

VCE VET VM

Course Guide 2027

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Choosing a senior studies pathway

Senior studies at Galen are flexible and allow students to build a program that matches their interests, strengths, and future goals.

Students can combine:

- VCE subjects
- VET certificates
- VCE Vocational Major (VM)
- Extension Studies (university subjects)
- School-Based Apprenticeships/Traineeships (SBAT)

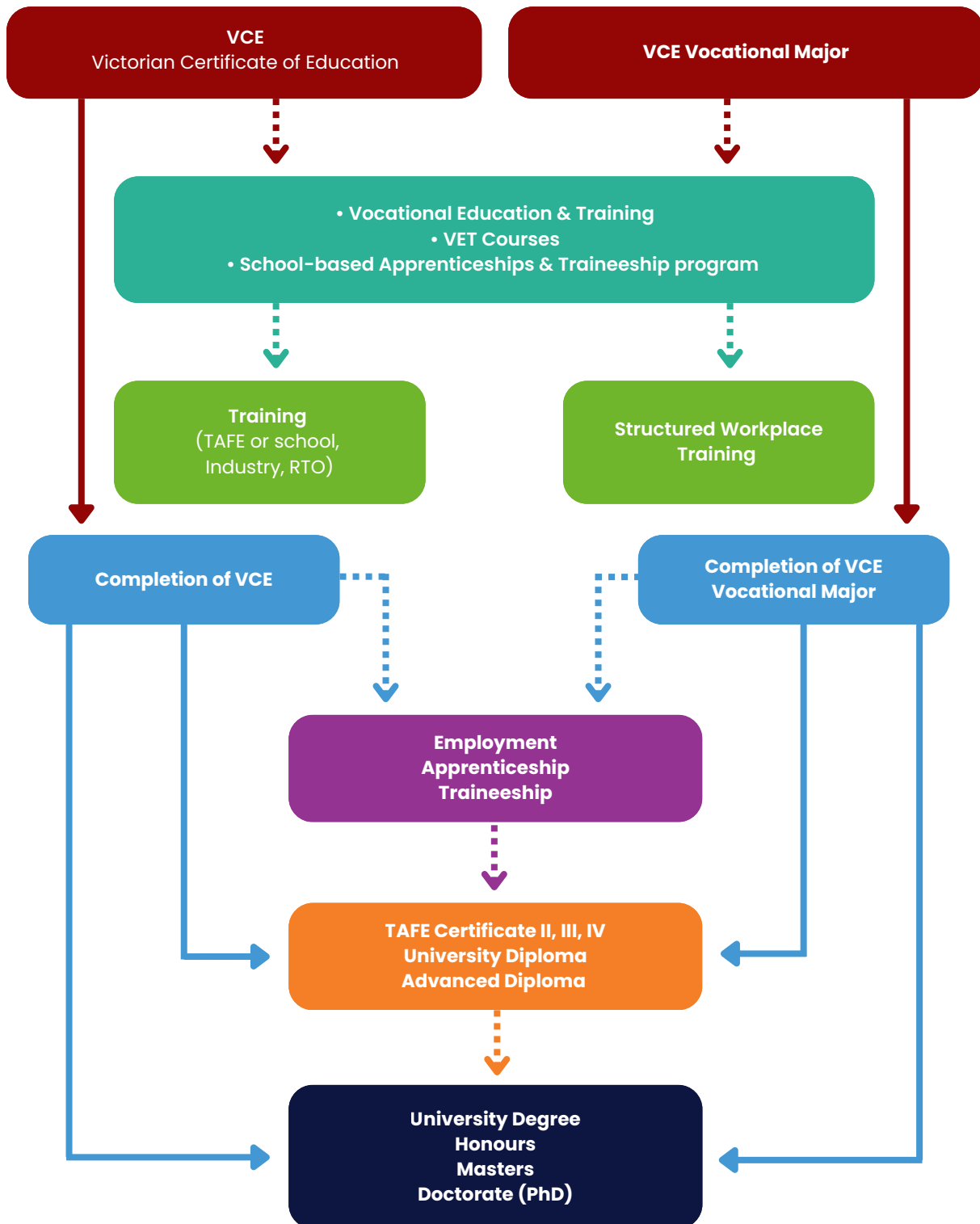
Support is available from:

- Homeroom Mentors
- House Leaders
- Learning Area Leaders
- Careers & Further Education Coordinator
- Subject teachers



Learning Pathways

SENIOR SCHOOL CERTIFICATES



Students can move from school into:

- **VCE** → University, TAFE, apprenticeships, employment
- **VCE Vocational Major** → TAFE, apprenticeships, traineeships, employment
- **VET** → Industry qualifications, apprenticeships, further training

Which program is best for me?

Students should consider:

- What subjects they enjoy and perform well in.
- Career interests and required prerequisites.
- Whether they need an ATAR.
- Whether VET or SBAT options suit their goals.
- Skills needed for their preferred pathway.
- Requirements for completing VCE or VM.

Drafting a Year 11 & 12 program

Drafting a program for Year 11 & 12 takes consideration. Steps in the process include:

- Complete work experience placement and explore careers using websites such as [My Future](#) and [The Careers Department](#).
- Work through Occupational Health & Safety modules linked to your career interests.
- Decide whether you want to do:
 - VCE,
 - VCE with a VET or SBAT, or
 - VM with a VET or SBAT (includes built-in work placement).
- Draft your initial subject choices and discuss them with your parents/carers.
- If relevant, check your program with university prerequisite subjects
- Finalise your two-year senior program with help from your Homeroom Mentor and other staff.

In Year 11, most students study six subjects plus RE; in Year 12, five subjects plus RE. ATAR is calculated using English, the best three other subjects, and small contributions from the fifth and sixth subjects (see page 10 for more information on ATAR).

Please note

Any Unit 3 & 4 subjects chosen for Year 11 must be approved by the relevant Year 10 or VCE teacher.

Your Maths, English and Science teachers will recommend the most suitable Maths, Science or English pathway for Years 11 and 12.

Additional guidance may be provided after subject selection interviews in early Term 3.

Year 11 VCE Subject Selection Template



Religious Education

Year 11 Religious Education

All Year 11 students must complete Religious Education. This applies to students studying VCE, VM and VET and is completed in addition to these programs.

- Six periods per fortnight
- Students should choose an area of interest
- **Important:** If a student selects a subject that duplicates a VCE Unit 2, they will only receive credit for one of these units.

Available Subjects

Religion & Ethics

(Unit 2: VCE Religion and Society)

- Explore how people decide what is “right” or “good”
- Analyse ethical arguments, reasoning and cultural influences
- Understand how beliefs, traditions and worldviews shape moral decisions

Religion & Art

(Unit 2: Art Creative Practice)

- Investigate how religion is expressed through different art forms
- Explore historical and social contexts behind religious artworks
- Reflect on how art can support personal religious experience
- Completing this subject meets all requirements for VCE Unit 2: Art Creative Practice

Community Service & Social Justice (CSSJ)

- A school-based RE program focused on Christian service
- Explore current social justice issues and raise awareness in the community
- Complete community service through school partnership programs

Faith Leadership

- A youth-ministry style program
- Students lead faith events, social justice initiatives and Catholic identity activities
- Work with the Parish to build strong liturgical connections
- Act as a voice for faith within the school community

Year 12 Religious Education

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

Option 1: The Human Journey

Completed in addition to VCE, VM or VET subjects.

- Six periods per fortnight
- Focuses on exploring meaning, purpose and human experience from a religious and ethical perspective

Option 2: Faith Leadership

Completed in addition to VCE, VM or VET subjects.

- Six periods per fortnight
- Builds on the Year 11 Faith Leadership program
- Students lead faith events, social justice initiatives and Catholic identity activities
- Strengthens connections with the Parish and wider community



The Human Journey

Year 12 Retreat: The Mountain and the River

A three-day retreat focused on strengthening relationships with peers, teachers and the Catholic story. Students participate in personal, social, and spiritual activities that build their capacity to contribute positively to the world. The retreat is a key component of the College's Graduate Outcomes.

Unit 1: Professional Communication

Students learn:

- The importance of clear and effective communication
- How communication styles influence workplace interactions
- Strategies to reduce misunderstandings and communicate confidently

Unit 2: Mind, Body and Soul

Students explore:

- The science behind wellbeing, resilience and healthy relationships
- How to live more engaged, productive and fulfilling lives
- Practical skills for mindfulness and personal wellbeing

Unit 3: Community Engagement

Students:

- Learn how community involvement supports learning and success
- Mentor younger students in a junior classroom
- Work with teachers to support the needs of the class group

Unit 4: Cultural Awareness

Students develop:

- An understanding of how culture shapes values and perspectives
- A deeper relationship with the Bpangerang people of the Yorta Yorta Nation
- Awareness of the ongoing connection of Aboriginal and Torres Strait Islander peoples to Country

Unit 5: The Art of Ethical Thinking

Students are introduced to:

- Catholic ethical frameworks and other major ethical approaches
- Key philosophers and schools of thought
- How ethical perspectives influence society and decision-making

Unit 6: Positive Ethical Leadership

Students explore:

- What ethical leadership looks like in practice
- How organisations act responsibly for the common good
- Approaches that strengthen ethical leadership skills

Unit 7: Youth Leading Change

Students:

- Examine young people as leaders and problem-solvers
- Work in groups to design a project addressing a local or global issue
- Learn about the opportunities and challenges of leading meaningful change

Victorian Certificate of Education (VCE)

What VCE is

A two-year academic program leading to:

- University
- TAFE
- Employment

Students build a program focused on areas such as:

- Sciences
- Business
- Health
- Humanities
- Mathematics
- Arts
- Technology
- Physical Education

Requirements

- VCE makes it compulsory to study English, English Language or Literature at both Year 11 & 12.
- Religious Education is compulsory at Galen.
- Most students complete 22 units across two years.

Assessment of VCE

- Units 1–2: Satisfactory (S) or Not Satisfactory (N)
- Units 3–4:
 - School-assessed Coursework/Tasks
 - External exams
 - Grades A+ to E
 - Study score out of 50 (if all assessments completed)

Study scores contribute to the ATAR.

Extension Studies

University subjects taken alongside VCE for high-achieving students.

- Not counted toward the 16 VCE units.
- Can count as a 10% ATAR increment. (See *information on ATAR on Page 10*).
- Good for students wanting extra challenge or early university experience.

Victorian School of Languages (VSL) & Virtual School Victoria (VSV)

Used when students cannot access a subject at school.

- Students may study 1–2 subjects externally.
- Eligibility criteria apply.

Australian Tertiary Admission Rank (ATAR)

- Calculated by VTAC using scaled study scores.
- Used for entry into many tertiary courses.
- VET scored programs and Extension Studies can contribute.
- ATAR compares students across all subjects.

The ATAR is calculated by the following:

- Best study score of one of the English Studies.
- The next best three study scores.
- 10% of the fifth and sixth study scores.
- In all, up to six subject scores may be used in calculating the total aggregate. You are then ranked on these aggregate totals.
- This ranking is your ATAR. The highest ranking is 99.95 and the lowest reported rank is 20.00.

If you choose to do VCE-VM you will not receive an ATAR.

A practical example

Imagine George, a Galen student, completes six VCE subjects. To calculate his aggregate score, VTAC takes his English score, adds his next three highest scaled study scores, and then includes 10% of his fifth and sixth subjects. **See the table below for a visual reference.**

This aggregate score is then compared with the scores of all other Year 12 students across Victoria to determine his ATAR. Rather than being a mark out of 100, an ATAR is a ranking that shows how George performed relative to other students in his age group, helping universities assess applicants for course entry.

For a more detailed explanation and information on scaling, please visit the link below.

[VTAC ATAR and Scaling Guide 2027](#)



	English	Biology	Economics	General Mathematics	Chemistry	Psychology
Scaled study score	32	43	41	39	38	25

$$\begin{aligned} \text{Aggregate score} &= \text{English} + \text{Top 3 subjects} + 10\% \text{ of } 5^{\text{th}} \text{ and } 6^{\text{th}} \text{ subjects} \\ &= 32 + 43 + 41 + 39 + 3.8 + 2.5 = 161.3 \end{aligned}$$

$$\text{Aggregate score} = 161.3$$

2027 VCE Subjects

Accounting

Art Creative Practice

Art Making & Exhibiting

Biology

Business Management

Chemistry

Drama

Economics

English

English

English Language

English Literature

Environmental Science

Food Studies

Geography

Health & Human Development

History

Modern History: Units 1 & 2

History Revolutions: Units 3 & 4

Ancient History: Units 1 & 2

Ancient History: Units 3 & 4

Legal Studies

Indonesian

Italian

Mathematics

Foundation Mathematics

General Mathematics

Mathematical Methods

Specialist Mathematics

Media

Outdoor & Environmental Studies

Physical Education

Physics

Politics

Product Design & Technology

Psychology

Religion & Society

Theatre Studies

Visual Communication Design



Accounting

Overview

VCE Accounting explores how financial information is recorded, reported, and used to support decision-making in small and large organisations. Students learn how businesses track performance, manage resources, and meet legal reporting requirements. The subject builds practical skills in analysing financial data and understanding the impact of business decisions. It is ideal for students interested in business, finance, management, or entrepreneurship.

Recommendations

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

What knowledge and skills will I need to build?

- Understanding of financial documents and accounting terminology
- Ability to record and classify transactions accurately
- Skills in preparing and interpreting financial reports
- Analytical thinking to evaluate business performance
- Confidence using accounting software or digital tools (where applicable)

How will I be assessed in this subject?

- School-assessed coursework tasks
- Practical exercises involving recording and reporting
- Analytical tasks interpreting financial data
- End-of-year VCAA examination (Units 3 & 4)

What else do I need to know?

- This subject supports pathways into business, commerce, finance, and management.
- Strong study habits and consistent practice with processes are important.
- Students who enjoy structured, logical tasks often find Accounting rewarding.

Unit 1 — Role of Accounting in Business

Students learn how accounting supports business decision-making and explore the processes used to record financial information. They investigate small business operations and prepare basic financial reports.

Unit 2 — Accounting and Decision-Making for a Trading Business

Students apply accounting procedures to a trading business, including inventory management and cash control. They learn how to evaluate business performance using financial and non-financial indicators.

Unit 3 — Financial Accounting for a Trading Business

Students use double-entry accounting to record transactions and prepare key financial statements. They analyse how business decisions affect profitability, liquidity, and overall performance.

Unit 4 — Recording, Reporting, Budgeting and Decision-Making

Students evaluate financial reports to assess business strengths and weaknesses. They recommend strategies to improve performance based on financial and non-financial data.

Art Creative Practice

Overview

VCE Art Creative Practice explores how artists develop ideas, experiment with materials, and create resolved artworks. Students investigate different art forms, analyse the work of other artists, and build their own creative process. The subject encourages personal expression, problem-solving and visual communication. It suits students who enjoy hands-on making and exploring creative concepts.

Recommendations

It would be of benefit for students to have studied Arts electives in Year 10 prior to VCE Art.

It is strongly recommended that Units 1 & 2 be completed prior to attempting Units 3 & 4.

Students wanting to study Units 3 & 4 in Year 11 would need to have achieved highly in the Year 10 Arts Pathways and other Year 10 Arts electives.

What knowledge and skills will I need to build?

- Confidence experimenting with materials and techniques
- Ability to analyse and interpret artworks
- Skills in documenting ideas and creative processes
- Visual communication and design decision-making
- Reflective thinking to evaluate artistic outcomes

How will I be assessed in this subject?

- Practical folio work
- Written analysis of artists and artworks
- Documentation of creative processes
- Final resolved artworks
- VCAA end-of-year examination (Units 3 & 4)

What else do I need to know?

- This subject involves ongoing folio work, so consistent effort is important.
- Students can work in any medium that suits their ideas.
- Art Creative Practice supports pathways into design, fine art, illustration and creative industries.

Unit 1 — Interpreting artworks and exploring the Creative Practice

Students experiment with materials, techniques, and processes to explore personal ideas. They analyse how artists develop their work and use this to inform their own creative practice.

Unit 2 — Interpreting artworks and developing the Creative Practice

Students refine their ideas through further experimentation and begin developing more resolved artworks. They evaluate their progress and make decisions that strengthen their creative outcomes.

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

Students research artists and gather inspiration to inform a focused creative direction. They document their thinking and begin producing artworks that show clear conceptual and material development.

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

Students complete a cohesive body of work and present it in a considered format. They reflect on their creative decisions and evaluate how effectively their artworks communicate their intentions.

Art Making & Exhibiting

Overview

VCE Art Making and Exhibiting explores how artworks are created, presented, and interpreted within different cultural and historical contexts. Students investigate how artists communicate ideas and how exhibitions are planned and curated. They develop practical skills through artmaking while also learning how artworks are displayed and viewed. This subject suits students interested in both creative practice and the gallery/museum side of the arts.

Recommendations

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

What knowledge and skills will I need to build?

- Skills in experimenting with materials, techniques and processes
- Understanding of how exhibitions are curated and presented
- Ability to analyse artworks and artist intentions
- Documentation and reflection skills
- Visual communication and creative problem-solving

How will I be assessed in this subject?

- Practical folio work
- Written analysis of artists, artworks and exhibitions
- Documentation of creative processes
- Final resolved artworks
- VCAA end-of-year examination (Units 3 & 4)

What else do I need to know?

- This subject includes both practical artmaking and exhibition studies.
- Consistent folio work is essential for success.
- It supports pathways into fine art, curation, museum studies, design, and creative industries.

Unit 1 – Explore, Expand and Investigate

Students experiment with materials and techniques to explore personal ideas and artistic intentions. They investigate how artists from different times and cultures develop and present their work.

Unit 2 – Understand, Develop and Resolve

Students refine their artmaking through focused experimentation and begin developing more resolved artworks. They analyse how exhibitions communicate meaning and apply this understanding to their own work.

Unit 3 – Collect, Expand and Connect

Students research artists and gather inspiration to inform a clear creative direction. They document their thinking and begin producing artworks that show purposeful development and conceptual depth.

Unit 4 – Resolve, Present and Reflect

Students complete a cohesive body of work and plan how it could be exhibited to communicate their intentions. They reflect on their creative decisions and evaluate how effectively their artworks and presentation choices convey meaning.



Biology

Overview

VCE Biology explores the structure and function of living organisms, the processes that sustain life, and the diversity of biological systems. Students investigate cells, genetics, evolution, and the interactions between organisms and their environment. The subject builds scientific inquiry skills through practical investigations and data analysis. It is ideal for students interested in health, medical science, environmental science, or life sciences.

Recommendations

It is strongly recommended that at least Unit 1 Biology, but preferably both, be taken prior to Units 3 & 4.

What knowledge and skills will I need to build?

- Understanding of cell structure, genetics and biological processes
- Ability to analyse scientific data and interpret evidence
- Practical laboratory skills and safe scientific practice
- Skills in designing and conducting investigations
- Scientific communication and report writing

How will I be assessed in this subject?

- Practical investigations and laboratory reports
- Data analysis and scientific reasoning tasks
- School-assessed coursework
- VCAA end-of-year examinations (Units 3 & 4)

What else do I need to know?

- Regular revision is important due to the content-heavy nature of the course.
- Biology supports pathways into health, medical, veterinary, environmental, and life sciences.
- Practical work forms a significant part of learning and assessment.

Unit 1 – How do living things stay alive?

Students examine how organisms meet their needs for survival, including adaptations and the functioning of cells and systems. They investigate how organisms respond to their environment and carry out practical investigations.

Unit 2 – How is continuity of life maintained?

Students learn how reproduction passes genetic information, creating variation and diversity, and how meiosis, genes, and the environment influence inherited traits. They also compare reproductive strategies, explore adaptations for survival, and examine ecosystem relationships, including keystone species, alongside Aboriginal and Torres Strait Islander perspectives.

Unit 3 – How do cells maintain life?

Students investigate how cells function, focusing on nucleic acids, proteins, gene structure and expression, and how DNA influences cellular processes. They examine biochemical pathways such as photosynthesis and cellular respiration, including how these can be modified using biotechnology. The unit also explores the applications and ethical implications of gene technologies, with students applying their knowledge through case studies and data analysis.

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

Students explore how life on Earth changes over time, focusing on the human immune system and responses to disease, including related bioethical issues. They study evolution through evidence such as fossils, anatomy, and DNA, and investigate how events affect gene pools and allele frequencies, shaping species over time.

Business Management

Overview

VCE Business Management examines how businesses are established, managed, and operated in a changing environment. Students explore the decisions leaders make, the strategies used to improve performance, and the factors that influence business success. The subject builds skills in planning, problem-solving and evaluating real business scenarios. It suits students interested in leadership, entrepreneurship, management, or the business world.

What knowledge and skills will I need to build?

- Understanding of business concepts, structures and management strategies
- Analytical skills to evaluate business decisions and performance
- Ability to interpret case studies and apply theory to real situations
- Communication and problem-solving skills
- Understanding of change management and leadership principles

How will I be assessed in this subject?

- School-assessed coursework tasks
- Case study analysis
- Short-answer and extended-response tasks
- VCAA end-of-year examinations (Units 3 & 4)

What else do I need to know?

- Business Management supports pathways into commerce, management, marketing and entrepreneurship.
- Real-world examples are used frequently, so staying aware of current business events is helpful.
- Strong organisational skills support success in this subject.

Unit 1 – Planning a business

Students investigate how business ideas are developed and the factors that influence the planning of a new business. They explore legal requirements, financial considerations, and the importance of planning for success.

Unit 2 – Establishing a business

Students examine the processes involved in establishing a business, including staffing, marketing, and choosing appropriate business structures. They analyse how decisions made at this stage affect long-term performance.

Unit 3 – Managing a business

Students explore how businesses manage employees, operations, and resources to achieve objectives. They evaluate management strategies and analyse how internal and external factors influence performance.

Unit 4 – Transforming a business

Students investigate how businesses respond to change and implement transformation strategies. They evaluate the effectiveness of change management approaches and consider the role of leadership in successful change.

Chemistry

Overview

This study enables students to:

- Develop an understanding of matter, energy and the factors affecting chemical systems to explain the properties, structures, reactions and applications of materials in society.
- Use the language and methodologies of chemistry to solve qualitative and quantitative problems.
- Understand how chemical systems can be controlled to create greener, more sustainable processes for producing chemicals and energy while minimising impacts on human health and the environment.

Recommendations

Students must have successfully completed Year 10 Chemistry/Physics, and have competent mathematical skills.

What knowledge and skills will I need to build?

- Safely conduct practical experiments
- Investigate and analyse chemical problems
- Use chemical formulas, equations and scientific terminology
- Apply mathematical skills to chemistry calculations
- Interpret data, graphs and experimental results
- Explain chemical processes and reactions
- Evaluate evidence and experimental methods
- Communicate scientific ideas clearly
- Apply chemistry concepts to real-world contexts such as energy, environment, food, and medicine

How will I be assessed in this subject?

- Practical investigations and reports
- Data analysis and problem-solving tasks
- Research and media analysis
- End of Semester Exams (Unit 1 & 2)
- School-assessed coursework
- VCAA end-of-year examinations (Units 3 & 4)

What else do I need to know?

- Chemistry is a key component in many careers with a science or medical focus, such as Nursing, Medical Practitioner, Veterinarian, Chemical Geologist, Chemical Engineer, and Scientist.
- [Further information can be found here.](#)

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

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 – How do chemical reactions shape the natural world?

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.

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

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 applied. 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.

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

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.

Drama

Overview

VCE Drama focuses on creating, performing and analysing dramatic works using expressive skills, performance styles, and stagecraft. Students develop characters, explore stories, and present performances to an audience. They also analyse professional productions and reflect on their own creative processes. This subject suits students who enjoy performance, creativity, and collaborative work.

Recommendations

Students to have completed one of the Year 10 Drama electives or been heavily involved in the College Productions.

What knowledge and skills will I need to build?

- Expressive skills (voice, movement, gesture, facial expression)
- Ability to create characters and develop performance ideas
- Collaboration and ensemble skills
- Understanding of performance styles and conventions
- Reflective and analytical writing skills

How will I be assessed in this subject?

- Practical performances
- Written analysis of productions
- Documentation of the creative process
- VCAA solo performance examination (Unit 4)
- VCAA written examination (Units 3 & 4)

What else do I need to know?

- Attendance and participation are essential due to group work.
- Students must be comfortable performing for an audience.
- Drama supports pathways into theatre, acting, teaching, and creative industries.

Unit 1 – Introducing performance styles

Students explore a range of performance styles and apply expressive skills to create characters and scenes. They develop short performances and analyse how meaning is communicated to an audience.

Unit 2 – Australian identity

Students examine how Australian stories and identities can be represented through drama. They create performances based on local themes and analyse an Australian work.

Unit 3 – Devised ensemble performance

Students collaborate to create an original ensemble performance using stimulus material. They document their process and refine expressive and performance skills for a major assessed performance.

Unit 4 – Devised solo performance

Students develop and present a solo performance based on prescribed structures. They analyse their creative decisions and evaluate how effectively their performance communicates meaning.



HISTORY

OF ROCK

Folk

BOB DYLAN

Folk Rock

THE BEATLES
SIMON & GARFUNKEL
CLOUTIER

Rock & Roll

ELVIS PRESLEY
THE BEATLES
THE ROLLING STONES
THE KINKS

Teen Idol

THE BEATLES
THE ROLLING STONES
CREAM

Pop

Soul

OTIS REDDING
AL GREEN
SAM COOKE
DANIEL BELL

Doo Wop

THE BEATLES
THE ROLLING STONES
THE KINKS

Funk

JAMES BROWN
SLY & THE FAMILY STONE
THE ROLLING STONES
THE KINKS

Hard Rock

THE WHO
VAN HALEN
LED ZEPPELIN
DEEP PURPLE

Psychedelic Rock

Southern Rock

ALLMAN BROTHERS
LYNYRD SKYNYRD
BLACK DAWG
ARMAGEDDON
LITTLE NIPPER

Disco

ICE CUBE
N.W.A.

SCOTT BRY
ICE T
ICE CUBE
N.W.A.

Economics

Overview

VCE Economics examines how individuals, businesses, and governments make decisions about the allocation of resources. Students explore economic issues such as inflation, unemployment, economic growth, and living standards. The subject builds strong analytical, numerical, and critical-thinking skills. It suits students interested in business, finance, policy, global issues, or how economies function.

What knowledge and skills will I need to build?

- Understanding of economic concepts, models and terminology
- Ability to interpret graphs, data and economic indicators
- Analytical and critical-thinking skills
- Skills in evaluating policy decisions and economic outcomes
- Clear written communication for extended responses

How will I be assessed in this subject?

- Data analysis tasks
- Case study evaluations
- School-assessed coursework
- VCAA end-of-year examinations (Units 3 & 4)

What else do I need to know?

- Economics links strongly to real-world events and current affairs.
- It supports pathways into commerce, finance, law, public policy, and international studies.
- Keeping up with economic news helps deepen understanding.

Unit 1 – Economic decision-making

Students investigate how markets work, including supply, demand, and price mechanisms. They examine how individuals and businesses make economic decisions and the factors that influence them.

Unit 2 – Economic issues and living standards

Students explore current economic issues such as environmental sustainability, globalisation or market failure. They analyse the economic impacts of these issues and evaluate possible policy responses.

Unit 3 – Australia's living standards

Students examine the role of the Australian Government in managing the economy through budgetary, monetary and microeconomic policies. They analyse how these policies influence economic growth, inflation, and employment.

Unit 4 – Managing the economy

Students evaluate how government policies interact to achieve economic goals. They analyse contemporary economic data and assess the effectiveness of policy decisions.

English

The minimum English requirement to be eligible for the VCE is three units from the English group, including a Unit 3–4 sequence. Galen students can choose between the following subjects in the English group: English, English Language or Literature.

English Overview

VCE English focuses on how texts are constructed and how language is used to influence, inform and engage audiences. Students read, view, and analyse a range of texts while developing their own writing and communication skills. They explore ideas, arguments, and perspectives and learn how to respond critically and creatively. This subject is essential for all pathways and strengthens core literacy skills.

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.

What knowledge and skills will I need to build?

- Analytical reading and interpretation
- Clear and controlled writing for different purposes
- Understanding of argument, persuasion and language choices
- Oral communication skills
- Ability to compare ideas and viewpoints

How will I be assessed in this subject?

- Text responses (analytical and creative)
- Argument analysis and persuasive writing
- Oral presentations
- VCAA end-of-year examinations (Units 3 & 4)

What else do I need to know?

- English is compulsory for VCE completion.
- Strong reading habits support success.
- This subject underpins most tertiary pathways.

Unit 1 – Reading, crafting and exploring texts

Students read and respond to texts, exploring how ideas and characters are constructed. They develop analytical and creative responses that show understanding of purpose and audience.

Unit 2 – Reading and exploring texts and argument

Students deepen their understanding of how texts convey meaning and examine different interpretations. They create written and oral responses that analyse themes, viewpoints and language choices.

Unit 3 – Reading, responding and creating texts

Students analyse how authors use language to present ideas and influence readers. They produce a detailed analytical response and a creative interpretation of a selected text.

Unit 4 – Reading and responding to texts and argument

Students create two written pieces for different audiences and purposes, demonstrating control of language. They reflect on their writing decisions and analyse how argument and persuasion operate in contemporary texts.

English Language

Overview

VCE English Language explores how language works, how it changes and how people use it to communicate identity, power and social relationships. Students study linguistics, analysing real-world language examples from conversations, media and public discourse. The subject builds strong analytical, critical-thinking and metalanguage skills. It suits students who enjoy language, patterns, communication, and social analysis.

Recommendations

As this is a technical language-based subject a consistent competent grade level across Year 10 English assessment tasks is recommended for entry into this subject. A firm grounding in Units 1 & 2 is essential to support the later Units 3 & 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.

What knowledge and skills will I need to build?

- Understanding of linguistic metalanguage
- Skills in analysing spoken and written texts
- Ability to identify language features and their social effects
- Critical thinking about language, identity and power
- Clear analytical writing

How will I be assessed in this subject?

- Analytical commentaries
- Short-answer and extended-response tasks
- School-assessed coursework
- VCAA end-of-year examinations (Units 3 & 4)

What else do I need to know?

- This subject is different from mainstream English and is more technical.
- It supports pathways in linguistics, law, communication, journalism and humanities.
- Regular practice with metalanguage is essential.

Unit 1 – Language and communication

Students investigate how language is structured and how it functions as a communication system. They analyse spoken and written texts to understand how meaning is created.

Unit 2 – Language change

Students explore how English has evolved over time and continues to change. They examine historical texts and contemporary examples to understand influences on language development.

Unit 3 – Language variation and social purpose

Students analyse how language varies according to context, audience, and purpose. They study Australian English and explore how language expresses identity and social relationships.

Unit 4 – Language variation and identity

Students investigate how individuals and groups use language to construct identity. They analyse contemporary texts and complete an extended analytical commentary.

English Literature

Overview

VCE English Literature focuses on reading, interpreting and analysing literary texts from different times, cultures and genres. Students explore how writers use language, style and structure to create meaning and shape reader experience. They develop close-reading skills and produce analytical and creative responses. This subject suits students who enjoy reading, discussion, and exploring ideas in depth.

Recommendations

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

What knowledge and skills will I need to build?

- Close-reading and textual analysis
- Understanding of literary techniques and conventions
- Ability to compare interpretations and viewpoints
- Creative and analytical writing skills
- Confidence discussing complex ideas

How will I be assessed in this subject?

- Close-analysis responses
- Creative and analytical writing
- Comparative and interpretive tasks
- VCAA end-of-year examinations (Units 3 & 4)

What else do I need to know?

- Literature involves substantial reading and discussion.
- It supports pathways in writing, humanities, law, teaching, and the arts.
- Strong analytical thinking is essential.

Unit 1 – Reading and exploring texts

Students read a range of literary works and explore how meaning is constructed through language and form. They develop analytical and creative responses that show insight into themes and characters.

Unit 2 – Context and connections

Students examine how texts relate to their contexts and to each other. They compare ideas, values, and viewpoints across different works and produce comparative responses.

Unit 3 – Form and transformation

Students analyse how writers use form and style to shape meaning. They create a close reading and explore how a text has been adapted or transformed.

Unit 4 – Interpreting texts

Students study different critical interpretations of a text and develop their own supported viewpoint. They produce analytical responses that evaluate how meaning is constructed and understood.

Environmental Science

Overview

VCE Environmental Science examines how natural systems function and how human activities affect the environment. Students explore ecosystems, biodiversity, energy flows, and environmental change through scientific investigation. The subject builds skills in data analysis, fieldwork, and evaluating environmental issues. It suits students interested in sustainability, ecology, conservation, or environmental management.

What knowledge and skills will I need to build?

- Understanding of ecosystems, biodiversity and environmental processes
- Fieldwork and data-collection skills
- Ability to analyse scientific data and case studies
- Knowledge of sustainability and environmental management
- Scientific communication and report writing

How will I be assessed in this subject?

- Fieldwork and practical investigations
- Data analysis and scientific reports
- School-assessed coursework
- VCAA end-of-year examinations (Units 3 & 4)

What else do I need to know?

- Fieldwork is an important component of the course.
- This subject supports pathways in environmental science, ecology, agriculture, and sustainability.
- Keeping up with current environmental issues strengthens understanding.

Unit 1 – How are Earth’s dynamic systems interconnected to support life?

Students investigate the interactions between the biosphere, atmosphere, hydrosphere, and lithosphere. They explore how energy and matter flow through ecosystems and conduct scientific investigations.

Unit 2 – What affects Earth’s capacity to sustain life?

Students examine different types of pollution, their sources, and their impacts on ecosystems. They evaluate management strategies and complete an investigation into a selected pollutant.

Unit 3 – How can biodiversity and development be sustained?

Students explore biodiversity, threats to species, and strategies for conservation. They analyse case studies to evaluate how development and environmental protection can be balanced.

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

Students investigate climate change, energy production, and the environmental impacts of human energy use. They evaluate mitigation and adaptation strategies and complete a scientific investigation.

Food Studies

Overview

VCE Food Studies explores the origins, production and consumption of food, as well as the cultural, social, and scientific factors that shape what we eat. Students investigate food systems, nutrition, food trends, and the role of food in society. They develop practical skills through food preparation and experimentation. This subject suits students interested in health, nutrition, food science, or hospitality.

What knowledge and skills will I need to build?

- Understanding of nutrition, food science and food systems
- Practical food preparation and safety skills
- Ability to analyse food issues and trends
- Research and evaluation skills
- Knowledge of cultural and historical influences on food

How will I be assessed in this subject?

- Practical tasks and food production work
- Research investigations
- Written analysis of food issues
- VCAA end-of-year examinations (Units 3 & 4)

What else do I need to know?

- Practical classes require organisation and preparation.
- This subject supports pathways in nutrition, health, hospitality, and food science.
- Understanding current food issues enhances learning.

Unit 1 – Food origins

Students explore the historical and cultural origins of food and how global cuisines have developed. They investigate traditional food practices and prepare dishes that reflect different cultures.

Unit 2 – Food makers

Students examine how food is produced from farm to table and the role of food industries and small-scale producers. They apply practical skills to create food products and evaluate production processes.

Unit 3 – Food in daily life

Students investigate the science of food, including digestion, nutrition, and the functional properties of ingredients. They analyse food choices and the factors that influence eating behaviours.

Unit 4 – Food issues, challenges and futures

Students explore contemporary food issues such as sustainability, ethics, and food security. They evaluate debates and develop informed responses to future food challenges.



Geography

Overview

VCE Geography explores the relationships between people, places, and environments, and how human and natural processes shape the world. Students investigate global patterns, environmental change, and the challenges of sustainability. They build skills in mapping, data analysis, fieldwork, and evaluating geographic issues. This subject suits students interested in global studies, planning, environmental management, or social sciences.

Recommendations

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

What knowledge and skills will I need to build?

- Mapping, spatial analysis and data interpretation
- Understanding of geographic processes and patterns
- Fieldwork and observation skills
- Ability to evaluate environmental and social issues
- Clear written communication for geographic reports

How will I be assessed in this subject?

- Fieldwork reports
- Data analysis and mapping tasks
- School-assessed coursework
- VCAA end-of-year examinations (Units 3 & 4)

What else do I need to know?

- Fieldwork is a key component of Geography.
- This subject supports pathways in environmental science, planning, global studies, and sustainability.
- Awareness of global events strengthens understanding.

Unit 1 – Hazards and disasters

Students investigate natural and human-made hazards and how communities prepare for, respond to and recover from disasters. They analyse case studies and examine the geographic processes that create hazards.

Unit 2 – Tourism

Students explore the characteristics, development, and impacts of tourism. They evaluate how tourism shapes places and assess strategies for sustainable tourism management.

Unit 3 – Changing the land

Students examine land use change and its environmental, economic, and social consequences. They analyse fieldwork data and evaluate strategies for managing land use sustainably.

Unit 4 – Food issues, challenges and futures

Students examine land use change and its environmental, economic, and social consequences. They analyse fieldwork data and evaluate strategies for managing land use sustainably.

Health & Human Development

Overview

VCE Health and Human Development explores how people grow, develop, and experience health across the lifespan. Students investigate the factors that influence wellbeing, the role of health services, and global health challenges. The subject builds skills in data interpretation, evaluation, and understanding health-related concepts. It suits students interested in health, community services, nursing, education, or wellbeing.

Recommendations

There are no prerequisites for the study of Health and Human Development. It is preferable to complete Units 1 & 2 before undertaking Units 3 & 4.

What knowledge and skills will I need to build?

- Understanding of health concepts, development and wellbeing
- Ability to interpret health data and trends
- Evaluation of health programs and policies
- Research and analytical skills
- Clear written communication

How will I be assessed in this subject?

- Data analysis tasks
- Research investigations
- School-assessed coursework
- VCAA end-of-year examinations (Units 3 & 4)

What else do I need to know?

- This subject supports pathways in health sciences, nursing, education, and community services.
- Keeping up with current health issues strengthens understanding.
- Strong analytical skills help with interpreting data and case studies.

Unit 1 – Understanding health and wellbeing

Students explore the dimensions of health and wellbeing and the factors that influence them. They analyse youth health issues and investigate strategies to promote health in young people.

Unit 2 – Managing health and development

Students examine developmental transitions from youth to adulthood and the role of health services. They investigate prenatal and early childhood development and factors that support healthy outcomes.

Unit 3 – Australia's health in a globalised world

Students analyse Australia's health status and the factors that contribute to inequalities. They evaluate health promotion strategies and the role of government and organisations in improving health.

Unit 4 – Health and human development in a global context

Students investigate global health challenges and the factors that influence health outcomes worldwide. They evaluate programs designed to promote sustainable improvements in global health.

History

VCE 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.

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

- **Unit 1 & 2 Modern History**
- **Unit 3 & 4 History Revolutions**
- **Unit 1 & 2 Ancient History**
- **Unit 3 & 4 Ancient History**

Recommendations

It is recommended that Units 1 & 2 be completed prior to Units 3 & 4. Units 1 & 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 students undertake. For example, students may study Unit 1 & 2 Modern History and then Unit 3 & 4 Ancient History.



Modern History: Units 1 & 2

Overview

VCE Modern History examines key events, movements, and ideas that shape the modern world. Students explore political, social, and cultural change and analyse how individuals and groups influenced history. The subject builds skills in evaluating evidence, interpreting perspectives, and constructing historical arguments. It suits students interested in global issues, politics, humanities, or social sciences.

What knowledge and skills will I need to build?

- Source analysis and interpretation
- Understanding of historical concepts and timelines
- Ability to evaluate perspectives and arguments
- Research and critical-thinking skills
- Clear written communication for historical essays

How will I be assessed in this subject?

- Source analysis tasks
- Research investigations
- Extended written responses
- Essay

What else do I need to know?

- Modern History provides strong preparation for Units 3 & 4 History Revolutions.
- It supports pathways in humanities, law, politics, and international studies.
- Regular reading and revision help build strong historical understanding.

Unit 1 – Change and conflict

Students investigate major events and developments in the early twentieth century, including conflict, ideologies, and social change. They analyse historical sources to understand how these events shaped the modern world.

Unit 2 – The changing world order

Students explore global developments after World War II, including decolonisation, civil rights movements, and political tensions. They examine how individuals and groups contributed to change during this period.

History Revolutions: Units 3 & 4

Overview

VCE History Revolutions explores how revolutions emerge, unfold and reshape societies. Students investigate two major revolutions, analysing their causes, key events, and consequences. They evaluate how individuals and groups contributed to revolutionary change and how new systems of government were created. This subject suits students who enjoy analysing ideas, evidence, and historical debates.

Options of: France, America, Russia, or China. To be determined through consultation with the Unit 2 class and subject teacher.

What knowledge and skills will I need to build?

- Strong source analysis and interpretation
- Understanding of revolutionary ideas, events and leaders
- Ability to construct historical arguments
- Critical evaluation of perspectives and evidence
- Extended analytical writing skills

How will I be assessed in this subject?

- Source analysis tasks
- Extended written responses
- School-assessed coursework
- VCAA end-of-year examinations (Units 3 & 4)

What else do I need to know?

- This subject requires consistent reading and note-taking.
- It supports pathways in law, politics, humanities, and international relations.
- Understanding context and cause-and-effect relationships is essential.

Unit 3

Students investigate the causes, ideas, and events that led to a selected revolution. They analyse how revolutionary groups challenge existing power structures and how the revolution unfolded.

Unit 4

Students examine the consequences of the revolution and how new governments attempted to create stability. They evaluate the successes and limitations of the revolutionary period using historical evidence.

Ancient History: Units 1 & 2

Overview

VCE Ancient History explores the civilisations, people and events that shaped the ancient world. Students investigate archaeological evidence, written sources, and historical interpretations to understand how ancient societies functioned. The subject builds skills in analysing evidence, evaluating perspectives, and constructing historical arguments. It suits students interested in archaeology, history, culture, and the ancient world.

Unit 1 – Ancient Mesopotamia

Students investigate the development of early civilisations in Mesopotamia, including political, social, and religious structures. They analyse archaeological and written evidence to understand how these societies function.

Unit 2 – Ancient Egypt

Students explore the society, beliefs and leadership of Ancient Egypt. They examine key pharaohs, significant events and the evidence used to interpret Egyptian life.

Ancient History: Units 3 & 4

What knowledge and skills will I need to build?

- Source analysis and interpretation
- Understanding of ancient civilisations and historical concepts
- Ability to evaluate archaeological and written evidence
- Critical thinking and argument construction
- Clear historical writing

How will I be assessed in this subject?

- Source analysis tasks
- Research investigations
- Extended written responses
- School-assessed coursework
- VCAA end-of-year examinations (Units 3 & 4)

What else do I need to know?

- Ancient History supports pathways in archaeology, history, anthropology, and humanities.
- Regular reading and revision help build strong historical understanding.
- Understanding context and evidence is essential.

Unit 3

Students investigate political, social and cultural developments in Ancient Greece. They analyse primary sources to understand how Greek society operated and how key events shaped its history.

Unit 4

Students investigate a crisis that led to significant change in the ancient society such as:

- Strong source analysis and interpretation
- Understanding of revolutionary ideas, events and leaders
- Ability to construct historical arguments
- Critical evaluation of perspectives and evidence
- Extended analytical writing skills

Legal Studies

Overview

VCE Legal Studies examines how the legal system operates, how laws are made and how rights are protected in Australia. Students explore criminal and civil law, the role of courts, and the functioning of parliament. The subject builds skills in evaluation, reasoning, and understanding legal processes. It suits students interested in law, justice, policing, politics or social issues.

Recommendations

There are no prerequisites for the study of Legal Studies, although it is strongly recommended that Units 1 & 2 be completed prior to attempting Units 3 & 4.

What knowledge and skills will I need to build?

- Understanding of legal concepts, processes and institutions
- Analytical and evaluative thinking
- Ability to interpret case studies and legal scenarios
- Clear written communication for structured responses
- Understanding of rights, justice and law-making

How will I be assessed in this subject?

- Case study analysis
- Short-answer and extended-response tasks
- School-assessed coursework
- VCAA end-of-year examinations (Units 3 & 4)

What else do I need to know?

- Legal Studies supports pathways in law, criminology, policing and public policy.
- Keeping up with current legal issues strengthens understanding.
- Strong reasoning and writing skills are important.

Unit 1 – The presumption of innocence

Students explore the principles of criminal and civil law and the processes used to determine guilt or liability. They examine legal institutions and the rights of individuals within the justice system.

Unit 2 – Wrongs & rights

Students investigate the enforcement of criminal sanctions and civil remedies. They examine how rights are protected in Australia and compare this with another country.

Unit 3 – Rights and justice

Students analyse the Victorian criminal and civil justice systems, including their principles, strengths, and weaknesses. They evaluate how effectively these systems achieve fairness, equality, and access.

Unit 4 – The people, the law and reform

Students examine law-making by parliament and the courts and how individuals and groups influence legal change. They evaluate the effectiveness of law reform and the roles of key institutions.

Indonesian

Overview

VCE Indonesian develops students' ability to communicate in Indonesian while deepening their understanding of Indonesian culture and society. Students learn to interpret, create and exchange meaning in spoken and written Indonesian. The subject builds skills in language structures, vocabulary, and intercultural understanding. It suits students interested in languages, travel, international relations, or cultural studies.

Recommendations

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

What knowledge and skills will I need to build?

- Vocabulary, grammar and sentence structure
- Listening, speaking, reading and writing skills
- Ability to interpret and create texts in Indonesian
- Understanding of Indonesian culture and perspectives
- Confidence communicating in another language

How will I be assessed in this subject?

- Listening and reading comprehension tasks
- Written and spoken language assessments
- School-assessed coursework
- VCAA oral and written examinations (Units 3 & 4)

What else do I need to know?

- Regular practice is essential for language development.
- Indonesian supports pathways in international studies, diplomacy, tourism and education.
- Exposure to Indonesian media and culture strengthens learning.

Unit 1

Students develop foundational language skills to communicate about personal identity, daily life and experiences. They interpret and create simple texts using familiar vocabulary and structures.

Unit 2

Students expand their ability to communicate in Indonesian about the world around them. They interpret and produce texts that explore youth issues, community life, and cultural perspectives.

Unit 3

Students analyse and create more complex texts, express ideas, and opinions on broader issues. They apply language skills to interpret information and communicate for different purposes and audiences.

Unit 4

Students consolidate their language skills and refine their ability to communicate effectively in Indonesian. They analyse cultural perspectives and produce extended written and spoken responses.

Italian

Overview

VCE Italian develops students' ability to communicate in Italian while deepening their understanding of Italian culture, identity and society. Students learn to interpret, create and exchange meaning in spoken and written Italian across a range of contexts. The subject builds skills in grammar, vocabulary, comprehension, and intercultural understanding. It suits students interested in languages, travel, culture, or international studies.

Recommendations

The standard entry requirements are at least two years (Year 9 & 10) of Italian before commencing Unit 1. There can, however, be other entry levels.

What knowledge and skills will I need to build?

- Vocabulary, grammar and sentence structure
- Listening, speaking, reading and writing skills
- Ability to interpret and create texts in Italian
- Understanding of Italian culture and perspectives
- Confidence communicating in another language

How will I be assessed in this subject?

- Listening and reading comprehension tasks
- Written and spoken language assessments
- School-assessed coursework
- VCAA oral and written examinations (Units 3 & 4)

What else do I need to know?

- Regular practice is essential for language development.
- Italian supports pathways in international studies, diplomacy, tourism and education.
- Exposure to Italian media and culture strengthens learning.

Unit 1

Students develop foundational language skills to communicate about personal identity, daily life and experiences. They interpret and create simple texts using familiar vocabulary and structures.

Unit 2

Students expand their ability to communicate in Italian about the world around them. They interpret and produce texts that explore youth issues, community life, and cultural perspectives.

Unit 3

Students analyse and create more complex texts, expressing ideas and opinions on broader issues. They apply language skills to interpret information and communicate for different purposes and audiences.

Unit 4

Students consolidate their language skills and refine their ability to communicate effectively in Italian. They analyse cultural perspectives and produce extended written and spoken responses.

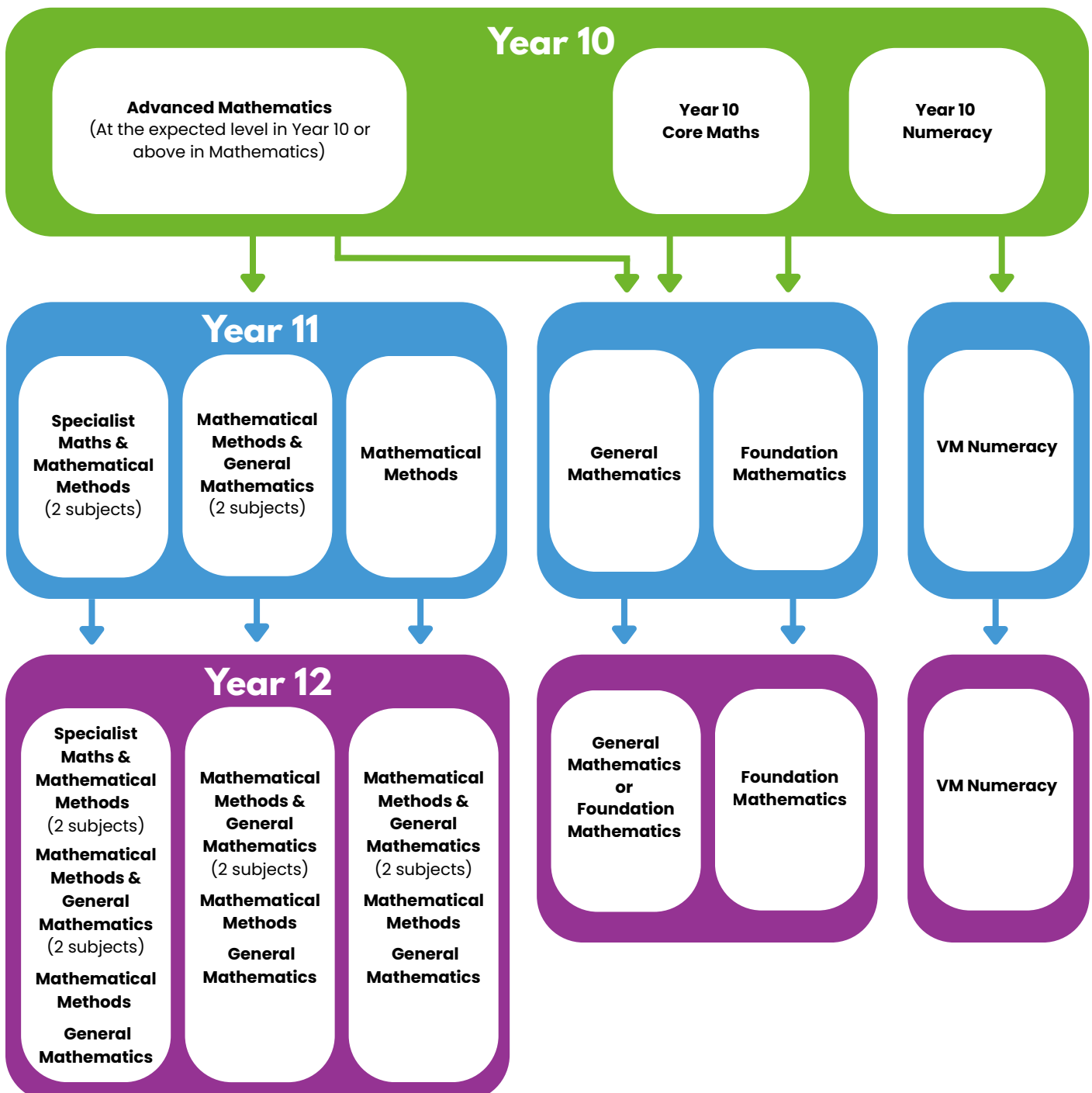


Mathematics

Which maths should I do?

- Mathematics is not compulsory in VCE however many students choose a Maths subject to keep future study and career options open.
- The best Maths pathway depends on a student's goals, strengths, and interests.
- Teachers and careers advisers provide recommendations and guidance.
- A useful approach is to choose the highest level of Maths the student can confidently manage.
- Students should also consider tertiary prerequisites and subjects that may enhance career prospects.

Pathways in Senior Mathematics



Foundation Mathematics

Overview

VCE Foundation Mathematics focuses on practical mathematical skills used in everyday situations. Students apply mathematics to personal, financial, civic, and workplace contexts. The subject builds confidence in numeracy, problem-solving and interpreting real-world information. It suits students who want a practical maths pathway without the abstract focus of higher-level mathematics.

Recommendations

Prerequisite: Successful completion of Year 10 Core Mathematics.

What knowledge and skills will I need to build?

- Confidence with number, measurement and financial calculations
- Ability to interpret everyday mathematical information
- Problem-solving and reasoning skills
- Understanding of data and probability
- Clear communication of mathematical thinking

How will I be assessed in this subject?

- Practical tasks and applied problem-solving
- Data interpretation activities
- School-assessed coursework
- No external examination (Units 1 & 2 only)

What else do I need to know?

- Foundation Mathematics does not lead to Mathematical Methods or Specialist Mathematics.
- It is designed for students wanting a practical numeracy focus.
- It supports pathways into vocational training, trades and applied fields.

Unit 1

Students develop practical numeracy skills related to number, measurement and financial mathematics. They apply mathematics to everyday situations and interpret real-life information.

Unit 2

Students extend their skills in data, probability, and measurement through practical applications. They solve problems using mathematical reasoning and communicate their findings.

Units 3 & 4

Foundation Mathematics Units 3 and 4 develop students' ability to use mathematical knowledge and skills to solve real-world problems across algebra, data, discrete mathematics, and measurement, using contexts from work, study and everyday life. Students build on knowledge from Units 1 and 2 and are expected to confidently apply arithmetic, algebraic, geometric and statistical techniques—both manually and with technology—throughout all learning and assessment.

General Mathematics

Overview

VCE General Mathematics develops mathematical skills for analysing and solving problems in real-world contexts. Students explore algebra, statistics, financial modelling and networks while building strong reasoning and application skills. The subject emphasises practical and data-driven mathematics used in many careers. It suits students who want a broad mathematical foundation without the abstract depth of Mathematical Methods.

Recommendations

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

What knowledge and skills will I need to build?

- Algebraic reasoning and problem-solving
- Understanding of statistics, data analysis and financial modelling
- Ability to interpret and apply mathematical models
- Skills in networks, matrices and measurement
- Clear communication of mathematical processes

How will I be assessed in this subject?

- Application tasks and modelling problems
- Data interpretation activities
- School-assessed coursework
- VCAA end-of-year examinations (Units 3 & 4)

What else do I need to know?

- It supports pathways in business, health, technology and applied sciences.
- Consistent practice strengthens confidence and fluency.

Unit 1

Students explore algebra, linear relations, financial mathematics and data analysis. They apply mathematical techniques to practical situations and interpret results.

Unit 2

Students extend their understanding of networks, measurement and statistical analysis. They solve problems using mathematical modelling and evaluate the effectiveness of their solutions.

Unit 3

Students study data analysis, recursion, financial modelling and matrices. They apply these concepts to real-world scenarios and interpret mathematical outcomes.

Unit 4

Students extend their work in statistics, networks and modelling to solve complex problems. They analyse results and communicate mathematical reasoning clearly.

Mathematical Methods

Overview

VCE Mathematical Methods focuses on algebra, functions, calculus and probability, building strong analytical and problem-solving skills. Students learn to model real-world situations using mathematical relationships and apply calculus to understand change. The subject develops abstract reasoning and prepares students for mathematics-heavy tertiary pathways. It suits students interested in science, engineering, technology, finance, or advanced mathematics.

Recommendations

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

What knowledge and skills will I need to build?

- Strong algebraic manipulation
- Understanding of functions, graphs and calculus
- Problem-solving and mathematical modelling
- Probability and statistical reasoning
- Clear communication of mathematical processes

How will I be assessed in this subject?

- Application tasks and modelling problems
- Skills-based assessments
- School-assessed coursework
- VCAA end-of-year examinations (Units 3 & 4)

What else do I need to know?

- Mathematical Methods is a prerequisite for many STEM pathways.
- Regular practice is essential for success.
- This subject can be taken alongside Specialist Mathematics.

Unit 1

Students explore algebra, linear relations, financial mathematics and data analysis. They apply mathematical techniques to practical situations and interpret results.

Unit 2

Students extend their understanding of functions and begin formal differentiation and integration. They apply mathematical reasoning to solve problems and analyse relationships.

Unit 3

Students study advanced calculus, including differentiation and integration rules, and apply them to real-world modelling. They analyse functions and probability distributions using algebraic and graphical techniques.

Unit 4

Students extend their work in calculus and probability to solve complex problems. They apply mathematical models, interpret results, and communicate reasoning clearly.

Specialist Mathematics

Overview

VCE Specialist Mathematics extends students into advanced mathematical concepts including vectors, complex numbers, calculus, and mechanics. It builds deep problem-solving skills and strengthens abstract reasoning. The subject is designed for students who enjoy challenging mathematics and want to pursue STEM-heavy pathways. It is studied alongside Mathematical Methods.

Recommendations

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

What knowledge and skills will I need to build?

- Strong algebraic and calculus skills
- Understanding of vectors, complex numbers and trigonometry
- Advanced problem-solving and reasoning
- Ability to model physical and abstract systems
- Clear communication of mathematical thinking

How will I be assessed in this subject?

- Application and modelling tasks
- Skills-based assessments
- School-assessed coursework
- VCAA end-of-year examinations (Units 3 & 4)

What else do I need to know?

- Specialist Mathematics must be taken with Mathematical Methods.
- It is highly recommended for engineering, physics, and advanced mathematics pathways.
- The workload is significant and requires consistent practice.

Unit 1

Students explore number systems, algebra, geometry, and introductory vectors. They develop reasoning skills through solving complex and unfamiliar problems.

Unit 2

Students extend their understanding of vectors, trigonometry, and functions. They apply mathematical techniques to model and solve multi-step problems.

Unit 3

Students study advanced calculus, vectors, and complex numbers. They apply these concepts to mathematical modelling and solve challenging problems.

Unit 4

Students explore mechanics, differential equations, and further calculus applications. They analyse complex scenarios and communicate mathematical reasoning clearly.

Media

Overview

VCE Media explores how stories, ideas, and meaning are created and communicated through film, television, photography, and digital platforms. Students analyse media products, study audience engagement, and create their own media works. The subject builds creative, technical, and analytical skills. It suits students interested in film, design, communication, storytelling, or digital production.

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.

What knowledge and skills will I need to build?

- Understanding of media codes, conventions and narrative structures
- Technical skills in film, photography or digital production
- Analytical skills to interpret media texts
- Creative planning and project management
- Ability to communicate ideas visually and verbally

How will I be assessed in this subject?

- Media analysis tasks
- Practical production work
- School-assessed coursework
- VCAA end-of-year examinations (Units 3 & 4)

What else do I need to know?

- Production work requires time management and consistent progress.
- Students can choose any media form for their major project.
- This subject supports pathways in film, design, communication, and creative industries.

Unit 1 – Media forms, representations and Australian stories

Students explore how media representations are constructed and how meaning is shaped through codes and conventions. They analyse Australian media products and create their own representations.

Unit 2 – Narrative across media forms

Students investigate how narratives are structured and produced across different media. They create a short media product and analyse how narratives engage audiences.

Unit 3 – Media narratives and pre-production

Students analyse complex media narratives and how creators use techniques to influence audiences. They develop a detailed pre-production plan for a major media product.

Unit 4 – Media production and issues in the media

Students produce their major media product using their pre-production plan. They also examine contemporary media issues such as regulation, technology, and audience behaviour.

Outdoor & Environmental Studies

Overview

VCE Outdoor and Environmental Studies explores the relationships between humans and outdoor environments, including how people perceive, interact with and impact natural places. Students investigate historical and contemporary uses of outdoor environments and the factors that shape these interactions. The subject builds skills in outdoor experiences, environmental understanding, and evaluating human impacts. It suits students interested in nature, sustainability, recreation, and environmental management.

Recommendations

There are no prerequisites for studying this course. It is strongly recommended that Units 1 & 2 be completed prior to Units 3 & 4.

What knowledge and skills will I need to build?

- Understanding of environmental change and human impacts
- Practical outdoor skills and safe participation
- Ability to analyse environmental issues and policies
- Knowledge of sustainability and land management
- Reflective and evaluative thinking

How will I be assessed in this subject?

- Fieldwork reports
- Practical participation and reflections
- School-assessed coursework
- VCAA end-of-year examinations (Units 3 & 4)

What else do I need to know?

- Outdoor experiences are a core part of the course.
- This subject supports pathways in environmental science, outdoor recreation, and conservation.
- Weather-appropriate clothing and preparation are essential.

Unit 1 – Exploring outdoor experiences

Students investigate personal and societal relationships with outdoor environments through practical experiences. They examine motivations for outdoor activities and how different factors influence interactions with nature.

Unit 2 – Discovering outdoor environments

Students explore characteristics of outdoor environments and how they have changed over time. They analyse human impacts and participate in outdoor experiences to deepen understanding.

Unit 3 – Relationships with outdoor environments

Students examine historical and contemporary relationships with outdoor environments in Australia. They analyse how these relationships have shaped environmental policies and practices.

Unit 4 – Sustainable outdoor relationships

Students investigate sustainability and the management of outdoor environments. They evaluate strategies used to protect natural places and consider future environmental challenges.

Costs

Unit 1 & 2 – Approximately \$425 for camps and excursions

Unit 3 & 4 – Approximately \$425 for camps and excursions

Physical Education

Overview

VCE Physical Education examines how the body moves and how physical activity contributes to health, performance, and wellbeing. Students explore biomechanics, physiology, motor learning, and factors that influence participation in physical activity. The subject combines theory with practical application to build strong movement and analytical skills. It suits students interested in sport, health, fitness, coaching, or human performance.

Recommendations

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

What knowledge and skills will I need to build?

- Understanding of body systems and movement science
- Ability to analyse performance and training data
- Knowledge of motor learning and biomechanics
- Practical application of training principles
- Clear written communication for scientific explanations

How will I be assessed in this subject?

- Practical and theoretical tasks
- Data analysis and training program evaluation
- School-assessed coursework
- VCAA end-of-year examinations (Units 3 & 4)

What else do I need to know?

- Physical Education supports pathways in sport science, physiotherapy, teaching, and health.
- Practical participation helps deepen understanding of theory.
- Consistent revision of scientific concepts is important.

Unit 1 – The human body in motion

Students investigate how the musculoskeletal and cardiorespiratory systems work together to produce movement. They apply this knowledge to physical activity and analyse how the body responds.

Unit 2 – Physical activity, sport and society

Students explore participation in physical activity and the factors that influence it. They analyse contemporary issues in sport and evaluate strategies to promote physical activity.

Unit 3 – Movement skills and energy for physical activity

Students examine how movement skills are learned and refined, and how energy systems contribute to performance. They analyse performance data and apply training principles.

Unit 4 – Training to improve performance

Students investigate training methods and how they improve fitness and performance. They design, implement, and evaluate a training program using data and scientific principles.



Physics

Overview

VCE Physics explores the laws and principles that govern the physical world, from motion and forces to energy, electricity, and the structure of the universe. Students investigate scientific concepts through experiments, modelling and data analysis. The subject builds strong analytical, mathematical, and problem-solving skills. It suits students interested in science, engineering, technology, or understanding how the world works.

Recommendations

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

What knowledge and skills will I need to build?

- Understanding of motion, forces, energy and electricity
- Mathematical modelling and problem-solving
- Experimental design and data analysis
- Ability to interpret scientific evidence
- Clear scientific communication

How will I be assessed in this subject?

- Practical investigations and reports
- Data analysis and modelling tasks
- School-assessed coursework
- VCAA end-of-year examinations (Units 3 & 4)

What else do I need to know?

- Physics supports pathways in engineering, science, aviation, and technology.
- Strong maths skills are helpful for calculations and modelling.
- Regular practice with problem-solving builds confidence.

Unit 1 – How is energy useful to society

Students explore motion, forces, and energy, and investigate how these concepts explain everyday phenomena. They conduct experiments and analyse data to understand physical relationships.

Unit 2 – How does physics help us to understand the world

Students investigate electricity, light, and nuclear physics through practical experiments. They apply scientific inquiry skills to collect, interpret, and evaluate data.

Unit 3 – How do fields explain motion and electricity?

Students study gravitational, electric, and magnetic fields and how they influence motion. They analyse the operation of electrical systems and apply mathematical models to explain physical interactions.

Unit 4 – How can creative ideas and investigation revolutionised thinking in physics?

Students explore wave and particle models to explain the behaviour of light and matter. They investigate quantum and wave phenomena through experiments and data analysis.

Politics

Overview

VCE Global Politics examines political power, global issues and the relationships between states, non-state actors and international organisations. Students explore conflict, cooperation, globalisation and the challenges facing the international community. The subject builds strong analytical, evaluative and critical-thinking skills. It suits students interested in politics, law, diplomacy, international relations, or global issues.

Recommendations

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

What knowledge and skills will I need to build?

- Understanding of political concepts, power and global systems
- Analytical and evaluative thinking
- Ability to interpret case studies and international events
- Research and critical-thinking skills
- Clear written communication for political analysis

How will I be assessed in this subject?

- Case study analysis
- Short-answer and extended-response tasks
- School-assessed coursework
- VCAA end-of-year examinations (Units 3 & 4)

What else do I need to know?

- Keeping up with global news strengthens understanding.
- This subject supports pathways in law, politics, diplomacy, and international studies.
- Strong reasoning and writing skills are important.

Unit 1 – Politics, power and political actors

Students explore political power, ideology, and the role of citizens within political systems. They examine how governments function and how individuals participate in political processes.

Unit 2 – Democracy: stability and change

Students investigate globalisation and how it shapes identity, culture, and political engagement. They analyse global issues and the role of international organisations and non-state actors.

Unit 3 – Global cooperation and conflict

Students examine the aims, roles, and power of global actors such as states, the UN, NGOs, and multinational corporations. They analyse case studies to evaluate how these actors influence global politics.

Unit 4 – Power in the Indo-Pacific

Students investigate contemporary global challenges such as human rights, armed conflict, climate change, or terrorism. They evaluate the effectiveness of global responses and the complexities of international cooperation.

Product Design & Technology

Overview

VCE Product Design and Technology focuses on how products are designed, developed, and created to meet user needs. Students explore materials, processes, and sustainability while designing and producing their own products. The subject builds creativity, problem-solving and practical skills in making and evaluating design solutions. It suits students interested in design, engineering, manufacturing or hands-on creation.

What knowledge and skills will I need to build?

- Understanding of design factors and sustainability
- Skills in using tools, materials and production techniques
- Ability to document and justify design decisions
- Problem-solving and creative thinking
- Evaluation and reflection skills

How will I be assessed in this subject?

- Design folios
- Practical production work
- School-assessed coursework
- VCAA end-of-year examination (Units 3 & 4)

What else do I need to know?

- Time management is essential for completing the major product.
- Students can specialise in materials such as wood, metal, or textiles.
- This subject supports pathways in design, engineering, trade, and manufacturing.

Unit 1 – Design factors

Students investigate how design factors influence the development of products and explore materials and processes. They create a simple product and evaluate how design decisions affect outcomes.

Unit 2 – Positive impacts for end users

Students work collaboratively to design and produce a product that meets a specific need. They document their design process and evaluate the effectiveness of their teamwork and final product.

Unit 3 – Ethical product design and development

Students develop a design brief and plan a product using the full product design process. They research, generate ideas, and prepare detailed production plans.

Unit 4 – Production and evaluation of ethical designs

Students produce the product planned in Unit 3 and evaluate its quality, sustainability, and effectiveness. They reflect on their design decisions and how well the product meets the brief.

Psychology

Overview

VCE Psychology explores human thoughts, feelings and behaviours and the factors that influence them. Students investigate brain function, development, mental processes, and psychological research methods. The subject builds analytical, scientific, and critical-thinking skills. It suits students interested in health, science, education, social work, or understanding human behaviour.

Recommendations

It is strongly recommended that Units 1 & 2 be completed prior to attempting Units 3 & 4.

What knowledge and skills will I need to build?

- Understanding of psychological concepts and theories
- Ability to analyse data and research findings
- Knowledge of brain function and behaviour
- Scientific inquiry and report writing
- Critical thinking and evaluation

How will I be assessed in this subject?

- Practical investigations
- Data analysis tasks
- School-assessed coursework
- VCAA end-of-year examinations (Units 3 & 4)

What else do I need to know?

- Psychology supports pathways in health, science, education, and community services.
- Regular revision helps with the content-heavy nature of the course.
- Understanding research methods is essential for success.

Unit 1 – How are behaviour and mental processes shaped?

Students explore how biological, psychological, and social factors influence behaviour. They investigate brain structure, nervous system functioning, and the role of nature and nurture.

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

Students examine how learning, social influences, and environmental factors shape behaviour. They conduct practical investigations and analyse psychological data.

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

Students study the nervous system, stress, learning, and memory. They analyse how experiences shape behaviour and apply research methods to psychological investigations.

Unit 4 – How is mental wellbeing supported and maintained?

Students explore mental health, including risk and protective factors. They evaluate psychological interventions and complete scientific investigations.

Religion & Society

Overview

VCE Religion and Society explores how religious traditions respond to the big questions of human existence and how they shape individuals, cultures, and societies. Students investigate beliefs, ethics, rituals, and the role of religion in contemporary life. The subject builds skills in analysis, interpretation, and understanding diverse worldviews. It suits students interested in philosophy, culture, ethics, theology or social studies.

Recommendations

There are no prerequisites for the study of VCE Religion & Society, although it is recommended that Units 1 & 2 be completed prior to attempting Units 3 & 4.

What knowledge and skills will I need to build?

- Understanding of religious beliefs, ethics and worldviews
- Analytical and comparative thinking
- Ability to interpret religious texts and traditions
- Skills in evaluating social and historical contexts
- Clear written communication

How will I be assessed in this subject?

- Analytical and comparative tasks
- Research investigations
- School-assessed coursework
- VCAA end-of-year examinations (Units 3 & 4)

What else do I need to know?

- This subject supports pathways in humanities, education, social sciences, and community work.
- Respectful engagement with diverse beliefs is essential.
- Strong analytical skills help with interpreting complex ideas.

Unit 1 – The role of religion in society

Students explore why religions exist and how they contribute to individuals and communities. They analyse the functions of religion and how religious traditions respond to human needs.

Unit 2 – Religion and ethics

Students investigate ethical decision-making and how religious traditions guide moral choices. They analyse ethical issues and compare religious and non-religious perspectives.

Unit 3 – The search for meaning

Students examine the core beliefs of a selected religious tradition and how these beliefs respond to existential questions. They analyse how beliefs develop, are expressed and interact with society.

Unit 4 – Religion, challenge and change

Students investigate significant challenges faced by a religious tradition and how it has responded. They evaluate the impact of these challenges on beliefs, identity, and the tradition's future.

Theatre Studies

Overview

VCE Theatre Studies explores the creation, interpretation and analysis of theatrical works. Students study plays, performance styles, and production roles while developing their own interpretations. The subject builds skills in acting, design, direction, and theatre analysis. It suits students interested in performance, production, storytelling, or performing arts.

Recommendations

Students to have completed one of the Year 10 Drama electives or been heavily involved in the College Productions.

What knowledge and skills will I need to build?

- Understanding of theatrical styles and conventions
- Acting, design or direction skills
- Script interpretation and creative decision-making
- Analytical writing about theatre
- Collaboration and communication

How will I be assessed in this subject?

- Practical performances
- Production role documentation
- Theatre analysis tasks
- VCAA monologue performance examination (Unit 4)
- VCAA written examination (Units 3 & 4)

What else do I need to know?

- Students can specialise in acting or production roles.
- Attendance and participation are essential.
- This subject supports pathways in theatre, performance, design and creative industries.

Unit 1 – History of theatre styles and conventions pre-1945

Students explore pre-modern theatrical styles and interpret scripts through performance and production roles. They analyse how historical contexts shape theatre.

Unit 2 – Contemporary theatre styles and movements

Students investigate modern theatre movements and apply conventions to script interpretation. They present scenes using acting, design, or direction roles.

Unit 3 – Producing theatre

Students interpret a script and develop a production role for a major performance. They analyse professional theatre and evaluate how meaning is communicated.

Unit 4 – Presenting an interpretation

Students present a monologue performance demonstrating a clear theatrical interpretation. They justify their creative decisions and analyse how theatre communicates ideas.

Visual Communication Design

Overview

VCE Visual Communication Design (VCD) explores how designers communicate ideas and messages through images, typography, layout, and visual language. Students investigate design processes, analyse visual communications, and create their own design solutions. The subject builds creativity, technical skills, and understanding of design principles. It suits students interested in graphic design, illustration, architecture, product design, or communication.

Recommendations

VCD is ideal for students wishing to advance while in Year 10. Studying Units 1 & 2 VCD is highly beneficial; however, this isn't a prerequisite for Unit 3 & 4.

What knowledge and skills will I need to build?

- Drawing and digital design skills
- Understanding of design elements, principles and visual language
- Ability to follow a structured design process
- Technical skills in software and manual methods
- Evaluation and justification of design decisions

How will I be assessed in this subject?

- Design folios
- Practical design tasks
- Written analysis of visual communications
- VCAA end-of-year examination (Units 3 & 4)

What else do I need to know?

- Time management is essential for folio completion.
- Students can specialise in digital or manual design methods.
- This subject supports pathways in design, architecture, illustration, and communication.

Unit 1 – Finding, reframing and resolving design problems

In this unit, students explore human-centred design processes used to identify, reframe, and solve design problems that improve life for individuals and communities. They learn research methods, collaboration, and the VCD design process to develop design briefs, generate ideas, and create solutions in communication and industrial design. Through practical projects, critiques, and sustainable design practices, students investigate how design decisions are influenced by social, cultural, environmental, and technological factors.

Unit 2 – Design contexts and connections

Students investigate how visual communication is used in different design fields such as communication, environmental, and industrial design. They create design solutions that respond to specific purposes and audiences.

Unit 3 – Visual communication in design practice

Students develop two design briefs and begin the design process through research, idea generation, and refinement. They analyse how professional designers work and apply similar methods to their own practice.

Unit 4 – Delivering design solutions

Students produce final design solutions for their Unit 3 briefs and justify their decisions. They evaluate how effectively their designs meet the needs of the client, audience, and purpose.



VCE Vocational Major (VM)

What VM is

A two-year applied learning program focused on:

- Practical skills
- Workplace experience
- Personal development
- Literacy and numeracy for real-world use

How will I be assessed in this course?

- All assessments are school-based
- No external exams
- No study scores
- VM subjects do not contribute to the ATAR

What else do I need to know?

- This course supports pathways into apprenticeships, traineeships, TAFE, employment, non-ATAR university pathways.
- Structured workplace learning is compulsory.
- **VM Completion Requirements – Minimum 16 units including:**
 - 3 VCE VM Literacy or VCE English units (including a 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
 - 2 VET credits at Certificate II or above (180 nominal hours)
 - Plus three other Unit 3 & 4 sequences as part of their program. Units 3 & 4 of VCE VM studies may be undertaken together over the duration of the academic year to engage these to be integrated.



VM Study Areas

Literacy

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

Unit 2 – Understanding issues and voices / Responding to opinions

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

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

What knowledge and skills will I need to build?

- Understanding and creating purposeful texts
- Communicating confidently in real-world contexts

Numeracy

Unit 1 – Students learn the essential maths needed for everyday life by working with number, shape, measurement and simple relationships in real-world personal, work and community situations.

Unit 2 – Students build on Unit 1 by using direction, data, chance and simple systems to solve practical problems and make sense of information in familiar real-life contexts.

Unit 3 – Students apply more advanced maths—number, shape, measurement and relationships to routine and unfamiliar situations, learning to justify your methods and evaluate real-world outcomes.

Unit 4 – Students extend their skills by using direction, data, chance and systems to analyse information, evaluate risks, and make informed decisions in complex personal, civic, and vocational contexts.

What knowledge and skills will I need to build?

- Everyday maths
- Financial, civic, health, and workplace numeracy
- Problem-solving and practical applications

Work Related Skills

Unit 1 – Careers and learning for the future

Unit 2 – Workplace skills and capabilities

Unit 3 – Industrial relations, workplace environment and practice

Unit 4 – Portfolio preparation and presentation

What knowledge and skills will I need to build?

- Career planning
- Workplace expectations
- Communication and collaboration
- Building a professional portfolio

Personal Development Skills

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 teamwork.

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

What knowledge and skills will I need to build?

- Identity and wellbeing
- Community engagement
- Leadership and teamwork
- Planning and running a community project

Galen Sports Education Pathway (GSEP)

What GSEP is

A two-year program combining:

- Certificate III Sport & Recreation
- VM Literacy, Numeracy, PDS, WRS
- High-performance training
- Structured workplace learning
- Religious Education

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.
- Displaying a strong passion for sport.
- Participate in social/competitive sports 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.

What else do I need to know?

GSEP is suitable for students who love sport, prefer applied learning, want to complete Year 12 without an ATAR, want leadership, teamwork, and communication skills.

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 a Diploma of Health Science or Sports Development.

GSEP Study Areas

Year 11 (Year 1)

- Religious Education
- 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

Year 12 (Year 2)*

- Religious Education
- 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



Vocational Education & Training (VET)

What VET is

Vocational Education Training (VET) in the VCE/VCE Vocational Major program combines general VCE studies with vocational training.

Benefits:

- Nationally recognised qualification
- Practical, hands-on learning
- Direct industry experience
- May contribute to ATAR (if scored)

What else do I need to know?

- Some courses include Structured Workplace Learning
- 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)
- Additional fees apply (see below)
- Delivery of a program is undertaken by an RTO, (TAFE Institute, private provider or school), or by Galen under the auspice of an RTO
- It is important that you choose your VET subjects carefully as all VETs have a one-year minimum commitment

Fees

- Speak to VET Leader, Trent Allan, for queries relating to VET subject costs.
- **VET fees are charged in addition to tuition fees.** Invoices will be emailed to fee payers in March 2027 and are due by 30 June 2027. Please note that after 28 February 2027 there are no refunds on VET Fees.

2027 VET Program Summary

Certificate III Agriculture

Certificate II Building & Construction (Pre-Apprenticeship)

Certificate II in Dance

Certificate II Hospitality (Cookery)

Certificate III Information Technology

Certificate III Music (Performance)

Certificate II Salon Assistant/Hairdressing

Certificate III Screen & Media

Certificate III Sport & Recreation

Certificate II Wine Industry Operations

Certificate II Workplace Skills (VM only)

VET Certificate II Agriculture

Overview

This course introduces students to agricultural work practices, including livestock, crops, machinery, and farm safety. Students gain hands-on experience in farming environments and develop practical skills relevant to rural industries.

Recommendations

The Units 3 & 4 sequence of VET Agriculture is not designed as a stand-alone study. Students are strongly recommended to complete Units 1 & 2 before attempting Units 3 & 4.

What knowledge and skills will I need to build?

- Safe work practices in agricultural settings
- Basic livestock, crop or machinery handling
- Understanding of sustainable farming
- Practical outdoor work skills
- Ability to follow workplace procedures

How will I be assessed in this subject?

- Competency-based practical tasks
- Workplace-style assessments
- Written or oral checks of understanding
- Completion of required hours and competencies

What else do I need to know?

- Electives vary depending on available farming industries.
- PPE and outdoor clothing may be required.
- This course contributes to VET credits toward VCE or VM.
- This subject supports pathways in agriculture, horticulture, animal care, or rural operations. It also supports entry into agricultural apprenticeships, traineeships, or employment in farming and primary industries.
- For more information on this course please click on the following link:

[Get VET – Agriculture on Vimeo](#)

Units 1 & 2

Students complete core units in Occupational Health and Safety and learn how to work safely in agricultural environments. They explore sustainable farming practices and begin developing practical skills across livestock, cropping, or machinery depending on the electives offered. Students participate in hands-on tasks that reflect real farm operations. They also learn about workplace expectations and the importance of safe, efficient work habits.

Units 3 & 4

Students continue building agricultural competencies through practical, industry-aligned tasks. They consolidate their understanding of safe work practices and apply them consistently in different farming contexts. Students complete the remaining requirements for the Certificate II qualification, demonstrating their ability to work effectively in agricultural settings. They also refine their practical skills and confidence in handling farm tasks.



VET Certificate II Building & Construction (Pre-Apprenticeship)

Overview

This course introduces students to the building and construction industry through practical, hands-on learning. Students develop skills in carpentry, construction processes, workplace safety, and the use of tools and equipment. It provides a strong foundation for students considering a trade pathway or apprenticeship.

Recommendations

The Units 3 & 4 sequence of VET Building and Construction is not designed as a stand-alone study. Students are strongly recommended to complete Units 1 & 2 before attempting Units 3 & 4.

What knowledge and skills will I need to build?

- Safe and correct use of tools and equipment
- Basic carpentry and construction techniques
- Understanding of building processes and materials
- Measurement, accuracy and practical problem-solving
- Workplace safety and communication

How will I be assessed in this subject?

- Competency-based practical tasks
- Workplace-style assessments
- Written or oral checks of understanding
- Completion of required hours and competencies

Units 1 & 2

Students learn foundational construction skills and safe work practices, including correct use of hand and power tools. They begin developing basic carpentry techniques and understanding construction processes. Students complete practical tasks that reflect real industry expectations. They also learn the importance of accuracy, safety, and teamwork in a workshop environment.

Units 3 & 4

Students extend their construction knowledge by working on more complex tasks and applying a wider range of tools and materials. They deepen their understanding of building terminology, measurements, and construction sequencing. Practical activities require students to demonstrate increasing independence and precision. They also continue to apply workplace safety standards consistently.

Units 5 & 6

Students consolidate all skills required for the pre-apprenticeship qualification. They complete practical projects that simulate real building tasks and demonstrate readiness for entry-level trade work. Students refine their problem-solving, planning and construction techniques. They also complete the remaining competencies needed for Certificate II.

What else do I need to know?

- **Students will need to study this course for 3 years to complete the qualification.**
- PPE such as boots and safety gear may be required.
- This course contributes VET credits toward VCE or VM.
- Students may progress into a carpentry, building or construction apprenticeship, or continue into Certificate III trade qualifications. It also supports pathways into building trades, construction labouring and further vocational training.
- For more information on this course please click on the following link:
[Get VET – VET Building & Construction on Vimeo](#)

VET Certificate II Dance

Overview

VET Dance is a nationally recognised vocational program that allows students to develop technical, creative, and performance skills in dance while also contributing to their VCE. It combines practical training with theoretical knowledge and prepares students pathways in the performing arts industry.

Recommendations

The Units 3 & 4 sequence of VET Dance is not designed as a stand-alone study. Students are strongly recommended to complete Units 1 & 2 before attempting Units 3 & 4.

What knowledge and skills will I need to build?

- Foundational dance technique across multiple styles
- Safe dance practice and physical conditioning
- Performance preparation and audition skills
- Artistic expression and choreography basics
- Industry knowledge, including expectations, roles and workplace behaviours
- Teamwork, communication and wellbeing strategies

How will I be assessed in this subject?

- Competency-based assessment through practical tasks, rehearsals, class activities and demonstrations of safe and effective dance practice.
- Students completing the scored sequence also complete coursework tasks and an end-of-year performance or written examination contributing to a study score.

Units 1 & 2

Students focus on building foundational dance technique, safe dance practice, physical conditioning, and basic performance preparation through the Certificate II in Dance. Students also explore introductory dance styles and industry-related skills through a selection of elective units.

Units 3 & 4

Students skills are extended into composition, rhythm, conditioning, industry knowledge and advanced performance techniques. Students may complete either a non-scored sequence or a scored sequence that includes audition skills, artistic expression and higher-level dance technique electives.

What else do I need to know?

- Scored VET Dance can contribute to your ATAR as a primary study or a 10% increment.
- Entry to Certificate III requires an audition or evidence of competence in at least one dance style at AQF Level 2.
- Some Certificate II core units are completed within Certificate III to achieve the full qualification.
- Students may also gain recognised dance teaching skill sets if all required units are completed.
- For more information on this course please click on the following link [Get VET – Dance on Vimeo](#)

VET Certificate II Hospitality (Cookery)

Overview

This course introduces students to the hospitality and cookery industry through practical kitchen-based learning. Students develop skills in food preparation, hygiene, teamwork, and safe kitchen operations. It provides a strong foundation for students interested in commercial cookery or hospitality pathways.

Recommendations

The Units 3 & 4 sequence of VET Hospitality – Cookery is not designed as a stand-alone study. Students are strongly recommended to complete Units 1 & 2 before attempting Units 3 & 4.

What knowledge and skills will I need to build?

- Safe food handling and hygiene
- Basic and intermediate cookery skills
- Teamwork in a kitchen environment
- Understanding of hospitality operations
- Time management and organisation

How will I be assessed in this subject?

- Practical cookery tasks
- Competency-based assessments
- Written or oral knowledge checks
- Scored VCE VET examination (Units 3 & 4)

Units 1 & 2

Students learn core cookery skills including safe food handling, hygiene procedures, and the correct use of kitchen equipment. They practise basic methods of cookery and complete practical tasks in a simulated kitchen environment. Students also learn to clean and maintain kitchen premises to industry standards. Assessments include both practical demonstrations and theoretical tasks.

Units 3 & 4

Students extend their cookery skills by preparing a wider range of dishes and applying more advanced food preparation techniques. They work collaboratively to complete kitchen tasks that reflect real industry expectations. Students demonstrate consistent hygiene, safety and time-management skills in all practical activities. Successful completion contributes to the Certificate II qualification and includes a scored VCE VET assessment.

What else do I need to know?

- Students may need to supply some uniform or equipment.
- This course contributes VET credits toward VCE or VM.
- Students may progress into Certificate III in Commercial Cookery, hospitality apprenticeships, or employment in cafés, restaurants, catering or food service. It also provides a pathway into broader hospitality and tourism qualifications.
- For more information on this course please click on the following link [Get VET – VET Hospitality on Vimeo](#)

VET Certificate III Information Technology

Overview

This course introduces students to a broad range of IT skills including digital literacy, cybersecurity fundamentals, programming, networking, and workplace technology practices. Students learn how to use industry-standard software and develop problem-solving skills relevant to modern IT environments. It provides a strong foundation for students interested in technology, coding, digital systems, or IT support pathways.

Recommendations

The Units 3 & 4 sequence of VET Information Technology is not designed as a stand-alone study. Students are strongly recommended to complete Units 1 & 2 before attempting Units 3 & 4.

What knowledge and skills will I need to build?

- Digital literacy and safe online practices
- Basic programming, networking or cybersecurity skills
- Use of industry-standard software and tools
- Problem-solving and troubleshooting
- Understanding of IT workplace processes

How will I be assessed in this subject?

- Competency-based practical tasks
- Digital project work
- Written or oral knowledge checks
- Scored VCE VET examination (Units 3 & 4)

Units 1 & 2

Students develop foundational IT skills including digital literacy, safe online practices, and basic troubleshooting. They learn how to use a range of software applications and begin exploring areas such as programming, networking, or cybersecurity depending on the unit selection. Students complete practical tasks that reflect real workplace scenarios and build confidence using technology. These units establish essential skills for further IT study.

Units 3 & 4

Students extend their IT capabilities by working on more advanced tasks such as problem-solving, digital project development or technical support activities. They apply IT concepts to real-world situations and demonstrate increasing independence in using software, systems and tools. Students complete practical and theoretical assessments aligned with industry expectations. Successful completion contributes to the Certificate III qualification and includes a scored VCE VET assessment.

What else do I need to know?

- This course contributes to VET credits toward VCE or VM.
- Students may need access to a device capable of running the required software.
- Students may progress into Certificate IV or Diploma IT pathways, including cybersecurity, networking, programming, or IT support. It also supports entry into IT traineeships, helpdesk roles, and further study in software development or digital technologies.
- For more information on this course please click on the following link:
[Get VET: Information and Communication Technology on Vimeo](#)

VET Certificate III Music (Performance)

Overview

This course introduces students to the music industry through practical performance, rehearsal, and musicianship training. Students develop skills in instrumental or vocal performance, ensemble work, music theory, and industry knowledge. It provides a strong foundation for students interested in performing, composing or working in music-related fields.

Recommendations

The Units 3 & 4 sequence of VET Music is not designed as a stand-alone study. Students are strongly recommended to complete Units 1 & 2 before attempting Units 3 & 4. This course requires students who are confident to perform on an instrument (voice included) and/or students who have had private music lessons.

What knowledge and skills will I need to build?

- Instrumental or vocal performance skills
- Ensemble and rehearsal techniques
- Music theory and listening skills
- Stagecraft and performance preparation
- Understanding of music industry expectations

How will I be assessed in this subject?

- Live performance assessments
- Competency-based practical tasks
- Written or oral knowledge checks
- Scored VCE VET examination (Units 3 & 4)

Units 1 & 2

Students develop core performance skills through regular practice, rehearsals, and ensemble participation. They learn foundational music theory, listening skills, and performance techniques relevant to their chosen instrument or voice. Students also explore basic industry knowledge, including rehearsal processes and performance preparation. These units build confidence and technical ability in live performance settings.

Units 3 & 4

Students extend their musicianship by preparing more advanced performance pieces and refining their technical and expressive skills. They participate in ensemble work that reflects real industry expectations and develops greater independence in rehearsal planning. Students also deepen their understanding of music theory and performance analysis. Successful completion contributes to the Certificate III qualification and includes a scored VCE VET assessment.

What else do I need to know?

- Students must commit to regular practice and rehearsal.
- This course contributes VET credits toward VCE or VM.
- Students may progress into Certificate IV or Diploma music programs, performance courses, sound production, or music industry training. It also supports pathways into live performance, teaching, community music, and further study in contemporary or classical music.
- For more information on this course please click on the following link:
[Get VET – VET Music on Vimeo](#)



VET Certificate III Salon Assistant/ Hairdressing Overview

This course is undertaken at Borinya one day per week.

VET Salon Assistant/Hairdressing introduces students to the hair and beauty industry through practical salon-based learning. Students develop skills in client communication, basic hairdressing techniques, safe work practices and maintaining salon presentation. It provides a strong foundation for students interested in hairdressing, beauty or customer-service-focused pathways.

Recommendations

The Units 3 & 4 sequence of VET Salon Assistant/Hairdressing is not designed as a stand-alone study. Students are strongly recommended to complete Units 1 & 2 before attempting Units 3 & 4.

What knowledge and skills will I need to build?

- Safe and hygienic salon practices
- Basic hairdressing techniques
- Client communication and customer service
- Use of salon tools and equipment
- Teamwork and time management in a salon environment

How will I be assessed in this subject?

- Competency-based practical tasks
- Salon-based assessments
- Written or oral knowledge checks
- Completion of required competencies across all units

Units 1 & 2

Students learn essential salon skills including client care, safe work practices, and maintaining a clean and organised workspace. They practise basic hairdressing techniques such as shampooing, blow-drying and applying simple treatments. Students also learn how to use salon tools safely and follow hygiene procedures. These units build confidence in working within a real or simulated salon environment.

Units 3 & 4

Students extend their practical skills by assisting with more advanced hairdressing tasks under supervision. They learn to prepare clients for services, support senior stylists, and manage salon routines. Students demonstrate improved communication, time management, and teamwork. Completion of these units contributes to the full Certificate II qualification.

What else do I need to know?

- Students may need to supply some salon-appropriate clothing or equipment.
- This course contributes VET credits toward VCE or VM.
- Students may progress into Certificate III in Hairdressing or Beauty Services, apprenticeships in hairdressing, or employment as a salon assistant. It also supports pathways into beauty therapy, retail cosmetics, and broader personal services industries.
- For more information on this course please click on the following link:
[Get VET – Hair & Beauty on Vimeo](#)

VET Certificate III Screen & Media

Overview

This course introduces students to the screen and media industry through hands-on creative and technical learning. Students develop skills in digital media production, filming, editing, storytelling and industry-standard software. It provides a strong foundation for students interested in film, television, animation, digital content creation, or media production pathways.

Recommendations

The Units 3 & 4 sequence of VET Screen and Media is not designed as a stand-alone study. Students are strongly recommended to complete Units 1 & 2 before attempting Units 3 & 4.

What knowledge and skills will I need to build?

- Filming, editing and digital media production
- Storytelling and visual communication
- Use of industry-standard software and equipment
- Creative problem-solving and project planning
- Safe and responsible media production practices

How will I be assessed in this subject?

- Competency-based practical tasks
- Media project work
- Written or oral knowledge checks
- Scored VCE VET examination (Units 3 & 4)

Units 1 & 2

Students learn the fundamentals of screen and media production, including planning, filming, and editing digital content. They explore basic storytelling techniques and work with industry-standard software to create simple media projects. Students also learn safe work practices and how to operate equipment responsibly. These units build confidence in producing short media pieces and understanding production workflows.

Units 3 & 4

Students extend their media production skills by working on more complex projects that reflect industry expectations. They refine their filming, editing and design techniques while applying creative problem-solving to real production challenges. Students demonstrate increased independence in planning, producing, and evaluating their work. Successful completion contributes to the Certificate III qualification and includes a scored VCE VET assessment.

What else do I need to know?

- Students may need access to a device capable of running media software.
- This course contributes VET credits toward VCE or VM.
- Students may progress into Certificate IV or Diploma screen and media programs, film and television courses, animation, digital content creation or media production roles. It also supports pathways into creative industries, communication, marketing, and further study in digital media.
- For more information on this course please click on the following link:
[Get VET – Screen and Media on Vimeo](#)

VET Certificate III Sport & Recreation

Overview

This course introduces students to the sport and recreation industry through practical, hands-on learning in coaching, fitness, activity leadership and community recreation. Students develop skills in planning, delivering, and evaluating sport and recreation activities. It provides a strong foundation for students interested in sport, fitness, coaching, or community recreation pathways.

Recommendations

The Units 3 & 4 sequence of VET Sport and Recreation is not designed as a stand-alone study. Students are strongly recommended to complete Units 1 & 2 before attempting Units 3 & 4.

What knowledge and skills will I need to build?

- Activity planning and delivery
- Leadership and communication
- Safe participation and risk management
- Teamwork and customer service
- Understanding of sport and recreation operations

How will I be assessed in this subject?

- Competency-based practical tasks
- Activity delivery and evaluation
- Written or oral knowledge checks
- Scored VCE VET examination (Units 3 & 4)

Units 1 & 2

Students learn foundational skills in assisting with sport and recreation programs, including activity setup, equipment checks, and basic instruction. They develop communication and teamwork skills while supporting group activities in real or simulated environments. Students also learn workplace health and safety requirements and how to maintain a safe activity space. These units build confidence in working with participants and supporting recreational programs.

Units 3 & 4

Students extend their skills by planning and delivering sport or recreation sessions with increasing independence. They learn to evaluate programs, provide feedback, and adapt activities to meet participants' needs. Students also develop leadership, organisational and customer service skills relevant to the industry. Successful completion contributes to the Certificate III qualification and includes a scored VCE VET assessment.

What else do I need to know?

- Students may need appropriate sports or outdoor clothing.
- This course contributes to VET credits toward VCE or VM.
- Students may progress into Certificate IV or Diploma in sport and recreation programs, fitness qualifications, coaching pathways or community recreation roles. It also supports entry into sport development, leisure services, outdoor recreation, and further study in health or physical activity fields.
- For more information on this course please click on the following link
[Get VET – VET Sport and Recreation on Vimeo](#)

VET Certificate III in Wine Operations

Overview

This course introduces students to the wine industry through practical learning in vineyard operations, winery processes, and workplace safety. Students develop skills in handling equipment, understanding grape production, and supporting basic wine-related tasks. It provides a strong foundation for students interested in agriculture, viticulture, or wine industry pathways.

Recommendations

The Units 3 & 4 sequence of VET Wine Operations is not designed as a stand-alone study. Students are strongly recommended to complete Units 1 & 2 before attempting Units 3 & 4.

What knowledge and skills will I need to build?

- Safe work practices in vineyard and winery environments
- Basic vineyard operations and seasonal tasks
- Use of tools, equipment and materials
- Understanding of grape production and wine processes
- Practical outdoor and workplace skills

How will I be assessed in this subject?

- Competency-based practical tasks
- Workplace-style assessments
- Written or oral knowledge checks
- Scored VCE VET examination (Units 3 & 4)

Units 1 & 2

Students learn essential skills for working safely in vineyard and winery environments, including correct handling of tools, equipment and materials. They explore basic vineyard operations and gain an understanding of seasonal tasks involved in grape production. Students also learn workplace expectations and develop practical skills through hands-on activities. These units build confidence in performing entry-level tasks in wine operations.

Units 3 & 4

Students extend their skills by participating in more advanced vineyard or winery tasks aligned with industry expectations. They apply safe work practices consistently and demonstrate increasing independence in completing practical activities. Students also deepen their understanding of wine operations and the processes involved in grape handling and production. Completion of these units contributes to the full Certificate II qualification and includes a scored VCE VET assessment.

What else do I need to know?

- PPE and outdoor clothing may be required.
- This course contributes VET credits toward VCE or VM.
- Students may progress into Certificate III or IV qualifications in viticulture, wine production, or agriculture. It also supports pathways into vineyard work, winery operations, cellar-hand roles and further study in horticulture or primary industries.



VET Certificate III in Workplace Skills (VM only)

Overview

The Certificate II in Workplace Skills transforms students' foundational abilities into essential career preparation for the modern business environment. This entry level qualification equips learners with practical procedural, administrative, and technological competencies – creating solid pathways into the workforce and establishing crucial groundwork for career advancement. Students develop immediately applicable self-management capabilities while building fundamental operational knowledge in defined business contexts. This qualification provides learners with a clear connection between basic workplace skills and employment outcomes while supporting their growth under direct supervision with routine tasks requiring limited practical skills but developing crucial workplace readiness.

Recommendations

Students undertaking this certificate may be eligible for up to four VCE VET units at Units 1 and 2 level.

What knowledge and skills will I need to build?

- Planning and preparation
- Prioritisation and time management
- Teamwork and workplace etiquette
- Effective work habits
- Common digital technologies

How will I be assessed in this subject?

- Competency-based practical tasks
- Digital project work
- Written or oral knowledge checks

What else do I need to know?

- This course supports pathways into administration assistant, clerical worker, receptionist, junior personal assistant, office assistant and junior clerk.
- Credit towards the VCE, VCE VM and VPC
- This VET course is only recommended for VCE VM students; it is not suitable for VCE students.

For more information

You can explore your subject options in lots of helpful ways:

- Check the [VCAA website](#) for **Study Designs** for all VCE and VET subjects.
- Talk with your teachers, Homeroom Mentor, other students, and your family.
- Read the **Where To Now? Guide** (for Year 10 students). It explains VCE, VCE Vocational Major, VET and SBAT pathways.
- Explore the **VTAC Year 10 Guide** for information about prerequisites, the ATAR and goal-setting.
- Speak with Galen teachers who specialise in the subjects you're interested in.
- Check the latest Tertiary Planner for university entry requirements for your intended year of enrolment.
- Meet with the VET Leader for information about VET options.
- Book an appointment with the Careers and Further Education Leader.
- Visit the [school website](#) for course details and updates.
- Explore the following external sources of information:
 - [MyFuture](#)
 - Good Universities online: [Careers Guide](#)
 - [Jobs and Skills Australia](#)
 - [Australian Apprenticeships](#)
 - [VCAA](#) for VCE Subject summaries

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