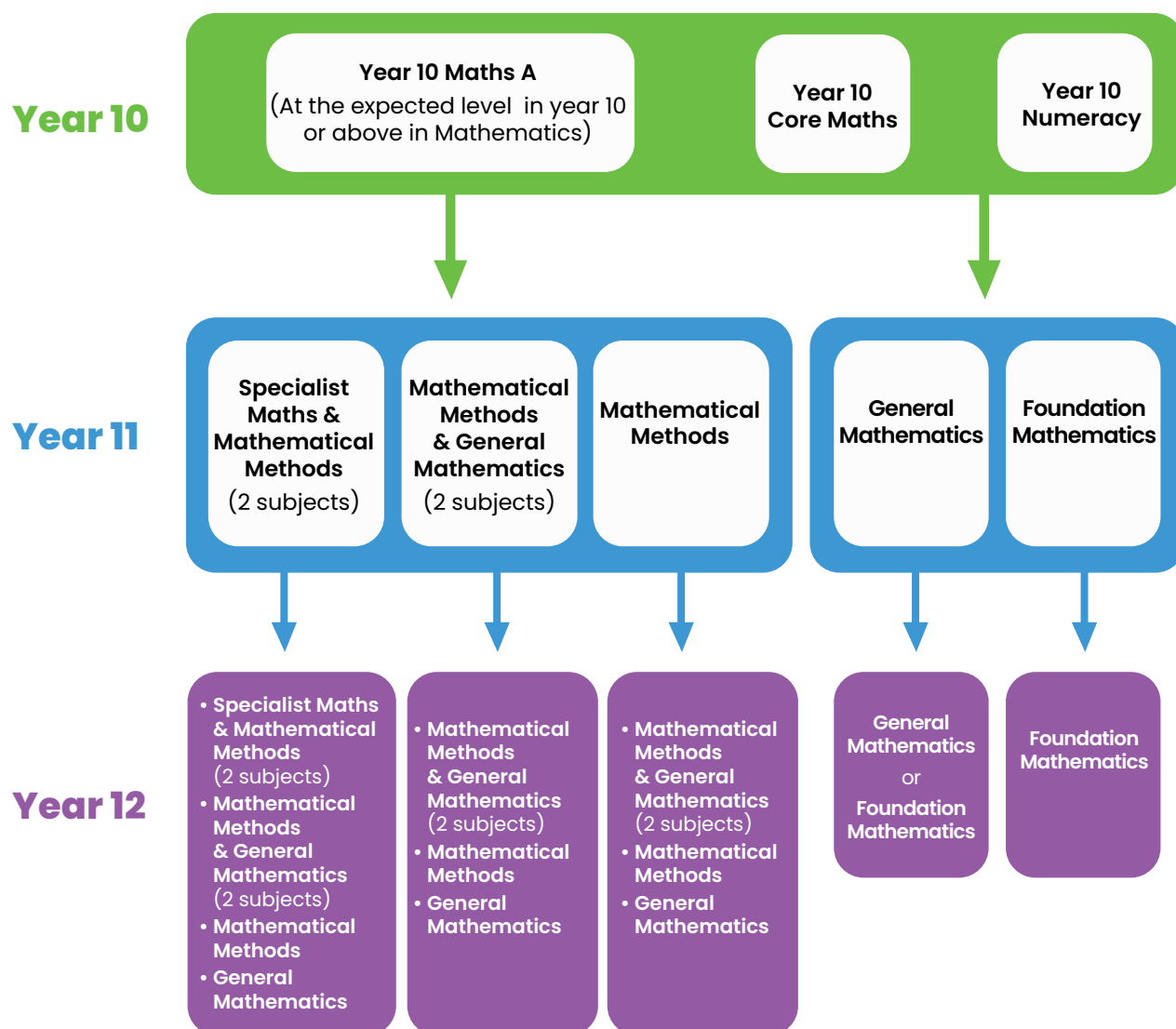
#### **Unit 7: Youth Leading Change**

Explores young people as change-makers and problem-solvers. Through workshopping class groups are encouraged to take charge of a project that addresses a local and or global problem. Students gain an understanding of the significant opportunities and challenges that can be faced by leading change and how they can transform communities.

# Which Maths should I do?

Mathematics is not a compulsory VCE subject. However, many students study a Mathematics subject to keep their future study and work options as broad as possible. Individual choice and personal goals will assist students to decide the best VCE Maths course for them, supported by input and recommendations from both subject teachers and careers/course advisers. Often the most effective and beneficial way to help make the selection of which VCE Maths to study is to aim at the highest level of Maths a student is capable of and match this to any requirements for tertiary courses or to enhance career prospects.

## Pathways in Senior Mathematics:



# 2026 VCE Subjects

Accounting

Ancient History

Art Creative Practice

Art Making and Exhibiting

Biology

Business Management

Chemistry

Drama

Economics

English

English Language

Environmental Science

Faith Leadership

Food Studies

Foundation Mathematics

General Mathematics

Geography

Health and Human Development

History Revolutions

Indonesian

Italian

Legal Studies

Literature

Mathematical Methods

Media

Modern History

Outdoor and Environmental Studies

Physical Education

Physics

Politics

Product Design and Technology

Psychology

Religion and Art

Religion and Ethics

Religion and Society

Specialist Mathematics

Theatre Studies

Visual Communication Design



# Accounting

**Outline:** VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT).

**Recommendations:** There are no prerequisites for the study of Accounting, although it is strongly recommended that Units 1 and 2 be completed prior to attempting Units 3 and 4.

## Unit 1 – Role of Accounting in Business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information.

## Unit 2 – Accounting and Decision-Making for a Trading Business

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

## Unit 3 – Financial Accounting for a Trading Business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

## Unit 4 – Recording, Reporting, Budgeting and Decision-Making

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

## Where might this course lead?

The study of Accounting might lead to developing interest in the following areas:

Accounting, Auditing, Law, Forensics, Business Management, Politics, Economics, Strategic advisor, Teaching, Financial Control, Business Consulting, Tax consultant, Personnel Management.

# Art Creative Practice

**Outline:** In the study of VCE Art Creative Practice, research and investigation inform art making. Through the study of artworks, the practices of artists and their role in society, students develop their own individual art project, and communicate ideas and meaning using a range of materials, techniques and processes. Students gain insight into art History culture and how art is critiqued through different lenses.

**Recommendations:** It would be of benefit for students to have studied Arts electives in Year 10 prior to VCE Art and Year 11 Arts units prior to Unit 3/4 Art. Students wanting to Study Unit 3/4 Art in Year 11 would need to have achieved highly in the Year 10 Arts Pathway and other Year 10 Arts electives.

## Unit 1 – Interpreting artworks and exploring the Creative Practice

Students explore the practices of artists who have been inspired by ideas relating to personal identity. They study at least three artists and at least one artwork from each of the selected artists. They use a range of materials, techniques, processes and art forms to create a body of experimental work in response to their research of the practices of artists and their personal observations of artworks.

## Unit 2 – Interpreting artworks and developing the Creative Practice

Students research historical and contemporary artworks and explore diverse and alternative approaches to making and presenting artworks. They develop visual responses based on their investigations, exploring the way historical and contemporary cultural contexts, ideas and approaches have influenced the artworks and the practices of the artists they investigate, as well as their own art practice.

## Unit 3 – Investigation, ideas, artworks and the Creative Practice

Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork. The finished artwork will contribute to the Body of Work developed over Units 3 and 4.

## Unit 4 – Interpreting, resolving and presenting artworks and the Creative Practice

In Unit 4 students continue to develop their art practice through Project-based and Inquiry learning as their research and exploration continues to support the development of their Body of Work. The students present their Body of Work to an audience accompanied by documentation of their use of the Creative Practice.

## Where might this course lead?

VCE Art equips students with practical and theoretical skills that enable them to follow pathways into tertiary art education or further training in a broad spectrum of art related careers. VCE Art also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in lifelong art making.

# Art Making and Exhibiting

**Outline:** VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited.

**Recommendations:** There are no prerequisites for the study of Art Making and Exhibiting although it is strongly recommended that Units 1 and 2 be completed prior to attempting Units 3 and 4.

**Unit 1** – In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making.

**Unit 2** – In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning. The planning and development of at least one finished artwork are documented in their Visual Arts journal.

**Unit 3** – In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. Students show a selection of their developmental work and artworks from their Visual Arts journal in their presentation. Students will visit an exhibition in either a gallery, museum, other exhibition space or site-specific space. They must visit or view a minimum of two exhibitions during the current year of study.

**Unit 4** – The progressive resolution of artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students organise the presentation of their finished artworks.

## Where might this course lead?

The study of Art Making and Exhibiting leads to developing interests in the following areas: Visual Arts, Visual Design, Graphic Design, Theatre Design, Gallery/Museums, History, Photography, Fashion, Film & Television, Advertising.



# Biology

**Outline:** The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries.

**Recommendations:** It is strongly recommended that at least Unit 1 Biology, but preferably both be undertaken prior to Unit 3 and 4.

**Unit 1** – In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

**Unit 2** – In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependencies between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

**Unit 3** – In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue.

**Unit 4** - In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from palaeontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

Students demonstrate and apply their knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis and/or bioethical issue.

### **Where might this course lead?**

Agricultural Scientist, Anatomist, Biotechnologist, Ecologist, Environmental planner, Geneticist, Immunologist, Marine biologist, Natural therapist, Pharmacist, Viticulturist, Agronomist, Forensic pathologist, Biologist, Botanist, Entomologist, Horticulturist, Pathologist, Microbiologist, Teacher, Landscape architect, Veterinarian, Zoologist



# Business Management

**Outline:** VCE Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the complexity, challenges and rewards that come from small, medium and large-scale organisations.

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

## Unit 1 – Planning a Business

The focus of unit 1 is on planning a business. Students are introduced to innovation and entrepreneurship and how business ideas can be created and developed. Factors affecting business success from the internal and external environment are also studied.

## Unit 2 – Establishing a Business

Unit 2 looks at establishing a business. Here we study the legal, financial, marketing and staffing considerations that need to be looked at when starting a business.

## Unit 3 – Managing a Business

Unit 3 focuses on managing a business. In this topic we look at the different approaches that managers can take when managing a business. This includes managing staff, and operations.

## Unit 4 – Transforming a Business

This unit looks at transforming a business. Students look at the dynamic environment that businesses operate in and investigate the role of leadership in change. Contemporary examples are used to evaluate the practice against the theory.

## Where might this course lead?

Advertising, Business analyst, Diplomat, Farmer/Farm manager, Industrial relations officer, Management consultant, Financial manager, Marketing officer, Portfolio manager, Stockbroker, Trade analyst, Brand management, Company secretary, Exporter/Importer, Financial journalist, Human resource developer, Investment analyst, Market researcher, Public relations officer, Teacher, University lecturer.

# Chemistry

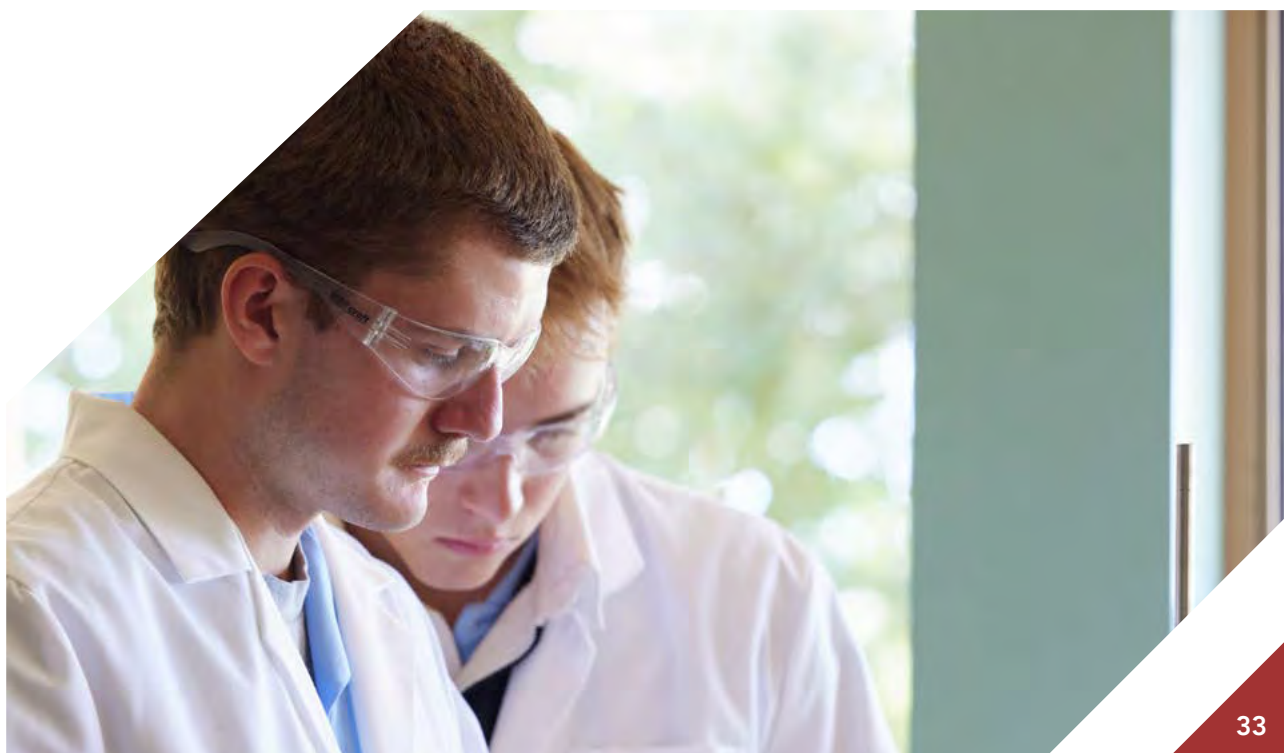
**Outline:** VCE Chemistry offers students a window into the intricate world of chemicals, from the microscale interactions to the grand-scale effects on our environment. Sustainability principles guide their exploration, ensuring that the materials crucial for society's advancement are crafted with minimal harm to both human health and ecosystems.

Through practical activities and theoretical studies, students apply chemical principles to unravel the mysteries of matter's behavior. They engage in hands-on experiments to analyse and synthesise various materials, gaining insights into the way they behave through different reactions and how this relates to their properties.

**Recommendations:** There are no prerequisites for entry into Units 1, 2 and 3, however Unit 3 must be completed prior to Unit 4. It is strongly recommended that Units 1 and 2 be completed prior to attempting Units 3 and 4.

**Unit 1** – The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

**Unit 2** – Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.





**Unit 3** – Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

**Unit 4** – Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillation.

### **Where might this course lead?**

Chemistry is applied in many fields of human endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental science, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, nursing, pharmacy, sports science, toxicology, veterinary science and viticulture.



# Drama

**Outline:** The VCE Drama course focuses on the creation and performance of characters and stories in naturalistic and non-naturalistic ways. Students are presented with a range of stimulus material and play-making techniques to develop and present performances. They analyse the development of their own work and performances by other drama practitioners.

**Recommendations:** The students have completed one of the Year 10 Drama electives or have been heavily involved in the College Productions.

**Unit 1** – Unit 1 focuses on creating, presenting and analysing a devised performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. The students are also required to analyse both their own and other performances.

**Unit 2** – In this unit the students focus on the techniques of documenting and the processes used to construct a solo performance. The students explore the style of non-naturalism. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

**Unit 3** – In this unit the students work in small groups to devise ensemble performance. Students explore non-naturalistic performance styles and associated conventions. Students explore dramatic elements, conventions, performance and expressive skills and performance styles.

**Unit 4** – In this unit the students work independently on the development and presentation of non-naturalistic devised solo performances.. They develop skill in extracting dramatic potential from stimulus material and use dramatic elements, conventions, performance styles and performance and expressive skills to develop and present a short solo performance.

## Where might this course lead?

The study of drama might lead to developing interest in the following areas:

- Performing Arts Courses, acting and direction.
- Theatre technologies and stagecraft courses. ( lighting, set, make-up, costume)
- Teaching

# Economics

VCE Economics helps students understand how both local and global economic forces shape everyday life—whether it's the cost of groceries, fuel prices, or trade agreements impacting entire industries. From household budgets to international markets, students explore how decisions made by consumers, businesses, governments, and global institutions influence jobs, living standards, and the distribution of resources. It's a valuable subject for anyone considering a pathway in trades, business, public service, law, or further study—and for students who want to make smarter personal and career decisions.

In **Units 1 & 2**, students build a foundation in economic thinking. Unit 1 focuses on the behaviour of consumers and businesses—what influences spending, saving, and pricing, and how choices are shaped by factors like scarcity, advertising, and incentives. Unit 2 examines key economic issues facing Australia today, including unemployment, inflation, environmental sustainability, global trade, and economic growth. Students apply theory to current issues, evaluate policies, and explore how economic decisions affect outcomes across society.

In **Units 3 & 4**, students dive deeper into Australia's economy and its place in the global system. Unit 3 focuses on how the Australian government manages the economy using tools like the federal budget and interest rates to influence growth, inflation, and employment. Unit 4 examines global economic issues, including trade relationships, exchange rates, and Australia's role in international development and environmental responsibility.

Throughout the course, students engage in real-world investigations, analyse economic data, interpret policy impacts, and critically evaluate economic decisions. The subject develops transferable skills in reasoning, argument construction, decision-making, and evidence-based thinking. It caters to both practical learners and analytically minded students, offering insight into how economic systems function and how individuals can navigate and influence them.

## Where might this course lead?

Whether heading into further education or directly into the workforce, VCE Economics equips students with the knowledge and confidence to understand and respond thoughtfully to the economic challenges and opportunities shaping their future.



# English

The minimum English requirement to be eligible for the VCE is three units from the English group, including a Unit 3–4 sequence. At Galen students can choose from the following English group subjects for this purpose: English Units 1 to 4, English Language Units 1 to 4, and Literature Units 1 to 4.

**Outline:** The English course is designed to develop the skills of critical literacy essential for a successful life in the twenty-first century. Students will look closely at representations of people, places and ideas within a range of media including: novels, plays, films and contemporary media.

**Recommendations:** It is expected that students will have achieved a satisfactory result in Year 10 English. Students are required to achieve a satisfactory result in 3 out of the 4 units of English (inclusive of a satisfactory Unit 3/4 sequence at Year 12) in order to be eligible for the VCE.

## Unit 1 – Reading, Crafting and Exploring Texts

Unit 1 comprises two areas of study, focused on developing skills in reading and responding to texts and crafting their own personal texts in a range of forms and styles. Students will be assessed on their writing skills and interpretation of the ideas presented in texts.

## Unit 2 – Reading and Exploring Texts and Argument

Unit 2 is a continuation of the skills developed in Unit 1, but focuses more on consolidating student's knowledge of text response. They also focus on exploring how arguments are developed and aimed at specific audiences. Students will be assessed on their writing and oral presentation skills, as well as their interpretation of ideas presented in texts.

## Unit 3 – Reading, Responding and Creating Texts

Furthering the work completed in Units 1 and 2, Unit 3 builds on the analytical and writing skills through the interpretation of a range of fiction and non-fiction texts. They will also demonstrate effective writing skills by producing their own texts and explaining the decisions made through the writing process. Students will be assessed on their ability to analyse, interpret and evaluate the ideas, issues and values presented in texts.

## Unit 4 – Reading and Responding to Texts and Argument

Unit 4 is the culmination of all the work across the previous units and requires students to develop their own ideas about texts and contexts. Students will be assessed on their critical thinking skills, as well as their ability to write clear and cohesive responses to a set text. Students consolidate their understanding of persuasive language and argument in written and oral form.

## Where might this course lead?

The study of English is an option for the English prerequisite for most tertiary courses. Specifically it may lead to developing interest in the following areas: Media, Arts, Journalism, Politics, Law.

# English Language

**Outline:** VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify, and the society we inhabit. The study of English Language enables students to understand the structures, features and discourses of written and spoken texts. It promotes systematic and objective deconstruction of language in use.

**Recommendations:** As this is a technical language-based subject a consistent competent grade level across Yr 10 English assessment tasks is recommended for entry into this subject. A firm grounding in Units 1 and 2 is essential to support the later Units 3 and 4. There is, in addition to each of the four units of English Language, a compulsory unit of metalanguage for each unit that **MUST** be satisfactorily completed to achieve an overall VCE pass.

## Unit 1 – Language and Communication

Students study the various forms of language and their uses as well as how humans develop language from a young age, examining contexts of various forms of language as well as exploring the various theories around the learning of language.

## Unit 2 – Language Change

Students study and map the various ancestral languages from which our current English evolved. They also collect examples of and engage in an exploration of the current forms of English from around the globe and assess the effect of recent phenomena on the way English has evolved.

## Unit 3 – Language Variation and Social Purpose

In this unit students investigate English language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances.

## Unit 4 – Language Variation and Identity

Students examine the role of language in constructing and maintaining group identities, in particular Australian identity and the Australian English. Students also explore what language reveals about a person's identity and how a person can use language to construct an identity and how this can be varied according to context.

## Where might this course lead?

The study of English Language is an option for the English prerequisite for most tertiary courses. Specifically it may lead to developing interest in the following areas: Linguistics or Languages, Speech Pathology, Sciences, Arts.

# English Literature

**Outline:** English Literature focuses on the meaning derived from texts, the relationship between texts, the contexts in which texts are produced and read, and the experiences the reader brings to the texts. In English Literature, students undertake close reading and analyse how language and literary elements function within a text. Emphasis is placed on recognition of a text's complexity and meaning, and on consideration of how that meaning is embodied in its literary form. The study provides opportunities for reading deeply, widely and critically, responding analytically and creatively. Students investigate the assumptions, views and values which both writer and reader bring to the texts and contemplate how we read as well as what we read. Students consider how literary criticism informs the readings of texts.

**Recommendations:** There are no prerequisites for the study of English Literature although it is strongly recommended that Units 1 and 2 be completed prior to attempting Units 3 and 4.

## Unit 1

In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text. Students begin to identify and explore textual details, including language and features, to develop a close analysis response to a text. Students also explore the concerns and ideas, common to a distinctive type of literature seen in literary movements or genres.

## Unit 2

In this area of study students explore the voices of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences and voices of Aboriginal and Torres Strait Islander peoples. In the second area of study, students focus on the text and its historical, social and cultural context. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance. Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

### Unit 3

In this area of study students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form affects its meaning. Students also develop their own interpretations of another set text, analysing how ideas, views and values are presented and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language. Students then explore a supplementary reading that can enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text. Informed by the supplementary reading, students develop a second interpretation of the same text, reflecting an enhanced appreciation and understanding of the text.

### Unit 4

In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure. Students also reflect critically on the literary form, features and language of a text, and discuss their own responses as they relate to the text. In this area of study students focus on a detailed scrutiny of the language, style, concerns and construction of texts. They write expressively to develop a close analysis, using detailed references to the text.

### Where might this course lead?

The study of English Literature might lead to developing interest in the following areas: Arts, Journalism, Politics, Law, Teaching.



# Environmental Science

**Outline:** VCE Environmental Science explores human–environment interactions through scientific inquiry, case studies, and collaboration. Students develop critical thinking, problem-solving, and ethical understanding to assess environmental issues and solutions.

## Unit 1

In this unit students examine the processes and interactions occurring within and between Earth’s four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality. Students explore how changes that have taken place throughout geological and recent history are fundamental to predicting the likely impact of future changes.

## Unit 2

In this unit students consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment and management of a range of pollutants that are emitted or discharged into Earth’s air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water.

## Unit 3

In this unit, students examine the relationship between biodiversity and sustainable development, focusing on environmental management and conservation. They investigate a threatened endemic species, evaluating conservation strategies through fieldwork, data, and case studies. Students explore biodiversity’s role within ecosystems and its connection to Earth’s systems. Key skills include species identification, biodiversity assessment, and critical analysis of policies.

## Unit 4

In this unit, students examine natural and human influences on Earth’s climate and energy systems, including the greenhouse effect, carbon cycle, and climate modelling. They assess climate data, the impacts of climate change, and compare energy sources for sustainability. Ethical, technological, and economic factors in energy decisions are explored, along with strategies for climate mitigation and adaptation. Students develop scientific skills through investigations and complete a self-designed inquiry presented as a scientific poster.

## Where might this course lead?

VCE Environmental Science leads to careers in science, policy, planning, and advocacy, including roles in ecology, engineering, law, education, and climate or disaster management.

# Food Studies

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices.

## Unit 1 – Food Origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urbanised living and global trade in food commodities. Students look at Australian indigenous food prior to European settlement and how food patterns have subsequently changed.

## Unit 2 – Food Makers

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at smaller scale food production in the domestic sphere, as both a comparison and complement to commercial production.

## Unit 3 – Food in daily life

This unit takes a broad approach to food by investigating its many roles and everyday influences and impacts. It explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students inquire into the physiology of eating and appreciating food, and the microbiology of digestion. The unit also focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments.

## Unit 4 – Food issues, challenges and futures

In this unit students inquire into topics of debate relating to global and Australian food systems, and that are of concern to us as a nation, as individuals, or both. It addresses topics relating to the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land.

## Where might this course lead?

Dietitian, Nutrition Advisor, Food Technologist, Environmental Health Officer, Food Scientist, Food Stylist, Food Writer, Health Educator, Home Economist, Nutritionist, Teacher, University Lecturer.



# Geography

**Outline:** The Geography course is designed to develop the student's understanding of the world around them. Students will study interactions between natural and human made environments and by using their developed observational and research skills they will be able to explore and evaluate the world we inhabit.

**Recommendations:** There are no prerequisites for the study of Geography although it is strongly recommended that Units 1 and 2 be completed prior to attempting Units 3 and 4.

## Unit 1 – Hazards and Disasters

Unit 1 provides students with an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Students examine the processes involved with hazards and hazard events, including their causes and impacts. They complete fieldwork to investigate the human responses to natural hazards.

## Unit 2 – Tourism

In Unit 2, students investigate the characteristics of tourism. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Students also explore the environmental, economic and socio-cultural impacts of different types of tourism. They complete fieldwork on one tourism location looking at both the positive and negative effects it has.

## Unit 3 – Changing the Land

Unit 3 focuses on two investigations of geographical change: change to land cover and change to land use. In their study of land use change, students complete fieldwork examining the effects of changing land use on the environment. Students also investigate two major processes that are changing land cover in sizeable regions of the world – deforestation, and melting glaciers and ice sheets.

## Unit 4 – Human Population

In Unit 4, students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. Students also study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world.

## Where might this course lead?

The study of geography might lead to developing interest in the following areas: Surveying, Mapping, Engineering, Environmental Science, Forest Science, Urban Planning, Hydrology, Wildlife Management, Geology, Agriculture, Tourism, Marine Studies, Agriculture, Ecology, Sociology, Meteorology, Demography.

# Health and Human Development

**Outline:** VCE Health and Human Development helps students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing through a lens of social equity and justice. Students will explore concepts of Human development in an individual, societal and global context.

**Recommendations:** There are no prerequisites for this course. It is preferable to complete Units 1 & 2, before undertaking Units 3 & 4.

## Unit 1 – Understanding health and well-being

With a focus on youth, students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. They build health literacy through interpreting and using data, through investigating the role of food, and through an extended inquiry into one youth health focus area exploring impact, advocacy and management.

## Unit 2 – Managing health and development

Students investigate factors that contribute to development, health and wellbeing during the prenatal, infancy and early childhood stages of the lifespan. Students investigate youth health literacy by enquiring into the Australian healthcare system and investigate the challenges and opportunities presented by digital media and health technologies.

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

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students look at the conditions required for health improvement and evaluate variations in the health status of Australians. They investigate the Australian health system and its role in promoting health and wellbeing.

## Unit 4 – Health and human development in a global context

This unit examines health and wellbeing, and human development in a global context exploring factors that contribute to health inequalities between and within countries. They evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

## Where might this course lead?

Health and Human Development prepares students for such fields as: Medicine i.e. General or specialised Medical Practitioner, Medical Imaging Professional; Emergency services, i.e. Ambulance officer, Paramedic; Allied Health i.e. Dietitian, Occupational Therapist, Physiotherapist, Podiatrist, Speech Pathologist, Chiropractor, Naturopath/Acupuncturist, Nutritionist, Dentist; Nursing and aged care i.e. Age carer, Enrolled or registered Nurse, Nursing Aide; Youth and Child care i.e. Educator, Child /Youth residential carer; and Health promotion i.e. Health Promotion Officer, Humanitarian Aid Worker.

# History

**Outline:** Studying history helps us understand and grapple with complex questions and dilemmas by examining how the past has shaped (and continues to shape) global, national, and local relationships between societies and people. It is a discipline requiring the synthesis of knowledge and human experience. When studying any history unit, students explore their historical past, their shared history and the people, ideas and events that have created present societies and cultures.

**At Galen, the following VCE History units of study are offered:**

Unit 1 and 2 Modern History

Unit 1 and 2 Ancient History

Unit 3 and 4 History Revolutions

Unit 3 and 4 Ancient History (Egypt and Rome)

**Recommendations:** It is recommended that Units 1 and 2 be completed prior to Units 3 and 4. Units 1 and 2 are focused on historical thinking skills and a broad understanding of the past. History is unique in that there is choice regarding which History you will undertake. For example, you may study Unit 1 and 2 Modern History and then Unit 3 and 4 Ancient History.

## Modern History – Units 1 and 2

### Unit 1 – Change & Conflict

This Unit explores the time between the World Wars. Students examine the consequences of the First World War, the rise of the great ideologies such as fascism, nazism and communism and the impact of the economic crisis in the lead-up to World War II. They also explore social and cultural change in the US during the interwar period. Flappers, gangsters and prohibition are studied within this area of study.

### Unit 2 – The Changing World Order

In Unit 2 students explore how post-war societies used ideas and their political power in the aftermath of World War II and in the Cold War. They examine the 'Competing Ideologies' of the US and the USSR, delving into the arms race, Berlin Wall and Cuban Missile Crisis. The theme of 'Challenge and Change' is also explored, focusing on movements such as Decolonisation and Terrorism in the twentieth century.



## History Revolutions – Units 3 and 4

### Unit 3 – Russian Revolution

The two areas of study in Unit 3 and 4 History Revolutions are ‘the causes’ and ‘the consequences’ of revolution. Students explore the significant ideas, events, individuals and movements involved in the Revolution as well as the new society that was constructed afterwards. Topics include the rule of Tsar Nicholas II, Bloody Sunday, Lenin and the Russian Civil War. There are two SACs in this Unit.

### Unit 4 – American Revolution

The American Revolution laid the foundations for the America of today. In Unit 4 History Revolutions, the areas of study are the same as in Unit 3, with students examining the causes and consequences of the American Revolution. Topics include the Boston Massacre, War of Independence and personalities such as George Washington. There are another two SACs in Unit 4.

### Where might these courses lead?

History leads into careers such as Researcher, Journalist, Diplomat, Archaeologist, Archivist, Lawyer, Librarian, Teacher, Museum Curator, Historian, Publisher, Tour Guide and Author.

## Ancient History – Units 1–4

### Unit 1 – Ancient Mesopotamia

This Unit explores the ‘cradle of civilisation’ Ancient Mesopotamia, and provides important insights about the growth of cities. Students investigate the creation of city-states and empires. They examine the invention of writing – a pivotal development in human history. This unit highlights the importance of primary sources to historical inquiry about the origins of civilisation.

### Unit 2 – Ancient Egypt

In Unit 2 students explore Ancient Egypt. Ancient Egypt gave rise to a civilisation that endured for approximately three thousand years. Students study ‘Egypt: The Double Crown’ (an exploration of the Old Kingdom) and ‘Middle Kingdom Egypt: Power and Propaganda’.

### Units 3 and 4 – Ancient History

Rome and Egypt were powerhouses of the ancient world. They have bestowed a considerable legacy on the modern world. In each of Units 3 and 4, students explore the structures of these societies and a period of crisis in its history. Life in these ancient societies was shaped by the complex interplay of social, political and economic factors. Trade, warfare and the exchange of ideas between societies also influenced the way people lived. Furthermore, both the Egyptian New Kingdom and Roman Republic experienced dramatic crises, which caused societal upheaval. During these times of upheaval, individuals acted in ways that held profound consequences for themselves and for their society. These units highlight the importance of primary sources to historical inquiry about ancient civilisations.

# Legal Studies

**Outline:** VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community.

**Recommendations:** There are no prerequisites for the study of Legal Studies although it is strongly recommended that Units 1 and 2 be completed prior to attempting Units 3 and 4

## Unit 1: The presumption of innocence

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

## Unit 2: Wrongs and rights

In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

## Unit 3: Rights and justice

In this unit, students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.

Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

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

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Where might this course lead?

The study of Legal Studies might lead to developing interest in the following areas: Law, Forensics, Psychology, Criminology, Surveying, Police, Politics & Park Rangers.





# Indonesian

**Outline:** All four VCE units are designed to be sequential. The course covers a variety of topics with the intention of encouraging students to communicate in written and spoken Indonesian.

**Recommendations:** The standard entry requirement is at least two years (Year 9 & 10) of Indonesian before commencing Unit 1.

## Unit 1

Students will study the topics of: Visiting Indonesia and Indonesian & Australian Relations (e.g. business development, trade, tourism and government). Students will have an opportunity to be involved in the Sayembara Lisan Speaking Competition. They will also have the opportunity to host an Indonesian exchange student to further develop their conversation skills.

## Unit 2

In semester 2, students will continue to improve their listening, reading, speaking and writing skills as they study the following topics: The World of Work, Future Aspirations and Indonesian History.

## Unit 3

Students will continue to develop their listening, reading, speaking and writing skills around the topics of Tourism, Western Influences in Bali & Festivals and Celebrations. Students also start preparing for 2 external assessments in October and November – a 15 minute oral and 2 hour written exam.

## Unit 4

Unit 4 will involve a detailed study of the Environment in Indonesia (forest fires, endangered animals & illegal logging etc). There is also a major focus on preparation and revision for the oral and written assessments.

## Where might this course lead?

Language skills will give you an edge in a competitive job market: Business, Banking & Finance, Import/Export (e.g. cattle trade), Fashion Industry, Tourism, Public Relations, International Law, Translator/Interpreter, Publishing/Advertising, Journalist, Entertainment, Aid Work, Education, Diplomat, Government Services, Historian, Researcher & Health professionals (doctors, nurses, physiotherapists).

# Italian

**Outline:** All four VCE units are designed to be sequential. The course covers a variety of topics with the intention of encouraging students to communicate in written and spoken Italian. Students are provided with a booklet of activities for each topic studied.

**Recommendations:** The standard entry requirement is at least two years (9&10) of Italian before commencing Unit 1. However, there can be other entry levels.

## Unit 1

The emphasis will be on conversation around the topics of family, school and cultural products and practices (Carnevale, Opera, etc.) This will involve related listening, viewing, writing and speaking tasks.

## Unit 2

The emphasis will be on conversation around the topics of free time, work and employment, technology and social media. This will involve related listening, viewing, writing and speaking tasks.

In Term 3 our students will be able to engage in conversation with Italian exchange students in order to further develop their oral skills.

In semester 2, students will have the opportunity to attend a three day Italian immersion camp. At the end of Unit 2, students will have an opportunity to go on exchange to Italy for 2 months. There are a limited number of scholarships available to help out with the cost of such a trip and students are encouraged to apply.

## Unit 3

In order to successfully complete their 3 outcomes, students will continue to develop their listening, viewing, reading, speaking and writing skills around the topics of Health and Wellbeing, Feminism and the Environment. Students also start preparing for 2 external assessments in October and November – a 15 minute oral and 2 hour written exam.

## Unit 4

Unit 4 will involve the continuation of the conversation topics started in unit 1 and a focus on Italian migration and traditions. Students will attend a three-day Italian immersion camp, which will emphasise exam preparation and practice. In term 3 students will have the opportunity to interact with Italian exchange students in order to further develop their conversation skills.

## Where might this course lead?

Language skills will give you an edge in a competitive job market: Business, Banking & Finance, Import/Export, Fashion Industry, Receptionist/Secretary, Sales, Automobile Industry, Public Relations, Customer Service, International Law, Translator/Interpreter, Publishing/Advertising, Journalist, Entertainment, Education, Diplomat, Government Services, Historian, Researcher, Medicine, Archeology, Software Designer, Travel Services, Airline Industry, Hotel/Restaurant Management.

# Foundation Mathematics

**Outline:** Foundation Mathematics Units 1–4 provide for the continuing mathematical development of students with respect to problems encountered in practical contexts in everyday life at home, in the community, at work and in study.

**Recommendations:** In undertaking these units, students are expected to be able to apply techniques, routines and processes involving integer, rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algorithms, measures, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, statistical and financial functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

**Prerequisite:** Successful completion of Year 10 Core Mathematics.

## Unit 1

In Unit 1 students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives. The areas of study for Foundation Mathematics Unit 1 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'. The content should be developed using contexts present in students' other studies, work and personal or other familiar situations.

## Unit 2

The focus of Unit 2 is on extending breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work and personal or other familiar situations. The areas of study for Foundation Mathematics Unit 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'.

## Unit 3 and 4

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. The areas of study for Units 3 and 4 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'. All four areas of study are to be completed over the two units, and content equivalent to two areas of study covered in each unit. The selected content for each unit should be developed using contexts present in students' other studies, work and personal or other familiar situations, and in national and international contexts, events and developments.

## Where might this course lead?

The study of Foundation Mathematics may provide the basis of fundamental numeracy skills for some trades, the retail and business sectors.

# General Mathematics

**Outline:** 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 completed 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.

**Recommendations:** In undertaking these units, students are expected to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

**Prerequisite:** Successful completion of Year 10 Core Mathematics with grades at the expected level or higher or successful completion of Year 10A Mathematics.

## Unit 1

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'.

## Unit 2

The areas of study for Unit 2 of General Mathematics are 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

## Unit 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.

## Where might this course lead?

The study of General Mathematics – Further Pathway and Further Mathematics is listed as a prerequisite for study at a tertiary level for some courses. It also provides students with an understanding of mathematical skills pertaining to everyday life. Generally, this course keeps choices open for tertiary study and career options which may require a pass in a Mathematics subject at Units 3 & 4.

# Mathematical Methods

**Outline:** Mathematical Methods Units 1–4 provide for the study of 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.

**Recommendations:** In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs and differentiation, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.

**Prerequisite:** Successful completion of Year 10A Mathematics with grades at the expected level or higher, particularly algebra topics.

## Unit 1

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. This content should be presented so that there is a balanced and progressive development of skills and knowledge from each of the four areas of study with connections between and across the areas of study being developed consistently throughout both Units 1 and 2.

## Unit 2

The focus of Unit 2 is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications. 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 2, students are expected to have covered the content outlined in each area of study.

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## Unit 3/4

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, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of Mathematical Methods Units 3 and 4.

### Where might this course lead?

This course is often listed as a prerequisite for entry into tertiary courses, and also provides a sound mathematical basis for entry into any studies requiring a high level of mathematical competence ie Science degree, Engineering degree, Health Science courses, Accounting.





# Specialist Mathematics

**Outline:** 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.

**Recommendations:** In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and matrices, diagrams, graphs, logic gates and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They are expected to be able to construct proofs and develop and interpret algorithms to solve problems. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

**Prerequisite:** Successful completion of Year 10A Mathematics with grades exceeding expected level or higher.

## Unit 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.

At the end of Unit 1 students are expected to have covered the material in the areas of study: 'Algebra, number and structure' and 'Discrete mathematics'. Concepts from these areas of study will be further developed and used in Unit 2 and also in Units 3 and 4.

At the end of Unit 2 students are expected to have covered the material in the areas of studies: 'Data analysis, probability and statistics', 'Space and measurement', 'Algebra, number and structure' and 'Functions, relations and graphs'.

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## Units 3 and 4

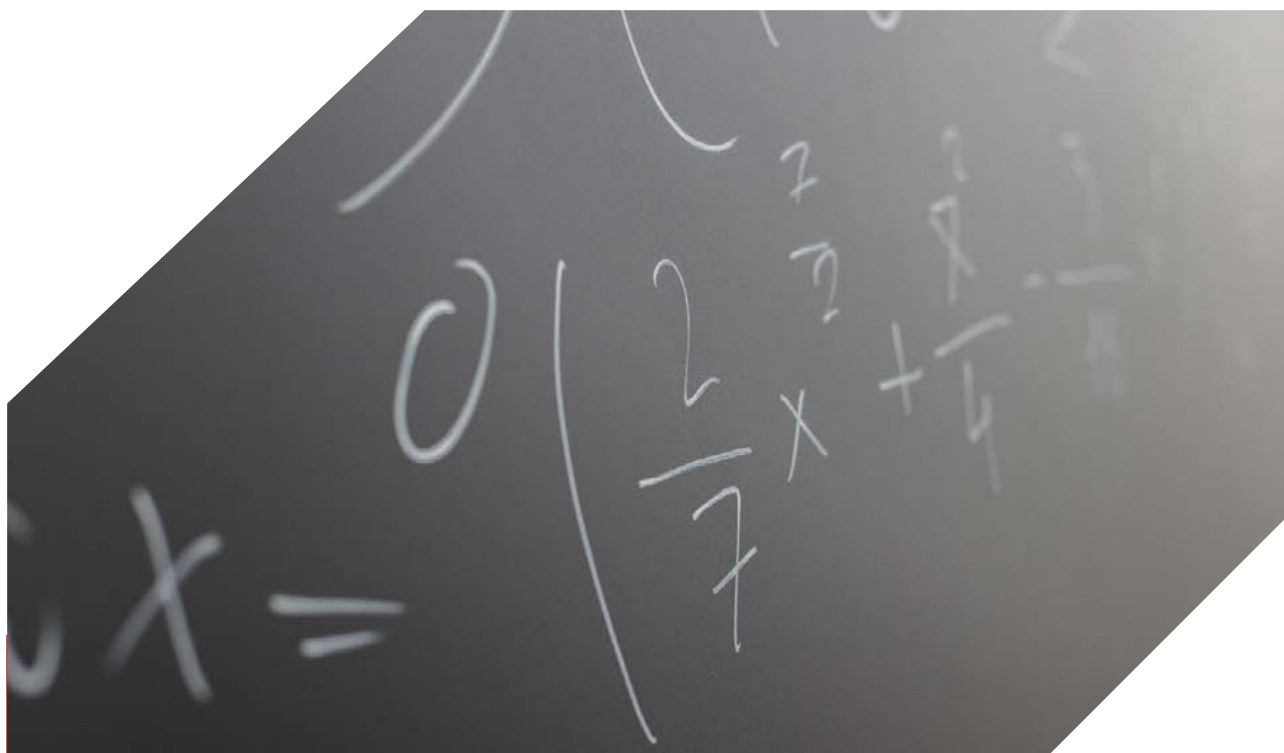
Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Algebra, number and structure', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'. The development of course content should highlight mathematical structure, reasoning and proof and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4.

At the end of Unit 3 a selection of content would typically include content from the 'Discrete mathematics', 'Functions, relations and graphs', 'Algebra, number and structure', 'Space and measurement' and 'Calculus' areas of study.

At the end of Unit 4 the corresponding selection of content would typically consist of the remaining content from the 'Discrete mathematics', 'Calculus', and 'Space and measurement' areas of study and the content from the 'Data analysis, probability and statistics' area of study.

### Where might this course lead?

This course is recommended for those students interested in studying tertiary courses in science, medicine and engineering and also provides a sound mathematical basis for entry into any studies requiring a high level of mathematical competence.



# Media

**Outline:** VCE Media is an exciting subject where we examine the media that is all around us every day. In this subject we balance theory (analysis of films, research into the power and influence of media, and planning our own productions) with practical considerations (making our own productions across various media forms, such as in film, photography and print media).

**Recommendations:** It is beneficial for students to have some experience with editing technology and analysis skills, but this can be developed over the course of the subject.

## Unit 1 – Media Forms, Representations and Australian Stories

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students will create and examine several media products and across media forms including TV, Film and Photography.

## Unit 2 – Narrative across media forms

Students develop a deeper understanding of narrative structure and genre, whilst also appreciating the unique style of various media creators across media forms. Students will work on multiple production tasks, with the main assessment being a major film production that will explore a particular genre.

## Unit 3 – Media Narratives and Pre-Production

Students undertake a detailed analysis of one main text for this unit (typically films) and analyse the use of codes and conventions. Students will research and analyse the tools employed by media creators to create meaning and emotion for audiences in addition to how the context of the film influenced its creation. Students also research a media form (i.e Film, Photography, Print, Audio etc) and start the process of developing their own production which they will create over the course of the year.

## Unit 4 – Media Production and Issues in the Media

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. Students also develop an awareness of the power and influence of the media in our world today, investigating whether it is the media or audiences that wield ultimate power and influence.

## Where might this course lead?

Media leads into career paths such as Journalism, Film and Television Production and Radio. It is also useful for careers in such diverse fields as Psychology, Teaching, Advertising, Animation, Computer Game Design, Social Media Management, Media Liaison, Marketing, Publicity, Fashion Design and Politics.

# Outdoor and Environmental Studies

**Outline:** The Outdoor and Environmental Studies course provides students with skills and knowledge to participate safely and respectfully in outdoor environments. Students combine practical experiences with theoretical study to develop informed understandings of human relationships with outdoor environments. All outdoor experiences are compulsory.

**Recommendations:** There are no prerequisites for the study of this course. It is strongly recommended that Units 1 and 2 be completed prior to Units 3 and 4.

## **Costs:**

Unit 1/2 = Approximately \$425 for camps and excursions

Unit 3/4 = Approximately \$425 for camps and excursions

**Unit 1:** Exploring Outdoor experiences – This unit examines the ways humans understand and relate to nature. Through practical and theoretical study students explore ways in which nature is understood and perceived. Students develop an understanding of factors that affect an individual's relationships with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge.

**Unit 2:** Discovering outdoor environments – In this unit, students study the ecological, social and economic implications humans have on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Through practical experiences students develop the skills required to minimize their impact and make comparisons between a variety of outdoor environments.

**Unit 3:** Relationships with outdoor environments – This unit focuses on the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Students investigate a variety of experiences in outdoor environments, including local, state and national areas where human interaction is evident. Theory and practical experiences enable students to make comparisons between specific outdoor environments.

**Unit 4:** Sustainable outdoor relationships – Through both theory and practical experiences students examine the importance of developing a balance between human needs and the conservation of outdoor environments. This approach will enable students to consider the skills needed to be environmentally responsible citizens. Students will investigate current environmental issues and management and sustainability strategies.

## **Where might this course lead?**

Outdoor and Environmental Studies might lead to developing an interest in the following areas: Surveying, Park Ranger, Hydrographer, Environmental Science, Marine Biology, Recreation Officer, Adventure Guide, Urban Planning, Outdoor Education Teacher.

# Physical Education

**Outline:** VCE Physical Education specifically explores the complex 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.

**Recommendations:** There are no prerequisites for entry to Units 1, 2 and 3 PE. However, it is recommended that students complete Units 1 and 2 before attempting Units 3 and 4. Students who have completed Year 10 PE Pathways and achieved at a high level can bypass Units 1 and 2.

## Unit 1: The Human Body in Motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity.

## Unit 2: Physical Activity, Sport and Society

This unit develops students' understanding of physical activity, sport, exercise and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing; as well as, in other people's lives within different population groups.

## Unit 3: Movement Skills and Energy for Physical Activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students also investigate the contribution of energy systems to performance in physical activity, explore the multi-factorial causes of fatigue, and consider different strategies used to delay and manage fatigue and to promote recovery.

## Unit 4: Training to Improve Performance

In unit 4 students use an activity analysis, to determine the required fitness components of an activity, and evaluate an effective training program designed to improve or maintain these components. Students also learn to critically evaluate different techniques and practices that can be used to enhance performance, and evaluate the chronic adaptations that occur as a result of training.

## Where might this course lead?

Physical Education prepares students for such fields as the health sciences i.e. physiotherapy, exercise sciences i.e. exercise physiology, and education pathways i.e. PE teacher. It also provides students with valuable knowledge and skills for participating in their own sporting and physical activity pursuits now and in the future..

# Physics

**Outline:** Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the Universe.

**Recommendations:** There are no prerequisites for entry to Units 1 & 2, but students should have satisfactorily completed Year 10 Science and have a solid understanding of mathematical skills and processes. It is strongly recommended that students complete at least Unit 2 prior to Units 3 & 4.

## Unit 1

This unit investigates three areas of study:

How are Light and Heat explained?

How is energy from the nucleus utilised?

How can electricity be used to transfer energy?

## Unit 2

This unit focuses on the application of models to more complex phenomena. It consists of one prescribed area of study:

How is Motion understood?

There are eighteen options available for selection as a second area of study:

How does physics inform contemporary issues and applications in society?

An extended practical investigation on one of these two studies is also undertaken.

## Unit 3

This unit explores the importance of energy in explaining and describing the physical world. It includes the production and delivery of electricity, the effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws of motion in 2 dimensions and analyse the relationship between force, energy and mass. For both Units 3 & 4, the level of achievement will be determined by School-assessed Coursework and an end-of-year examination.

## Unit 4

Unit 4 focuses on the development and limitations of models in explaining natural phenomena, including light. Both the wave and particle-like models of light will be investigated in detail. Einstein's special theory of relativity is introduced. A student designed practical investigation related to waves, fields or motion will also be undertaken.

## Where might this course lead?

The Physics curriculum is interesting and challenging for students with a wide range of expectations, including students who are aiming for medical, engineering, technology-based and science-based careers. Physics is a prerequisite for entry into some tertiary courses.



# Politics

**Outline:** VCE Global Politics focuses on the study of contemporary power at both national and global levels. Through this study students explore, explain and evaluate national and global political issues, problems and events, the forces that shape these and the responses to them.

**Recommendations:** There are no prerequisites for the study of VCE Global Politics although it is recommended that Units 1 and 2 be completed prior to Units 3 & 4.

## Unit 1: Politics, power and political actors

In this unit, students learn that politics is about how political actors use power to resolve issues and conflicts over how society should operate. Each area of study focuses on concepts that form essential disciplinary knowledge, and which allow students to gradually build on their understanding of what it is to think politically.

Students consider the concept of power by examining why and how political power is used, with special attention to the way national and global political actors exercise power and the consequences of that use. Students examine how power may be used by political actors in various states to achieve their interests, and they focus on a close study of a contested political issue in Australia. Students then investigate the power of global actors, who are able to use power across national and regional boundaries to achieve their interests and cooperate with other actors to solve conflicts, issues and crises.

## Unit 2: Democracy: stability and change

In this unit, students investigate the key principles of democracy and assess the degree to which these principles are expressed, experienced and challenged, in Australia and internationally.

They consider democratic principles in the Australian context and complete an in-depth study of a political issue or crisis that inherently challenges basic democratic ideas or practice. Students also investigate the degree to which global political actors and trends can challenge, inhibit or undermine democracy, and evaluate the political significance of these challenges. Each area of study focuses on concepts that form essential disciplinary knowledge, and which allow students to gradually build on their understanding of what it is to think politically.

## Unit 3: Global cooperation and conflict

In this area of study students consider Australia's system of government. Australia is considered to be a liberal democracy in that individuals enjoy rights and freedoms and governments are elected in free and fair elections. Governments are held accountable for their decisions and actions to the people through the parliament and ultimately to the people through the electoral system. The values and principles of the Australian system of government include: protection of democratic rights and freedoms; participation of citizens in the political process; popular sovereignty; majority rule and respect for minorities; representation; accountability and the rule of law.

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**Unit 4: Power in the Indo-Pacific** – In this unit, students investigate the strategic competition for power and influence in the Indo-Pacific region. They consider the interests and perspectives of global actors within the region, including the challenges to regional cooperation and stability. Building on their study of global issues and contemporary crises in Unit 3, students develop their understanding of power and national interests through an in-depth examination of one state's perspectives, interests and actions. Students must choose one state from the People's Republic of China, Japan, the Republic of India, the Republic of Indonesia or the United States of America. Students also examine Australia's strategic interests and actions in the region and consider how Australia's responses to regional issues and crises may have contributed to political stability and/or change. They do this within the context of Australia's relationships with one Pacific Island state and two other regional states.

**Where might this course lead?**

Law , Politics, Economics , Strategic Advisor , Teaching , Public Relations, Lobbyist , Policymaking, Diplomacy , Social Justice , Social Commentary.



# Product Design and Technology

Product Design and Technology encourages students to explore materials and production processes to design and make products for an intended purpose. The properties of materials are investigated; how these relate to the uses of the material and the implications for the construction process are considered.

## **Unit 1: Design practices**

In this unit, students analyse and evaluate existing products and current technological innovations in product design. They achieve this through understanding the importance of a design brief, learning about factors that influence design, and using the Double Diamond design approach as a framework.

In their practical work, students explore and test materials, tools and processes available to them in order to work technologically, and they practise safe skill development when creating an innovative product. This is achieved through the development of graphical product concepts and the use of prototypes to explore and propose physical product concepts.

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

In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.

Students also explore cultural influences on design. They develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products, how sustainable design practices care for Country, and how traditions and culture are acknowledged in contemporary designs. Students also have opportunities to make connections to personal or other cultural heritages.

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

In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s).

Product designers respond to current and future social, economic, environmental or other ethical considerations. This unit focuses on the analysis of available materials in relation to sustainable practices, tensions between manufacturing and production, modern industrial and commercial practices, and the lifecycles of products from sustainability or worldview perspectives.

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Students plan to develop an ethical product through a problem-based design approach, starting with a need or opportunity and using a design process and testing to problem-solve. The design brief, product concepts and the final proof of concept are developed through the Double Diamond design approach, using design thinking. Students undertake the role of a designer to generate, analyse and critique product concepts, with the chosen product concept becoming the final proof of concept. Throughout a design process, the product concepts and the final proof of concept are evaluated using relevant factors that influence product design, and shaped using design thinking. Students learn about ethical research methods when investigating and defining their design need and/or opportunity and generating and designing their product concepts.

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

In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes.

Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution. Students also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends.

In Area of Study 1, students continue to make the product designed in Unit 3, using materials, tools and processes safely and responsibly. Throughout the production process, they monitor and record their progress during implementation of their scheduled production plan and justify decisions and modifications, if and when necessary.

In Area of Study 2, students evaluate their product and a range of existing products using criteria, data and feedback. They speculate on how designers can be future-focused, innovative and entrepreneurial by suggesting and justifying possible product enhancements and/or improvements based on this evaluation.

#### **Where might this course lead?**

Architect, Architectural Drafter, Automotive Tradesperson, Building Contractor, Building Inspector, Building Surveyor, Building Technician, Building Tradesperson, Cabinet Maker, Carpenter and Joiner, Cartographer, Construction Tradesperson, Craftsperson, Digital Modeler, Electrical Tradesperson, Furniture Designer, Industrial Designer, Interior Designer, Jewellery Designer, Leadlight Worker, Model Maker, Product Designer, Set Designer.



# Psychology

**Outline:** In VCE Psychology, students explore complex human behaviours and thought processes. They develop an understanding of brain development and of mental health issues and are given the opportunity to apply psychological principles to everyday situations.

**Recommendations:** It is of benefit to students to have studied units 1 and 2 before studying units 3 and 4 and this is strongly recommended.

## Unit 1

Students develop an understanding of brain structure and function, and identify the varying influences of nature and nurture on a person's psychological development. There is a major investigation related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

## Unit 2

In this unit students investigate how perception enables a person to interact with the world around them. Students also explore a person's attitudes, perception of themselves and relationships with others that can influence the behaviour of an individual and groups. A student practical investigation related to internal and external influences on behaviour is undertaken in this unit.

## Unit 3

In this unit students examine the functioning of the nervous system to explain how a person can interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate mechanisms of memory and learning and they consider the limitations and fallibility of memory and how memory can be improved.

## Unit 4

In this unit, students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. They also design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.

## Where might this course lead?

The study of Psychology may lead to opportunities in Research, Education, Management, Human Resources, Health, Government and specialist fields of Psychology.



# Religion & Society

**Outline:** In VCE Religion and Society, students undertake a general study of religion and its interaction with society in the past and the present. They study specific religious traditions or denominations in societies where multiple worldviews coexist and consider individual experiences of members as they engage with their religion. This study respects and encourages an open and objective inquiry, without partiality towards any one religion. Through the study of VCE 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.

**Recommendations:** There are no prerequisites prior to commencing this subject at VCE level, however it is recommended students undertaking Units 3 & 4 have completed Units 1 & 2 Religion & Society.

## Unit 1: The role of religion in society

Students will explore the origins of religion and the role of religions in the development of society, identifying the nature and purpose of religion over time. Students look at the often complex relationship that exists between individuals, groups, new ideas and religious traditions broadly and in the Australian society in which they live.

## Unit 2: Religion and Ethics

Students study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in societies where multiple worldviews coexist.

## Unit 3: The Search for meaning

Students study the purposes of religion generally and then consider the religious beliefs developed by a religious tradition(s) or denomination in response to the big questions of life. Students study how particular beliefs within religious tradition(s) or denomination may be expressed through the other aspects of religion, and explore how this is intended to foster meaning for adherents. Students then consider the interaction between significant life experience and religion.

## Unit 4: Religion, challenge and change

Students study the interaction over time of religious traditions and the societies of which they are a part. Students explore challenge for religious traditions over time then undertake a study of challenge and change for the Christian religious tradition.

## Where might this course lead?

Students who undertake this course of study may be interested in undertaking further study in the following areas: Law, Theology, Youth Ministry, Commerce, Journalism, Historian, Politics, Ethicists, Education, Social Work/Counseling.

# Theatre Studies

**Outline:** The VCE Theatre Studies course is designed for students to interpret playscripts and produce a major performance for audiences. The students explore the stagecraft elements of acting, costume, make-up, properties, set, sound, lighting, direction, theatre technologies, publicity, marketing and stage management. The students explore theatre styles and conventions from the pre-modern era to the present day. Students develop understanding and appreciation of the role and place of the practitioner in theatre

**Recommendations:** The student has completed one of the Year 10 drama electives or has been heavily involved in the College Productions.

**Unit 1:** Unit 1 is an introduction to the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. The students will be assessed on their ability to apply stagecraft to plays of the pre-modern era.

**Unit 2:** Unit 2 is an introduction to the application of acting and other stagecraft in relation to theatrical styles of the modern era. The students will be assessed on their ability to apply stagecraft to plays of the modern era.

**Unit 3:** In this unit students study a playscript and undertake the stages of the theatrical production process. These include planning, developing and then presenting to an audience. The student's specialise in two areas of stagecraft (as mentioned in the outline) working in a team to perform the production. The students are assessed on the development of these two stagecraft as well as their overall performance.

**Unit 4:** In this unit students study a scene and associated monologue from the Theatre Studies Stagecraft Examination Specifications published annually by the Victorian Curriculum and Assessment Authority. Throughout the unit they develop their ideas and explore stagecraft possibilities to bring their performance to life.

## Where might this course lead?

The study of drama might lead to developing interest in the following areas:

- Performing Arts Courses, acting and direction.
- Theatre technologies and stagecraft courses. (lighting, set, make-up, costume)
- Teaching

# Visual Communication Design

**Outline:** Visual Communication Design (VCD) is a great subject to explore if you like thinking creatively and enjoy finding solutions through design. You can explore a wide range of design fields including everything from branding and interactive app design, fashion, game environments and architecture, furniture and product design to name just a few.

**Recommendations:** VCD is ideal for students wishing to advance while in Year 10. Studying Unit 1 & 2 VCD is highly beneficial, however this isn't a prerequisite for Unit 3 & 4. Capable students can go straight to studying Unit 3 & 4 VCD.

## Unit 1: Finding, reframing and resolving design problems

Unit 1 begins by exploring concepts of good design and learning to write a brief to solve a human-centered design problem. Practical design tasks involve developing branding through freehand drawing and digital programs from the Adobe suite. Instrumental drawing is also covered as students develop concepts to solve a product design solution.

## Unit 2: Design contexts and connections

Deliver an environmental design solution through architectural drawing methods. In Unit 2 you'll also get to create culturally appropriate images, particularly in relation to first nations people. Complete this unit by designing an interactive experience for a digital device.

## Unit 3: Visual communication in design practice

Discover how real-world designers work and analyse designs that appeal to you. This exciting unit will also allow you to develop your own brief then commence applying the design process to begin exploring your chosen design areas in your folio.

## Unit 4: Delivering design solutions

Complete the design process by resolving the design problems you identified in your brief and present your final design concepts.

## Where might this course lead?

VCD leads to a very broad range of University, TAFE and career options including: Communication Design, User Experience and User Interface Design, Game Design, 3D Modelling and Animation, Industrial Design, Architecture, Interior Design, Product Design, Fashion Design, Environmental Design, Landscaping and Marketing to name just a few. VCD will allow you to develop innovative skills which are in high-demand for current and emerging careers.

# 2026 VET Subjects

[Certificate II Agriculture](#)

[Certificate II Building and Construction Pre apprenticeship](#)

[Certificate II Hospitality - Cookery](#)

[Certificate III Information Technology](#)

[Certificate III in Music \(Performance\)](#)

[Certificate II in Salon Assistant/Hairdressing](#)

[Certificate III Screen and Media](#)

[Certificate III in Sport and Recreation](#)

[Certificate II in Wine Operations](#)



# VET Certificate II Agriculture

**Outline:** An entry level qualification in Agriculture that provides students with the skills and knowledge to enhance their employment prospects in the Agriculture industry.

**Recommendations:** The Units 3 & 4 sequence of VET Agriculture is not designed as a stand-alone study. Students are advised against undertaking the Units 3 & 4 sequence without first completing Units 1 & 2.

## Units 1 & 2

The Food and Fibre industry provides the opportunity to work on the land, in farming, natural resources, sustainability and associated primary production. Agriculture offers a diverse range of pathways in various industries such as beef, sheep, goat, pig, poultry, dairy and grain production. This certificate qualification enables individuals to gain experience in a mixed farming enterprise. On completion of units 1 and 2 students will have completed core units in Occupational Health and Safety and well as sustainable farm practices. Electives will be chosen from a range of farming industries.

Assessments will be practical, theoretical and a range of tasks involving agricultural practices.

On successful completion of Units 1 and 2 students will have; a partial completion of Certificate II Agriculture and have gained recognition for a minimum of 2 VCE units at Units 1 and 2 level.

## Unit 3 & 4

Units 3 and 4 will give the students further knowledge and practical applications in mixed farming enterprises. Electives will be chosen from a range of farming industries. Assessments will be practical, theoretical and a range of tasks involving agricultural practices. On successful completion of Units 3 and 4 students will obtain Certificate II in Agriculture.

## Where might this course lead?

Certificate III in Agriculture, School Based Apprenticeships in Agriculture, Certificate IV in Agriculture and a Diploma of Agriculture.

Employment outcomes may include: Farm Worker, Agronomist, Stock Agent, Rural Merchandiser and Animal Scientist.

For more information on this course please click the link below for a short video.

[Get VET – Agriculture on Vimeo](#)



# VET Certificate II Building and Construction Pre apprenticeship

**Outline:** This hands-on three year course is an introduction to the building and construction industry. It provides you with skills and training in carpentry and a range of building trades.

**Recommendations:** The Units 3 & 4 sequence of VET Building and Construction is not designed as a stand-alone study. Students are advised against undertaking the Units 3 & 4 sequence without first completing Units 1 & 2.

## Units 1 & 2

During Units 1 & 2 students will gain experience and basic knowledge for the building and construction industry. Students will learn how to use carpentry hand tools, carpentry power tools, workplace OH&S and building calculations. Students will have the opportunity to obtain the Construction Induction Card in the first year of training.

On successful completion of first year students will have; partial completion of Certificate II in Building and Construction and have gained recognition for a minimum of 2 VCE units at Units 1 and 2 level

## Units 3 & 4

Units Units 3 & 4 will consolidate and expand knowledge and skills learnt during the first year. Units covered include building set out, subfloor framing, wall framing and external cladding. On successful completion of Units 3 and 4 students will have; partial completion of Certificate II in Building and Construction and Recognition for VCE Units 3 and 4 sequence.

## Units 5 & 6

The final and third year will consolidate and expand knowledge and skills learnt during first and second year. Units covered include roof framing, hanging a door and installing door furniture and scaffolding. The final third year can only be completed in year 12 if student's commenced the course in year 10. (3rd year will be dependent on student numbers).

On successful completion of third year students will have completed the Certificate II in Building and Construction and recognition of an additional 2 VCE units at Units 1 and 2 level.

**Assessments:** During Units 1 -6 , assessments will be practical, theoretical and include a range of tasks associated with the Building and Construction trades.

## Where might this course lead?

Associated Diplomas, Advanced Certificates and Apprenticeship Certificates in Furnishing, Furniture and Manufacturing, Bachelor degrees in many fields, Apprenticeship/ Traineeship in Building and Construction related industries.

For more information on this course please click the link below for a short video.

[Get VET - VET Building & Construction on Vimeo](#)

# VET Certificate II Hospitality – Cookery

**Outline:** This two year course provides students with a broad range of cookery knowledge and skills to enhance their employment prospects in the Hospitality Industry. This is a practical, hands-on course that leads to an industry standard qualification, Certificate II in Kitchen Operations.

**Recommendations:** The Units 3 & 4 sequence of VET Hospitality is not designed as a stand-alone study. Students must undertake 1 & 2 before undertaking units 3 & 4.

## Units 1 & 2

During Units 1 and 2 students will gain specific cookery skills and knowledge; which includes training in the use of food preparation equipment, basic methods of cookery, hygiene and safety and cleaning kitchen premises. Assessments will be practical and theoretical.

On successful completion of Units 1 and 2 students will have;

Completed a minimum of 9 units of competency

Be eligible for partial completion of Certificate II in Kitchen Operations

Have gained recognition for a minimum of 2 VCE units at Units 1 and 2 level

## Unit 3 & 4

The units of competency in Units 3 and 4 offer a scored assessment. It provides additional specific cookery skills and knowledge that include; training in the production and preparation of poultry dishes, appetisers and salads, stocks, sauces, soups, vegetables, fruit, eggs and farinaceous dishes.

Assessments will be practical and theoretical with most assessments involving food preparation and service to customers in a hospitality setting.

On successful completion of Units 3 and 4 students will have;

- Completed a minimum of 5 units of competency
- Completion of Certificate II in Cookery
- Recognition for VCE Units 3 and 4 sequence.

## Where might this course lead?

Associated Diplomas

Advanced Certificates and Apprenticeship Certificates in Hospitality

Can lead to higher-level qualifications in Tourism, Hospitality and Events

Numerous employment opportunities in the Hospitality and Catering Industries

For more information on this course please click the link below for a short video.

[Get VET – VET Hospitality on Vimeo](#)



# VET Certificate III Information Technology

## Unit 1 & 2

This course equips students with essential digital skills to confidently use computer equipment and software programs, preparing them for a variety of careers across many industries. In addition to foundational computing skills, the course emphasizes important topics in cybersecurity and ethical technology use, helping students understand how to protect themselves and others online while making responsible decisions in the digital world.

Practical activities in the course include basic cybersecurity practices, computer assembly, and diagnostics, giving students hands-on experience that supports their understanding of how technology works and how to keep it secure.

Assessments will include practical tasks, theory, and activities relevant to the Information Technology sector. Upon successful completion of Units 1 and 2, students will be eligible for partial completion of Certificate III in Information Technology and will receive recognition for at least 2 VCE units at Units 1 and 2 level.

## Unit 3 & 4

The Certificate III in Information Technology is designed to help students build essential IT skills that will set them up for success in today's digital world. This qualification provides a strong foundation in information and communications technology (ICT), giving learners the confidence to navigate a range of industries.

A key advantage of this program is the opportunity for students to achieve a dual qualification. Graduates will not only earn a nationally recognised Certificate III in Information Technology, but they will also attain a scored VCE at Unit 3 and 4 level, giving them a competitive edge in further study and career pathways.

Throughout the course, students will develop core competencies in cybersecurity, ethical considerations in technology, digital media, and key ICT applications. They will gain a strong understanding of cyber awareness and responsible digital practices, ensuring they can navigate the evolving technological landscape with confidence and integrity. This program offers meaningful insights into various IT specialisations, preparing graduates to pursue careers or further studies in fields such as information security, software development, and emerging technologies.

For parents, this dual qualification represents a timely stepping stone for their child's future, equipping them with practical IT skills and a VCE qualification that can open doors to exciting opportunities in higher education and the ever-evolving world of technology.

### Where might this course lead?

Degrees in Computer Science, Computer Engineering, AI, Diploma and Advanced Diploma in Game Programming, Bachelor of Games and Virtual Worlds.

Employment outcomes may include Information Communication technology including Software engineers, Software developer, Computer systems Engineer, Game engineer, AI programmer, Software Engineer, Network Technician.

For more information on this course please click the link below for a short video [Get VET Information and Communications Technology on Vimeo](#)

# VET Certificate III in Music (Performance) CUA30920

**Outline:** Certificate III in Music (Performance) is offered to students through Cosamp (RTO code 41549). This qualification is for those students who have an interest in music and are keen to develop skills as a musician with the aim to perform and compose music. Music Performance Specialisation provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Depending on the electives chosen, students will work towards composing simple songs or musical pieces and preparing for performances, whilst developing improvisation skills, applying knowledge of genre to music making and performing music as part of a group or as a soloist. Students will gain competencies that will enhance their employment opportunities within the music industry and a recognised qualification that will assist them in making a more informed choice when considering vocational/career pathways. This qualification is delivered face-to-face at Galen over two years.

**Recommendations:** The Units 3 & 4 sequence of VET Music Industry is not designed as a stand-alone study. Students are advised to complete Units 1 & 2 before. VET Cert III in Music requires students who are confident to perform on an instrument (voice included) and/or students who have had private music lessons.

## Units 1 & 2

During Units 1 and 2 students will be provided with knowledge and skills related to copyright arrangements, working in the music industry and creating a career in this industry. They will compose simple songs and prepare for performances with their chosen vocal or musical instrument.

## Unit 3 & 4

During Units 3 and 4 students will develop their technical skills on an instrument through performance. They will also develop improvisation skills and prepare and carry out performances to develop and maintain their stagecraft skills either as a member of a group or as a soloist.

On successful completion of Units 3 and 4 students will have;

Completion of Certificate III in Music (Performance)

Recognition for VCE Units 3 and 4 sequence, which contributes to final ATAR score.

## Where might this course lead?

Certificate IV in Music Industry, Diploma of Music Industry and an Advanced Diploma of Music Industry. Employment outcomes may include; Musician, Stage Producer, Director, Session Musician, Arranger and Songwriter.

For more information on this course please click the link below for a short video.

[Get VET – VET Music on Vimeo](#)

# VET Certificate II in Salon Assistant / Hairdressing

Undertaken at Borinya one day per week

**Outline:** Certificate II in Salon Assistant/Hairdressing is a practical, hands-on course that leads to industry standard qualifications. It is a pre-apprenticeship course designed to develop the student's skills and knowledge in hairdressing terminology, health and safety, salon duties and basic hair styling techniques. Students will gain knowledge and skills in hair design, scalp and hair disorders, merchandising and working with salon colleagues. It is designed to provide an overview of the hairdressing industry. It provides students with an opportunity to acquire skills, knowledge and personal attributes to work in the hairdressing field.

## Units 1 & 2

Units of Competence include: Prepare clients for salon services; Dry hair to shape; Maintain tools and equipment; Maintain and organise work areas; Follow personal health and safety routines; Work effectively in a retail environment; Apply safe working practices; Communicate in the workplace; Perform head; neck and shoulder massage; Develop hairdressing industry knowledge; Apply temporary hair product and remove residual colour products; Apply single two or three strand braiding techniques.

## Units 3 & 4

Units 3 and 4 will give the students further knowledge and practical applications in provisions of personal services for men and women. The hairdressing sector offer a range of career options, such as hairdressers, barbers, and salon managers.

**Assessments** will be practical and theoretical tasks associated with the Hairdressing profession.

On successful completion of Units 1 and 2, students will obtain the Certificate II in Salon Assistant/Hairdressing. Note that one year of study will offer a partial completion of the course.

## Where might this course lead?

Associated Diplomas

Advanced Certificates/ Apprenticeships relating to Hairdressing

Can lead to higher-level qualifications in Hairdressing

Numerous employment opportunities in customer service and salon management positions in the Hairdressing sector.

For more information on this course please click the link below for a short video.

[Get VET – VET Hair & Beauty on Vimeo](#)



# VET Certificate III Screen and Media

**Outline:** This course provides students with a pathway to a variety of creative industries. Units 3 and 4 offers scored assessment and incorporates units such as 2D digital animations, writing content for a range of media, authoring interactive sequences and creating visual design components. Organisational and specialist activity skills in addition to some leadership skills will be developed through the units of competency undertaken in Units 1 to 4 of the selected program.

**Recommendations:** Students are advised against undertaking the Units 3 & 4 sequence without first completing Units 1 & 2.

## Unit 1 & 2

This course provides students with the fundamentals to confidently operate aided design software packages to develop interactive digital environments including Adobe Photoshop, Maya 3D and Unreal Engine. This qualification provides basic digital skills to support a wide range of varying digital art industry and ICT occupations, with a primary focus on introducing students to the many career opportunities available for visual design and creation in games, interactivity and creative industries. Assessments will be practical, theoretical and activities associated with the Information Communication Technology sector.

On successful completion of Units 1 and 2 students will be; Eligible for partial completion of Certificate III in Screen and Media. Gained recognition for a minimum of 2 VCE units at Units 1 and 2 level.

## Unit 3 & 4

Units 3 and 4 will provide the students with skills in character design to create a portfolio on a custom game character using a range of traditional and digital art techniques, create a series of 2D animations, and develop interactive websites. This course will also expose them to a range of design elements and principles for communication effectively using ICT. This qualification is designed to support students in developing the skills necessary for further education or work within the digital entertainment industry. This subject has a Game and Interactive Media development focus where you learn how to create a detailed animated trailer, write content for the web and design and develop a custom game character.

Students will be introduced to industry standard tools and techniques for game development such as Unreal 4 Game Engine, Autodesk Maya 3D, Adobe Dreamweaver and Adobe Photoshop.

## Where might this course lead?

Diploma or Advanced Diplomas in 3D Animation & VFX for film, Game Art & Animation and Game Design & Production. Employment outcomes may include; Animator, Digital Artist, Interactive Media Editor, Game Development.

For more information on this course please click the link below for a short video.

[Get VET – VET Screen and Media on Vimeo](#)

# VET Certificate III in Sport and Recreation

**Outline:** The course is an accredited entry level training program for students wishing to pursue a range of occupations associated with the Sport and Recreation Industry. It is a practical hands-on course developed by the Sport and Recreation Industry that leads to industry standard qualifications.

**Recommendations:** The Units 3 & 4 sequence of VET Sport and Recreation is not designed as a stand-alone study. Students are advised against undertaking the Units 3 & 4 sequence without first completing Units 1 & 2.

## Units 1 & 2

During Units 1 and 2 students will develop knowledge and skills related to applying first aid, responding to emergency situations, working effectively in sport and recreation environments and following Work Health and Safety Policies. They will develop and update knowledge of Coaching Practices and officiating. Assessments will be practical and theoretical tasks associated with the Sport and Recreation profession.

## Unit 3 & 4

Units 3 and 4 will provide the students with further skills and knowledge around planning and conducting sport and recreation sessions, facilitating and educating groups, and undertaking risk analysis of activities. Assessments will be a mix of practical and theoretical tasks associated with the Sport and Recreation profession.

On successful completion of Units 3 and 4 students will have completed their Certificate III in Sport and Recreation. This is also a VCE subject so students sit an exam at the end of the year. Assessment tasks during the year contribute to a student's final ATAR score.

## Where might this course lead?

A Pathway to a variety of different courses within the Sport and Recreation industry and other fields. These may include:

- Associated Diplomas and Bachelor degrees in sports management.
- Advanced Certificates relating to Sport and Recreation
- Higher-level qualifications in Sport and Recreation
- A stepping stone to PE teaching and Exercise Sport Science courses.

Employment outcomes may include PE teaching, support in the provision of sport and recreation programs, coaching, event management, grounds and facilities maintenance and working in the service industry in locations such as a fitness centre, outdoor sporting ground or aquatic centre.

For more information on this course please click the link below for a short video.

[Get VET – VET Sport and Recreation on Vimeo](#)

# VET Certificate II in Wine Operations

**Outline:** The Certificate II in Wine Industry Operations introduces students to the dynamic and diverse world of wine production. This nationally recognized qualification offers hands-on experience and foundational knowledge in wine processing, cellar operations, and workplace safety. Students will explore the winemaking process from grape to bottle, gaining insight into both traditional and modern techniques.

This course is ideal for students with an interest in agriculture, food science, or pursuing careers in the wine and beverage industry.

**Recommendations:** The Units 3 & 4 sequence of VET Sport and Recreation is not designed as a stand-alone study. Students are advised against undertaking the Units 3 & 4 sequence without first completing Units 1 & 2.

## Units 1 & 2

Learn the step-by-step process of harvesting grapes, pruning and maintaining grape vines, and diagnosing and treating plant diseases and disorders. Gain hands-on experience in vineyard operations and develop skills in assessing wine quality while building a foundation for a future in this innovative and evolving industry. Apply quality systems and procedures through practical and theoretical assessments, as well as a range of agricultural tasks. Upon successful completion of Units 1 and 2, students will achieve a partial completion of Certificate II in Wine Operations.

## Unit 3 & 4

Units 3 and 4 will further enhance students' knowledge and practical skills in canopy maintenance, hand planting of vines, and pruning. You will learn how to train vines, take and process vine cuttings, and pick grapes by hand. Additionally, you will gain the ability to recognize disorders, identify pests and diseases, and prepare and apply chemicals under supervision.

## Where might this course lead?

Certificate III in Wine Industry Operations, Certificate III in Food Processing.

Employment outcomes may include: Entry-level roles in wineries, cellar doors, bottling plants, or vineyard operations, Apprenticeships or traineeships in wine production or food processing.

## Where to get more information

There are many ways you can find out more about the units that might interest you:

- The Study Designs for our subjects can also be found on the Victorian Curriculum and Assessment Authority (VCAA) website at: [VCAA](#)
- Lots of other information about VCE and VET can also be found on the VCAA website.
- Talk to teachers, other students and your families. Make time to talk with your Homeroom Mentor.
- Families might find this website useful: [VCE Study Designs](#)
- Read the “Where To Now? Guide” (for Year 10 students). This is the booklet from VCAA distributed at school for all students. It explains the VCE, VCE Vocational Major, VET and SBAT courses. The Guide is available on the VCAA website:

- Where To Now Guide

- VTAC have produced a Year 10 Guide which has information about prerequisites, the ATAR and goal setting: [Yr 10 Guide](#)
- See the Galen teachers who specialise in the units you're interested in.
- See the latest copy of the Tertiary Planner for the year you intend to go to university to find out about entry requirements.

