EUROA SECONDARY COLLEGE

"A united community where everybody has responsibility in preparing youth for their future."

CHALLENGE EMPOWERMENT RESILIENCE RESPECT

Senior School Subject Information Guide Years 10 – 12 2026

Euroa Secondary College aspires to be "a united community where everybody has responsibility in preparing youth for their future".

This vision is more than just a statement—it is the foundation that guides everything we do. It reflects our deep commitment to working together as staff, students, families, and the wider community to ensure every young person is supported, challenged, and inspired. We believe that preparing students for their future means equipping them with the academic, social, and emotional skills they need to thrive—not just in school, but in life. By sharing this responsibility, we create a school culture where students feel valued, empowered, and confident in their potential.

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Contents

Welcome to Senior School

The Senior School Program at Euroa Secondary College has been designed to extend students and introduce them to a range of pathways as they enter their senior years. All students are required to undertake 'core' units and then choose from a wide range of 'elective' units to complete their learning program. The elective units have been designed to introduce and lead students to the subjects available at VCE level.
Subjects at Years 10, 11 and 12 have been arranged so that students may choose to undertake units in specialised subject areas. Students taking up the option of VCE studies in year 10 are carefully counselled and monitored during this process.
In addition to undertaking their chosen subjects, a new world of more vocationally orientated study also becomes available as a realistic alternative for their senior years. Options in VET (Vocational Education and Training) and SBAT (School-based Apprenticeship and Traineeships) programs may also be selected. Please refer to the VET pages toward the end of this handbook for more information on these two programs.

Year 10:
Year 10 studies run for one semester in length, allowing students to explore a wide range of options available. English, Mathematics, Careers and History must be studied in both semester one and two. All other studies run for one semester, including the VCE units. In Year 10 it is highly recommended that students explore a range of subjects from different domains. The domains are: English, Mathematics, Arts, Health and Physical Education, Languages other than English (LOTE), Humanities, Science, and Technology.

Year 11 - 12:
In Years 11 & 12 students will complete subjects to work toward obtaining their VCE (Victorian Certificate of Education). Students may wish to complete VCE VM (Vocational Major) which has been implemented to replace VCAL (Victorian Certificate of Applied Learning). Please refer to the section on VCE VM for further details of this option.

Provided in this booklet is a list of studies that can be delivered at Euroa Secondary College, with a brief course outline to help you choose the best course for your individual needs.

The full comprehensive list of VCE studies can be found at **https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx**

Euroa Secondary College has dedicated and experienced teachers who will provide every support to enable students to achieve their academic and vocational goals. Our College has an excellent reputation and record on achieving extremely high VCE results over many years.

We wish all students well in their final years of education at Euroa Secondary College. If you require any further information, please do not hesitate to contact the appropriate member of our college team.

College Team

2025 Pathways Team:

Principal – Mrs Anna Eddy

Assistant Principal – Mr Brett Williams

Year 11 & 12 Sub-School Leader – Mr Adrian Bright

Year 11 & 12 Sub-School Assistant – Ms Ebony Jennings

Year 9 & 10 Sub-School Leader – Mr Kevin Bott

Year 9 & 10 Sub-School Assistant – Mr Daniel Yogarajah

Pathways Advisor – Mrs Lorelle Healey

Teaching and Learning Leader: Mrs Judy Nicholls

2025 Curriculum Domain Leaders:

English – Mr Simon Johnston

Mathematics – Mr Ebony Jennings

The Arts – Ms Gladys Sariusak

Health and Physical Education – Mrs Kim Saxon

Humanities – Ms Danielle Harrison

LOTE – Ms Danielle Harrison

Science – Mrs Judy Nicholls

Technology – Mr Shane Read

Advice for Making Your Choices

You should select subjects that:

- Interest you
- You are good at
- May lead to employment or further education and training that you find appealing

DO…

- Talk with your parents, subject teachers, domain leaders, pathways advisors, VCE coordinator.
- Go to the VCE Information Evening.
- Read the 'Where to Now' guide.
- Check relevant tertiary guides in the careers office or VTAC website. This site lists prerequisite subjects mandatory to apply for each university course on offer when you leave year 12.
- Read all literature on offer to help make informed decisions.
- Attend your subject selection interview.

DON'T…

- Panic if you have no idea, think about what you currently like doing, are good at or have an interest in. Seek help with this research.
- Choose studies that are too easy for you and don't challenge you enough.
- Select subjects just because your friends are doing that study.
- Choose studies that you don't like because you think doing those studies will help you get a 'good ATAR'. Your ATAR represents your performance across all of your studies.
- Choose studies based on the scaling from previous years. There is no point selecting a study that you struggle with simply because it has traditionally been scaled up. You still need to perform well in it to make the scaling count.

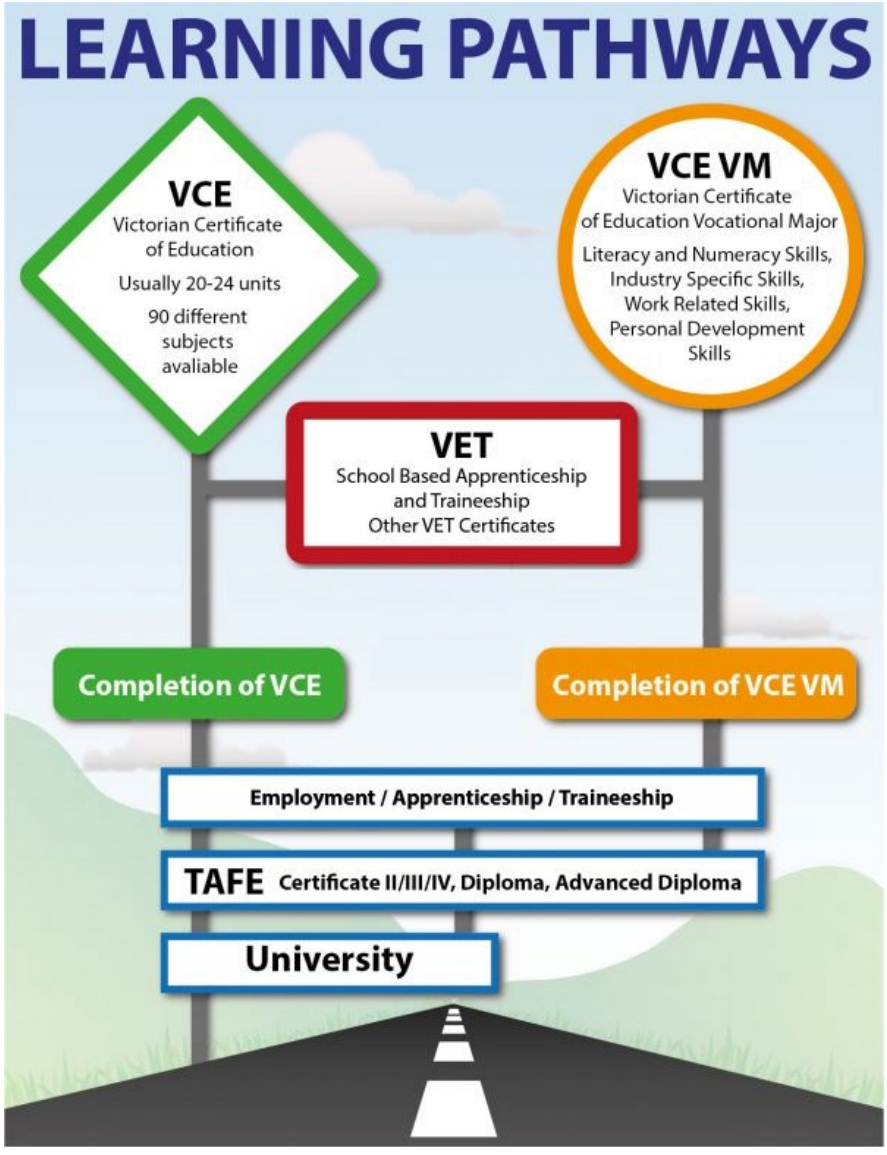
Learning Pathway Plan

Making a Plan: Use the table on the following page to mark out a pathway for the subjects that you plan to study in Years 10, 11 and 12. Details of the subjects listed in the table can be found on the following pages.

If you are interested in other subjects that are not listed, please add these to the bottom of the table. More information on all VCE subjects is available on the VCAA website: **https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx**

Year 10 students may select from the semester-long elective Year 10 subjects or may apply to fast-track a VCE subject.

Please Note: If there are a small number of students who choose to enrol in any subject, the college may not be able to timetable a class but may negotiate with students and enrol them in a distance education course.



Domain	Year 10	Year 11 VCE Units 1 & 2	Year 12 VCE Units 3 & 4
VCE or VM		☐ VCE ☐ VM	☐ VCE ☐ VM
English	☑ English	☐ English ☐ English Language ☐ Literature ☐ VM Literacy	☐ English ☐ English Language ☐ Literature ☐ VM Literacy
Mathematics	☐ General Maths ☐ Math Methods	☐ General Maths ☐ Math Methods ☐ Specialist Maths ☐ VM Numeracy	☐ General Maths ☐ Math Methods ☐ Specialist Maths ☐ VM Numeracy
The Arts	☐ Art Making and Exhibiting ☐ Art Creative Minds ☐ Visual Vibes	☐ Art Making and Exhibiting ☐ Music ☐ Visual Communication Design	☐ Art Making and Exhibiting ☐ Music Performance ☐ Visual Communication Design
Health and Physical Education	☐ Health & Human Dev. ☐ P.E. (Community) ☐ P.E. (Performance)	☐ Health & Human Dev. ☐ Outdoor Recreation ☐ Physical Education	☐ Health & Human Dev. ☐ Physical Education
Humanities	☑ Careers ☑ History ☐ Business & Economics ☐ Geography: 2040 ☐ History Ch. World ☐ History Conspiracy Th. ☐ History Revolutions ☐ History Mediterranean ☐ Legal Studies	☐ Business Management ☐ History (Modern) ☐ Legal Studies	☐ Business Management ☐ History (Revolutions) ☐ Legal Studies
LOTE	☐ Japanese LOTE	☐ Japanese LOTE	☐ Japanese LOTE
Science	☐ Biology/Psychology ☐ Chemistry/Physics	☐ Biology ☐ Chemistry ☐ Physics ☐ Psychology	☐ Biology ☐ Chemistry ☐ Physics ☐ Psychology
Technology	☐ Food Studies ☐ Product Design & Technology (Wood) ☐ Systems Engineering (Electronics & Robotics)	☐ Food Studies ☐ Product Design & Technology (Wood) ☐ Systems Engineering	☐ Food Studies ☐ Product Design & Technology (Wood) ☐ Systems Engineering
VET	☐ VET …… (Compulsory for VM)	☐ VET …… (Compulsory for VM)	☐ VET …… (Compulsory for VM)
Other Subjects	☐ …… ☐ ……	☐ …… ☐ ……	☐ …… ☐ ……

Year 10 Compulsory Units

- English
- Mathematics – choose between General Mathematics or Mathematical Methods
- Careers
- History

Year 10 Elective Units – each unit runs for one semester

The Arts:
- Art Making and Exhibiting
- Art Creative Minds
- Visual Vibes

Health and Physical Education:
- Health and Human Development
- Physical Education (Community)
- Physical Education (Performance)

Humanities:
- Business Management & Economics
- Geography: 2040
- History - A Changing World
- History – Conspiracy Theories
- History - Revolutions
- History - Mediterranean
- Legal Studies

Languages other than English (LOTE):
- Japanese

Science:
- Biology/Psychology
- Chemistry/Physics

Technology:
- Food Studies
- Product Design and Technology (Wood)
- Systems Technology (Electronics and Robotics)

English

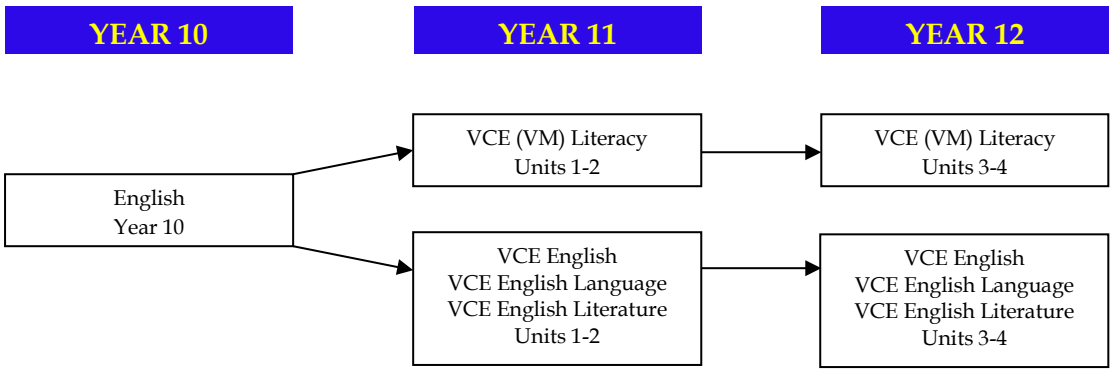
In English, students learn to appreciate, enjoy and use language and develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue. English involves students reading, viewing, writing, comparing, researching and talking about texts.

Understanding texts and recognizing how language works within them is necessary for success at school and beyond for an active, informed and fulfilling life in modern Australian society and the global community. By understanding and working with texts, students acquire the knowledge, skills and personal qualities that enable them to read, view and listen critically and to think, speak and write clearly and confidently.

Students develop an understanding of the way purpose, audience and situation influence the structures and features of language and learn to apply their knowledge in their reading, writing, viewing, speaking and listening. Students learn to control language by applying their understanding of the grammatical structures of English, by learning to spell accurately and use punctuation effectively and by imitating good writers and speakers. Through oral activities, students enhance their communication skills as speakers and listeners.

For more details regarding English please see: Simon Johnston or your current English teacher.

English Pathway



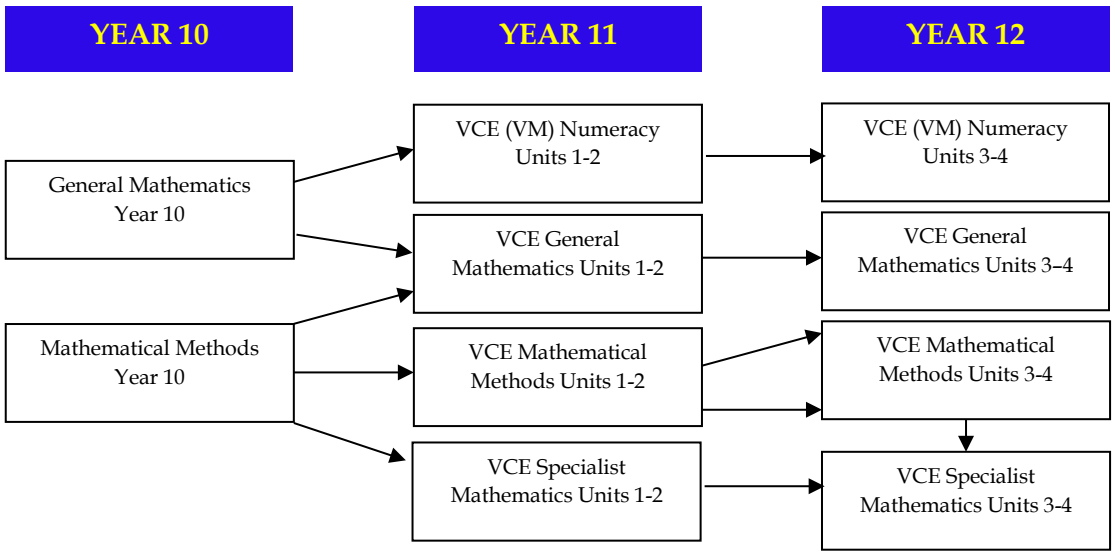
Pathways

It is compulsory to undertake VCE English Units 1-4, VCE English Language Units 1-4, VCE Literature Units 1-4 or VCE (VM) Literacy Units 1-4 to be eligible for a VCE certificate. These can be a combination of any of units in Year 11, but must include a Unit 3-4 sequence.

Mathematics

For more details regarding Mathematics subjects please see: Ebony Jennings or your current Mathematics teacher.

Mathematics Pathway



Pathways

VCE Mathematics is a prerequisite for many Tertiary courses of study. VCE (VM) Numeracy is compulsory to be eligible for a VCE VM certificate.

General Mathematics

This area of study has a focus on real-world mathematics and is recommended for students who will need to use some mathematics in a practical way. It is also useful for entry into university, TAFE or other formal education courses. In this subject, you will look at things like Building Design, Quality Control, Cost of Living, Running a Business and many other real-life topics.

Pathways

VCE General Mathematics Units 1-4, or VCE (VM) Numeracy.

Mathematical Methods

This unit is recommended for students who are considering a tertiary pathway for science, engineering or mathematical fields. It is also recommended for students who have a very good mathematical ability. The emphasis is on learning algebra and graphing skills both on paper and by using a CAS graphics calculator. The graphics calculator can be directly connected to student netbooks, and are an essential part of the learning requirements

Pathways

VCE Mathematical Methods Units 1-4, VCE Specialist Mathematics Units 1-4.

History

The twentieth century was an important period in Australia's social, economic, political and cultural development. Students learn how the world changed during times of conflict and war and of cooperation to help understand how Australia has developed and Australia's place today within the Asia-Pacific region. Students will look at the changing attitudes to human rights, particularly those of Australia's Indigenous peoples and the search for reconciliation.

Students will investigate a range of the following issues through different media (film, the Internet, music as well as books and primary sources):

- Global conflict and collective peace (Wars and the United Nations)
- Migration and nation-building - (e.g. Who built the Snowy Mountain Scheme and why?)
- Mass communication and popular culture (influence of film, TV, music, computers)
- Dictatorship and democracy (e.g. How did Hitler or Stalin affect life?)
- Rights and freedoms (voting, civil rights, apartheid, Mabo etc.)
- Decolonisation and globalisation – (e.g. What happened in Vietnam when the French left and why do Nike and Maccas rule?)
- Environment – (Can you make a difference? See how others have. e.g. Greenpeace, Franklin Dam protests

For more details regarding History please see: Danielle Harrison or your current History teacher.

Pathways

VCE History Units 1-4.

Careers

Students learn about their own personal character strengths, values, interests and skills that connect to employability skills. The course involves investigating their own learning pathway using a range of resources, both on-line and in printed format. Students undertake a range of classroom learning activities including; one week of formal work experience, resume, intro/application letter writing and electronic portfolio creation. Students continue to plan for their year 11 and 12 programs by researching options available within their VCE programs. Students create individual pathway plans for their top career choices, including research into qualifications required and entry requirements needed. Students undertake a mock interview process in preparation for developing sound interview skills for future use. Students analyse and interpret current employment trends and future growth in their selected career choices.

For more details regarding Careers please see: Adrian Bright or Lorelle Healey

Pathways

VCE Industry and Enterprise Units 1-4, VCE Vocational Major

The Arts

For more details regarding Art subjects please see: Gladys Sariusak or your current Art teacher.

Art Making and Exhibiting

This course is designed to help students cultivate their artistic talent and exploratory nature. Students are given the opportunity to create and develop artwork, to express themselves personally, and to consider audience interpretation. They have applied techniques and processes to the development of ideas and considered a variety of design options to express those ideas. Students continued experimenting with a variety of media and materials while documenting their results and artistic intentions. They became acquainted with the creative process and developed their visual art abilities, vocabulary, and conventions. Students were introduced to frameworks for analysing artwork in order to converse about it using art terminology.

Pathways

VCE Art Making and Exhibiting Units 1-4

Art Creative Minds

Students create artworks through drawing, painting, sculpture, digital art, and photography, using diverse materials and techniques tailored to audiences and artistic goals. They explore personal style and address contemporary or community issues, blending emotions and ideas. Working independently and collaboratively, students respond to open-ended briefs, producing a comprehensive folio. They engage with the Visual Arts design process—Investigation, Inspiration, Exploration, Creating, Annotation, and Evaluation—developing a reflective connection to their visual language and conceptual ideas.

Pathways

VCE Art Making and Exhibiting Units 1-4

Visual Vibes

Students will explore graphic design and marketing, learning how visual communication engages and influences target audiences. Through hands-on projects, they will refine their personal style and understand design practices for promotional contexts. Key topics include target audience analysis to tailor messages, and principles like color theory, typography, layout, and imagery. The creative process involves brainstorming, sketching, prototyping, and iterative feedback. Students also examine cultural influences on visual communication and analyze successful brand campaigns. They will create promotional materials such as posters, social media graphics, and ads, developing critical design skills and preparing for careers in creative industries.

Pathways

VCE Visual Communication Design.

Health and Physical Education

For more details regarding Health and PE Subjects please see: Kim Saxon or your current Health or Physical Education teacher.

Health and Human Development

Students participate in a range of activities designed to help them understand and evaluate factors that shape identities, and analyse how individuals can influence the identities of others throughout the lifespan. Students begin with learning the dimensions of health and the influences on our health status. They then look closer at the stages of the lifespan and investigate development and health issues including diet and disease concerns associated with each stage. Students will also critique a range of health information sources and select the most reliable information for the specific requirements. This will allow students to take greater responsibility for their own health by exploring effective strategies that examine actions for health change. If time permits students will also look into complementary and alternative 'medicine' and health issues in developing countries and the various types of aid provided by many world agencies.

Pathways

VCE Health and Human Development Units 1-4

Physical Education (Community Sport)

Students develop an understanding of planning, preparation and administration of a sporting competition. They study the roles of player, coach, administrator, referee and sports trainer. A detailed study of a community sporting club is carried out as well as sports injury prevention and treatment. Theory is supported by practical experience in a range of activities to be selected from swimming, team games and community sports.

Physical Education (Improving Performance)

Students develop an understanding of the major systems of the body, which contribute to human movement and exercise performance. They also study methods of improving sporting performance such as fitness testing, training programs and biomechanics. All theory areas are supported by practical experience. Students carry out fitness testing, develop their own fitness program and participate in a variety of activities ranging from athletics, gymnastics and team sports.

Pathways

The study of Physical Education at Year 10 has been split into two distinctive subjects. Each subject covers different aspects of physical activity and both lead to VCE Physical Education Units 1-4. Neither subject is a pre-requisite for VCE, however it is strongly recommended that students who are interested in VCE Physical Education select one or both.

Humanities

For more details regarding Humanities subjects please see: Danielle Harrison or your current Humanities teacher.

Business Management & Economics

In this unit students will be introduced to related areas of study involving the world of Economics and Business Studies.
Students describe how resources are allocated and distributed in the Australian economy and the way economic performance is measured. They provide explanations for variations in economic performance and standards of living within and between economies.
Students explain the importance of managing consumer and business financial risks and rewards and analyse the different strategies that may be used when making decisions. They explain the nature of innovation and why businesses need to create a competitive advantage. Students discuss ways that this may be achieved and the enterprising behaviours and capabilities that could be developed by individuals to assist the work and business environments.
Students analyse the reasons why and how the work environment is changing and discuss the implications this has for individuals, businesses and the economy. Students identify economics and business trends, explain relationships and make predictions. They generate alternative responses to familiar, unfamiliar and complex problems taking into account multiple perspectives, and using cost-benefit analysis and appropriate criteria to propose and justify a course of action. Students analyse the intended and unintended effects of economic and business decisions and the potential consequences of alternative actions.

Pathways

VCE Accounting Units 1-4, VCE Business Management Units 1-4, VCE Economics Units 1-4.

Geography: 2040

This unit will introduce students to the challenges that the world and individuals are facing as a consequence of climate change and disposable consumerism (throw-away society). Students will be armed with the knowledge and critical thinking skills to make ethical and sustainable choices. They will investigate what solutions are currently in existence, and how, as a society and as individuals, they can make an impact to create positive change. Students will explore what the future could look like by the year 2040 if society embraced the best solutions already available to us in order to improve our planet. Through a combination of hands-on investigations and classroom activities, the main topics or themes covered may include:

- Climate change (understanding the impact on oceans, wildlife and the environment).
- Solar power and other alternative energy solutions.
- The impact of humans on wildlife and the environment (biodiversity and conservation).
- Waste management solutions (upcycling, waste audits, conscious consumer inventions).
- Food and fibre (consumer choice, community gardens, food swaps, ethical products).

Pathways

VCE Environmental Science Units 1-4, VCE Geography Units 1-4, VCE Outdoor and Environmental Studies Units 1-4.

History – A Changing World

In this Unit, we will explore the earliest known evidence of civilisation in the European landscape.
Focusing our attention on the early Sumerians and Mesopotamians, we will explore the development of agriculture, trade, laws and customs to help support the establishment of civilisation. The timeline will be expansive, covering events from 9000 BCE through to the early 18th century BCE. Key figures such as Sargon the Akkad, Gilgamesh and Hammurabi will be examined focusing on the contributions to their respective civilisations. This time was a distinct shift from nomadic lifestyle and demonstrated the way in which humans can impact their surroundings to be the catalyst for a Changing World.
This unit is aligned with the VCE History curriculum and will allow a seamless transition should students wish to continue their studies in Years 11 and 12.

Pathways

VCE History Units 1-4.

History – Conspiracy Theories

In this unit students will be exploring the key skills and knowledge identified by the Victorian curriculum in a unique way. Students will be exploring, researching and analysing different perspectives of historical events. Examples of this can be exploring 'Conspiracy Theories', and then looking for evidence to either discredit and validify the theory. Students will need to complete a research task on a topic of their choice and research or create a new theory on this topic.

Pathways

VCE History Units 1-4.

History – Revolutions

In this unit students investigate the nature of social, political, economic and cultural change throughout history. Revolutions that students will study are: Industrial Revolution, French, Russian and Chinese Revolutions. This unit provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the world we live in now.

Pathways

VCE History Units 1-4.

History – Mediterranean

Why was the Mediterranean Sea the centre stage of so much historical conflict and technological advancement? Why has it been the focus of so much historical inquiry over the centuries?
In this subject, we will be exploring key phases of major civilisations in Ancient History. From the Egyptian pharaohs, the Persian-Greco Wars, to exploration into the genius military minds of Alexander the Great and Hannibal Barca, this unit will examine how individuals and unified nations can change the known Mediterranean world.
We will be developing our historical skills that are important in Units 1-4 VCE History, but also developing critical analysis skills that are important across a range of VCE and Tertiary courses.

Pathways

VCE History Units 1-4.

Legal Studies

In this unit students explore the operation of the legal system from a young person's perspective. Students suggest reasons why laws are needed in the community and investigate legal issues that are of concern to young people. They will investigate the two main sources of law – parliament and the courts.
Students will:
• Collect a folio of newspaper articles on court cases and distinguish between criminal and civil law.
• Identify the main courts in the court of hierarchy and prepare a chart summarising the different types of cases heard by different courts.
• Participate in a visit to a law court to observe the courtroom procedure and personnel.
• Examine the operation of the advisory trial and the jury system and consider factors that may disadvantage individuals in their dealing with the legal system.
• Undertake detailed study of the operation of the Children's Court and the rights of young people.
• Explore other ways of resolving disputes instead of going to court, and look at case studies in tenancy, employment and consumer law.
• Examine the process by parliament to make laws and conduct a role play of the legislative process to pass their own bill.
• Explain how citizens can influence government policy through participation in political parties; elections and membership of interest groups.
• Describe the election process in Australia and conduct a simulated election campaign.

Pathways

VCE Legal Studies Units 1-4.

Languages other than English (LOTE)

Unlike other Year 10 elective subjects, Japanese is studied for both semesters one and two.
For more details regarding LOTE please see: Danielle Harrison

Japanese as a Second Language

Students interact to exchange information and opinions on topics related to the world of adolescence. They complete a range of communication tasks including listening, reading, writing and speaking and combine these with tasks that integrate intercultural understanding and language awareness. Students use a range of communicative tools and ICT applications in their research, including word processing, Internet research, Microsoft PowerPoint program and dictionary use. They employ strategies for broadening their language awareness and repertoire of script, structure and vocabulary. Studying a foreign language enables students to develop reflective, deep and creative thinking as well as engage in self-reflection. Students are exposed to the culture and wider civilization that surrounds them. They have opportunities to work in teams as well as develop their own personal learning strategies.

Note: If there are a small number of students who choose to enrol in Japanese, the college will enrol students in a distance education course through the Victorian School of Languages.

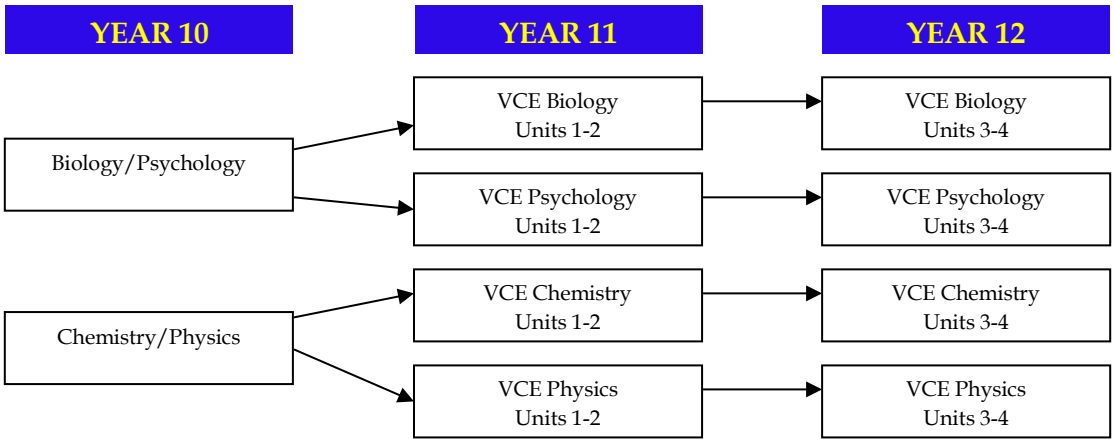
Pathways

VCE LOTE – Japanese Units 1-4

Science

Science at Year 10 has been split into two distinctive subjects. The subjects cover different strands and lead into VCE Sciences. Neither subject is a pre-requisite for VCE, however it is strongly recommended that students who are interested in VCE Biology, Chemistry, Physics and/or Psychology select the relevant Year 10 subject(s).
For more details regarding Science subjects please see: Judy Nicholls or your current Science teacher.

Science Pathway



Biology/Psychology

An introduction to VCE Biology and VCE Psychology, this unit is in two parts. The Biology section introduces students to cells and cellular functions, DNA, chromosomes and genes, and simple genetic inheritance. In the Psychology section, students investigate the definitions of Psychology and study research methodology and the many specialist fields of Psychology. Students learn about the ethics that are mandated in psychological research by exploring famous psychological experiments. They also study the research methodology used in detail.

Pathways

VCE Psychology Units 1-4, VCE Biology Units 1-4.

Chemistry/Physics

This unit is an introduction to VCE Chemistry and Physics. It involves the study of the chemical behaviour of elements and compounds, atomic structure, the periodic table, radioactivity and chemical reactions. This unit also explores the relationship between force, mass and movement and the everyday uses of electromagnetism - motors, generators, speakers and telephones. This leads students into further studies at universities – biomedical, mechanical and chemical engineering or nursing or into a TAFE course – nursing, mechanics or manufacturing processes, to name a few.

Pathways

VCE Chemistry Units 1-4, VCE Physics Units 1-4.

Technology

For more details regarding Technology subjects please see: Shane Read or your current Food Studies or Technology teacher.

Food Studies

Students participate in a range of activities to enhance their understanding of nutrition, key foods, and healthy eating. This will require them to investigate and make judgments on food safety, preservation, preparation, presentation, and sensory perceptions that influence the creation of food solutions. Students investigate the influences on Australia's cuisine and our current food trends. They take a paddock to plate approach to the ingredients they use, as they explore sustainable farming practices, food miles and food waste and the implications this has for marketing and purchasing of a range of foods they currently consume.

Pathways

VCE Food Studies Units 1-4

Product Design and Technology (Wood)

Students are required to complete a Design Folio and produce a Coffee Table using a limited range of hand and power tools. Students will be expected to complete online safety certificates, work in an interactive workshop environment and comply with OH&S requirements to complete their product to a high standard. The Design Folio is a major assessment item.

Pathways

VCE Product Design and Technology Units 1-4.

Systems Engineering (Electronics and Robotics)

Students are required to complete a Design Folio and produce a simple electronic/robotic product using a limited range of hand and power tools. Students will be expected to complete online safety certificates, work in an interactive workshop environment and comply with OH&S requirements to complete their product to a high standard. The Design Folio is a major assessment item.

Pathways

VCE Systems Engineering Units 1-4.

VCE Subjects

Most VCE subjects are made up of 4 units, which students' study over 2 years (one unit per semester):

- Units 1 and 2 are usually studied in year 11.
- Units 3 and 4 are usually studied in year 12. They must be studied in a certain order (called a sequence) within the same year.

If a student chooses the Vocational Major, their VCE program will include studying literacy, numeracy, work related skills and personal development skills. VCE Vocational Major students also complete at least 180 hours of VET, developing hands-on skills and improving their employability.

Some courses at university, TAFE or training providers are only available to students who have completed certain VCE or VET studies. Some universities use the ATAR as admission into certain courses. Students should think about what they want to do in the future when choosing their VCE studies.

VCE Subject Offerings

On the following pages you will find details of the subjects that can be delivered at Euroa Secondary College. These subjects are:

Art Making and Exhibiting
Biology
Business Management
Chemistry
English
English Language
Food Studies
General Mathematics
History
Health and Human Development
Japanese Second Language
Legal Studies
Literature
Mathematical Methods
Specialist Mathematics
Physical Education
Physics
Product Design & Technology – Wood
Psychology
Systems Engineering
Visual Communication Design
Vocational Major (VM)

- VM – Literacy
- VM – Numeracy
- VM – Personal Development Skills
- VM – Work Related Skills

Since the VCE includes more than 90 subjects to choose from, the details of all subjects have not been included in this booklet. The full comprehensive list of VCE studies can be found at https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx

VCE Art Making and Exhibiting

VCE Art Making and Exhibiting (formerly Studio Arts) introduces students to the methods used to make artworks and how artworks are presented and exhibited. Their knowledge and skills evolve through making and presenting their own artworks and viewing and analysis of artworks by other artists.

Unit 1: Explore, expand and investigate
In this unit students explore materials, techniques and processes in a range of art forms. They study the characteristics, properties and application of materials used in art making. They explore selected materials and how they relate to art forms and are used in making artworks. Students explore the historical development of art forms and investigate changes over time. Students become aware of and understand the safe handling of materials they use. Students explore the different ways artists use materials, techniques and processes. Exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

Unit 2: Understand, develop and resolve
Students investigate how artists use aesthetic qualities to represent ideas in artworks. They show how artworks are displayed to audiences, and how ideas are represented to communicate meaning. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. They begin to discover and understand how each of the art elements and art principles can be combined to convey different emotions and expression in their own and others' artworks. They explore how art elements and principles create visual language. Students begin to understand how exhibitions are planned and designed. They investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed.

Unit 3: Collect, extend and connect
In this unit students are engaged in art making. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. Students use their Visual Arts journal to record their art making, research of artists, artworks and collected ideas. The Visual Arts journal demonstrates exploration of contexts, ideas and subject matter and visual language. They document their exploration of and experimentation with materials, techniques and processes.

Unit 4: Consolidate, present and conserve
In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

Pathways
Studio Arts can lead to becoming an artist, illustrator and photographer. It can also lead to tertiary study in art, visual art, media and photography.

VCE Biology

Biology is the study of living things from complex multicellular organisms that live our biosphere to single-celled micro-organisms that live in seemingly inhospitable conditions. It is a study of relationships between living things, their interdependence, their interactions with the non-living environment, and the processes that maintain life.

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

Unit 2: How does inheritance impact on diversity?
In this unit students explore the transmission of biological information from generation to generation and impact on species diversity. They apply their understanding of chromosomes to explain meiosis and consider the relationship between genes, and the environment and factors influencing phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. Students analyse reproduction, including the use of cloning technologies. They study adaptations that enhance an organism's survival. Students explore interdependences between species, focusing keystone species and top predators. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in Australian ecosystems.

Unit 3: How do cells maintain life?
In this unit, students investigate the workings of the cell from several perspectives. The cell is a dynamic system of interacting molecules that define life. An understanding of the workings of the cell enables an appreciation of both the capabilities and the limitations of living organisms, whether animal, plant, fungus or microorganism. Students also study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes.

Unit 4: How does life change and respond to challenges?
In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions to provide immunity. Students consider how to respond to bioethical issues and challenges related to disease. Students consider how evolutionary biology is based on accumulation of evidence. They investigate impact on a population's gene pool. Students examine relatedness between species and change in life forms over time using paleontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

Pathways
The study of biology prepares students for continuing studies in bioscience and entry into a wide range of careers including bioscience research, environmental, medical and associated biotechnologies.

VCE Business Management

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

Unit 1: Planning a business
Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

Unit 2: Establishing a business
This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.

Unit 3: Managing a business
In this unit students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives, and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.

Unit 4: Transforming a business
Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine performance and management necessary to position a business for the future. Students study a theoretical model to undertake change and consider strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of effective management and leadership in change management. Using one or more business case studies, students evaluate business practice against theory.

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

VCE Chemistry

Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter. Most processes, from the formation of molecules in outer space to the complex biological interactions occurring in cells, can be described by chemical theories. Although there are no sharp boundaries between sciences such as chemistry, physics and biology, chemistry is used to explain natural phenomena at the molecular level, as well as create new materials such as medicines and polymers.

Unit 1: How can the diversity of materials be explained?
The development and use of materials for specific purposes is an important human endeavour. In this unit, students investigate the chemical 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 produed for society through the use of renewable raw materials.

Unit 2: How do chemical reactions shape the natural world?
Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students conduct practical investigations and use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

Unit 3: How can design and innovation help to optimise chemical processes?
In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment. Students analyse different fuels as energy sources for society. They explore food in the context of supplying energy in living systems. The operating principles of galvanic, cells, rechargeable and electrolytic cells are considered when evaluating their suitability for supplying energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent.

Unit 4: How are carbon-based compounds designed for purpose?
In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering 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 instrumentation techniques can be applied to analyse organic compounds in order to identify and ensure product purity. Students conduct practical investigations related to the synthesis and analysis of organic compounds, direct redox titrations, solvent extraction and distillations.

Pathways

Chemistry plays a vital role in a wide range of pathways, such as agriculture, art, biochemistry, dietetics, engineering, environmental studies, food, forensic science, forestry, horticulture, law, medicine, oceanography, pharmacy, sports science and winemaking.

VCE English

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community. This study will build on the learning established through Victorian Curriculum English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

Unit 1
Students are asked to connect with the texts studied. From personal connections made to a key text to understanding how an idea is conveyed across a range of 'mentor texts', students will be able to engage with a wide range of texts creatively and critically. There is a focus on reading strategies and critically engaging with how an author creates meaning on several levels and in different ways. They apply, extend and challenge their understanding and use of text through a growing awareness of situated contexts, stated purposes and audience.

Unit 2
In this unit, students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students consider the way arguments are developed and delivered in many forms of media. Students read, view and listen to a range of texts that attempt to position an intended audience in a particular context.

Unit 3
In this unit, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts in order to craft a portfolio of work.

Unit 4
In this unit, students apply reading and viewing strategies to engage with a text and discuss and analyse the ways authors construct meaning in a text through the presentation of ideas, concerns and conflicts, and the use of vocabulary, text structures and language features. They read, view and/or listen to a variety of texts from the media, including print, digital, audio and audio visual, and develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to an issue.

Pathways

The English course provides students with the opportunity to develop their oral and written communication skills. It enables students to address issues in a critical manner and develop and articulate their thoughts. A pass in English, English Language or Literature is a prerequisite for most tertiary courses and is necessary for students to attain a VCE certificate. Students may elect to study one or both of these studies.

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VCE English Language

English language is one of the four English subjects that can be used to meet the English requirements in VCE.

Unit 1: Language and communication
In this unit, students consider the ways language is organised. They explore the various functions of language and the nature of language; the relationship between speech and writing as the dominant language modes and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language and the stages of language acquisition.

Unit 2: Language change
Languages are dynamic and language change is an inevitable and continuous process. Students consider factors contributing to change in the English language over time and factors contributing to the spread of English. They explore texts from the past and from the present and consider how language change affects the way we write and speak. Students also consider how attitudes to language change vary markedly. In addition to developing an understanding of how English has been transformed, they consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language. Students investigate the development of geographical and ethnic varieties of English and the decline of some languages

Unit 3: Language variation and purpose
In this unit students investigate English language in contemporary Australian settings. They consider language as a means of interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. They learn that language choices are always influenced by the function, register and tenor, and the situational and cultural contexts in which they occur. Students learn how speakers and writers select language features and how this in turn establishes the degree of formality within a discourse. They learn how language can be indicative of relationships, power structures and purpose through the choice of a particular variety of language and through the ways in which language varieties are used in processes of inclusion and exclusion.

Unit 4: Language variation and identity
In this unit students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, influenced by the intersection of geographical, cultural and social factors. Standard Australian English is the variety that is granted prestige in contemporary Australian society and, as such, has a central role in the complex construct of a national identity. However, the use of language varieties can play important roles in constructing users' social and cultural identities. Students examine texts to explore the ways different identities are imposed, negotiated and conveyed.

Pathways

The English course provides students with the opportunity to develop their oral and written communication skills. It enables students to address issues in a critical manner and develop and articulate their thoughts. A pass in English, English Language or Literature is a prerequisite for most tertiary courses and is necessary for students to attain a VCE certificate. Students may elect to study one or both of these studies.

VCE Food Studies

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

Unit 1: Food origins
In this unit students investigate the origins and roles of food through time and across the world. Students explore how humans have sourced their food, examining the progression to today's urban living and global trade. Students consider the origins and significance of food through inquiry into a food-producing region of the world. They look at Australian indigenous food and how food patterns have changed.

Unit 2: Food makers
In this unit students investigate food systems in contemporary Australia. They gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students produce foods and compare their foods to commercial products. They consider the provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. Students design new food products and adapt recipes to suit particular needs. They explore potential entrepreneurial opportunities.

Unit 3: Food in daily life
In this unit students investigate the many roles and everyday influences of food. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and develop understanding nutrient requirements. Students inquire into the role of food in shaping and expressing identity, and the ways in which food information can be manipulated. They investigate principles that assist in the establishment of lifelong, healthy dietary patterns. Practical activities enable students to plan and prepare food to cater for various dietary.

Unit 4: Food issues, challenges and futures
In this unit students examine Australia's food systems and describe key issues relating to the challenge of adequately feeding the world population. Students focus on food information and the development of food knowledge, skills and habits. They also consider the relationship between food security, sovereignty and citizenship. Students consider how to assess food fads, trends and diets. They interpret food labels and analyse marketing terms. Students focus on issues about the environment, climate, ecology, ethics, farming practices, management of water and land, the development and application of innovations and technologies, and the challenges of food security, sovereignty, safety and wastage. The focus of this unit is on food issues, challenges and futures in Australia. Practical activities provide students with opportunities to consider how food selections and food choices can optimise human health.

Pathways
The study may provide a foundation for pathways to food science and technology, consumer science, home economics, childcare and education, community services and aged care, the hospitality and food manufacturing industries, and nutrition and health studies.

VCE General Mathematics

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling, and problem posing and solving. This study is designed to provide access to worthwhile and challenging mathematical learning in a way that takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

Units 1 and 2

The areas of study for General Mathematics Unit 1 and Unit 2 are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

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

Units 3 and 4

General Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises 'Data analysis' and 'Recursion and financial modelling'. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: 'Matrices', 'Networks and decision mathematics', 'Geometry and measurement' and 'Graphs and relations'. 'Data analysis' comprises 40 per cent of the content to be covered, 'Recursion and financial modelling' comprises 20 per cent of the content to be covered, and each selected module comprises 20 per cent of the content to be covered.

In particular, students are encouraged to use graphics or CAS calculators, computer algebra systems, spreadsheets or statistical software in 'Data analysis', dynamic geometry systems in 'Geometry and trigonometry' and graphics calculators, graphing packages or computer algebra systems both in the learning of new material and the application of this material in a variety of different contexts. The three applications modules are selected from: Number patterns, Geometry and trigonometry, Graphs and relations, Business-related mathematics, Networks and decision mathematics or Matrices.

Pathways

The skills acquired through studying General Mathematics prepares students for continuing studies in a range of fields including education, health, nursing, business, commerce, IT, sport, psychology and science.

VCE History

History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures.

Units 1 & 2: Modern History
Unit 1: Change and Conflict – 19th Century-1945
In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the conditions and developments that have defined the modern world. The late 19th century marked a challenge to existing empires, alongside growing militarism and imperialism. Modernisation and industrialisation also challenged and changed the existing authority of empires and states. World War One was a significant turning point. It represented a complete departure from the past and heralded changes that were to have significant consequences for the rest of that century. The period after World War One, was characterised by significant social, political, economic, cultural and technological change.

Unit 2: A Changing World Order – 1945 to 21st century
In this unit students investigate the nature and impact of the Cold War and challenges and changes to structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century. The establishment of the United Nations (UN) in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights was the first global expression of human rights. The second half of the twentieth century was dominated by the Cold War, competing ideologies of democracy and communism and proxy wars. Beginning with Poland, Eastern European communist dictatorships fell one by one. The fall of the Berlin Wall was a significant turning point. We will look at the impact of global policies as we move into the 21st Century.

Units 3 & 4: Revolutions
In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Their consequences have a profound effect on the structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create change and transformation based on the regime's ideology. Change in a post-revolutionary society is not guaranteed or inevitable and continuities can remain from the pre-revolutionary society. The implementation of revolutionary ideology was often challenged by civil war and foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror. **We will be exploring the French and Russian Revolutions.**

Pathways
Students who have studied History are valued for their skills in research, analysis and critical thinking. These skills are utilised in areas such as: journalism, media, marketing, tourism, teaching, foreign affairs, research analyst and the legal profession.

VCE Human Health & Development

VCE Health and Human Development investigates health and human development in local, Australian and global communities.

Unit 1: Understanding health and wellbeing

Students explore health and wellbeing and come to understand that it occurs in many contexts and has a range of interpretations. They explore the fundamental conditions required for health as stated by the WHO, which provide a social justice lens for exploring health inequities. Students identify perspectives of health and wellbeing, and inquire into factors that influence attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islander Peoples. With a focus on youth, students consider their own health. They build literacy by investigating a youth health focus area, and by investigating the role of food.

Unit 2: Managing health and development

This unit investigates transitions in health, wellbeing, and development, from lifespan and societal perspectives. Students look at changes from youth to adulthood. They apply health literacy skills through examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, considerations of parenthood and management of health-related milestones. Students investigate the Australian healthcare system and analyse health information. They investigate the challenges and opportunities presented by digital media, and consider issues surrounding the use of health data and access to quality health care.

Unit 3: Australia's health in a globalised world

In this unit, students look at health, wellbeing, disease, and illness. They explore health and wellbeing as a global concept. Students consider the benefits of optimal health and wellbeing and its importance, and they extend this to health as a universal right. Students focus on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Unit 4: Health and human development in a global context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. They look at global action to improve health and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program and evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Pathways

This study can lead to careers in nursing, psychology, community work and teaching.

VCE Japanese Second Language

The study of a language other than English (LOTE) contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, cognitive development, literacy and general knowledge. It provides access to the culture of communities, which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

Japanese is one of the most widely taught languages from the Asia-Pacific region in Australian schools. This recognises the close economic and cultural ties between the two countries. The language to be studied and assessed is modern standard Japanese in both written and spoken forms. Some dialect variations in pronunciation and accent are acceptable. Students should be familiar with informal and formal levels of language as prescribed in this syllabus. Hiragana and Katakana syllabaries and a prescribed number of Kanji (Chinese characters) will be studied.

Unit 1
On completion of this unit, the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience. Listen to, read and obtain information from spoken and written texts and produce a personal response to a text focusing on real or imaginary experience.

Unit 2
On completion of this unit, the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.
Listen to, read, and extract and use information and ideas from spoken and written texts and give expression to real or imaginary experience in spoken or written form.

Unit 3
On completion of this unit, the student should be able to express ideas through the production of original texts. Analyse and use information from spoken texts and be able to exchange information, opinions and experiences.

Unit 4
On completion of this unit, the student should be able to analyse and use information from written texts and respond critically to spoken and written texts, which reflect aspects of the language and culture of Japanese-speaking communities.

Note: If there are a small number of students who choose to enrol in Japanese, the college will enrol students in a distance education course through the Victorian School of Languages.

Pathways

The ability to communicate in another language, in conjunction with other skills, may provide opportunities for employment in the fields of interpreting, social services, ethnic affairs, the tourism and hospitality industries, international relations, the arts, commerce, technology, science, education.

VCE Legal Studies

VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. Students develop an understanding of the complexity of the law and the legal system and the challenges faced by our law-makers and dispute resolution bodies. They investigate the workings of the Australian legal system and undertake comparisons with international structures and procedures.

Unit 1: The presumption of innocence
In this unit, students develop an understanding of legal foundations, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to determine whether an accused may be found guilty of a crime. Students develop an appreciation of how legal principles and information are used in making judgments and conclusions about culpability. They develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students investigate how criminal cases are resolved and the effectiveness of sanctions through consideration of criminal cases.

Unit 2: Wrongs and rights
In this unit, students investigate key concepts of civil law and apply these to determine whether a party is liable in a dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia.

Unit 3: Rights and justice
In this unit, students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means used to determine and resolve cases. Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes.

Unit 4: The people, the law and reform
In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform.

Pathways

Legal Studies prepares students for further study in the areas of Law, Humanities, Arts, and social sciences. It can lead to employment in government, legal fields and associated areas. It is also recommended for those considering the Police Force.

VCE Literature

The study of VCE Literature fosters students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling, and enables students to participate more fully in the cultural conversations that take place around them.

Unit 1
In this unit, students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. They also explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres.

Unit 2
In this unit, students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples. Students focus on the set text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text.

Unit 3
In this unit, students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form affects its meaning, comparing the original with the adaptation. Students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.

Unit 4
In this unit, students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure. Students focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text.

Pathways

The Literature course provides students with the opportunity to develop their oral and written communication skills. It enables students to address issues in a critical manner and develop and articulate their thoughts. A pass in English, English Language or Literature is a prerequisite for most tertiary courses and is necessary for students to attain a VCE certificate. Students may elect to study one or both of these studies.

VCE Mathematical Methods

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling, and problem posing and solving. This study is designed to provide access to worthwhile and challenging mathematical learning in a way that takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

Entry requirements

Students attempting Mathematical Methods are expected to have a sound background in number, algebra, function, and probability. Some additional preparatory work will be advisable for any student who is undertaking Mathematical Methods Unit 2 without completing Mathematical Methods Unit 1.

Units 1 and 2:

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

Units 3 and 4

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consists of the areas of study 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and statistics', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference with and without the use of technology.

Pathways

The skills acquired through studying Mathematical Methods prepares students for continuing studies in a range of fields including engineering, medicine, medical imaging, education, computer programming, business, and science.

VCE Specialist Mathematics

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling, and problem posing and solving. This study is designed to provide access to worthwhile and challenging mathematical learning in a way that takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

Entry requirements

Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of, Mathematical Methods Units 3 and 4.

Units 1 and 2

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as the development of a sound background for further studies in mathematics and mathematics-related fields.

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide comprehensive preparation for Specialist Mathematics Units 3 and 4. The areas of study for Units 1 and 2 of Specialist Mathematics are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

Units 3 and 4

Specialist Mathematics Units 3 and 4 consists of the areas of study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and statistics'. The development of course content should highlight for the outcomes. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference with and without the use of technology.

Pathways

The skills acquired through studying Specialist Mathematics prepares students for continuing studies in a range of fields including engineering, medicine, medical imaging, education, software design, computer science, and a range of sciences.

VCE Physical Education

VCE Physical Education explores the complex interrelationships between biophysical (anatomical, biomechanical, physiological and skill acquisition) and psychosocial (psychological and sociocultural) principles to understand their role in producing and refining movement for participation and performance in physical activity, sport and exercise.

Unit 1: The human body in motion

In this unit students investigate how systems work together to produce movement. Students explore the relationships between body systems and movement, and how they interact and respond. Students investigate conditions and injuries associated with the musculoskeletal system. They consider ethical implications of permitted and prohibited practices.

Unit 2: Physical activity, sport, exercise and society

In this unit students are introduced to types of physical activity and the role that participation and sedentary behaviour plays in health and wellbeing. Students experience and explore different types of physical activity promoted within and beyond their community. Students analyse data to investigate perceived barriers and enablers and explore opportunities to enhance participation in physical activity. Students critique a range of individual- and settings-based strategies that are effective in promoting participation in regular physical activity. They create and participate in a personal plan with movement strategies that optimise adherence to physical activity and sedentary behaviour guidelines.

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

In this unit students analyse human movement from a biophysical perspective and use a variety of tools and coaching techniques to analyse and apply biomechanical and skill-acquisition principles to improve and refine movement. They demonstrate how correctly applying these principles can lead to improved performance. Students consider the cardiovascular, respiratory and muscular systems and the roles of each in working muscles. They investigate the characteristics and interplay of energy systems for performance during physical activity, sport and exercise and explore the causes of fatigue and the strategies used to postpone fatigue and promote recovery.

Unit 4: Training to improve performance

In this unit, physical activity will form the foundations of understanding how to improve performance from a physiological perspective. Students analyse movement skills and fitness requirements and apply training principles and methods to improve performance. Improvements in performance depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students assess fitness and justify the selection of fitness tests based on the physiological requirements of an activity. Students then design and evaluate a training program.

Pathways

The study prepares students for such fields as the health sciences, exercise science and education, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits to develop as critical practitioners and lifelong learners.

VCE Physics

Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the Universe. This understanding has significance for the way we understand our place in the Universe.

Unit 1: How is energy useful to society?
In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

Unit 2: How does physics help us to understand the world?
In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion. In Area of Study 2, students choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology, and local physics research. The selection of an option enables students to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option. A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3.

Unit 3: How do fields explain motion and electricity?
In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast gravitational, magnetic and electric fields. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

Unit 4: How have creative ideas and investigation revolutionised thinking?
In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model..

Pathways

The knowledge gained through physics will enhance students' ability to be innovative and contribute to the intelligent and careful use of resources. This knowledge can be used, for example, in industrial, medical, engineering and technical applications.

VCE Product Design & Technology - Wood

Central to VCE Product Design and Technology is the Product design process, which provides a structure for students to develop effective design practice. The design process involves the identification of a real need that is then articulated in a design brief. The need is investigated and informed by research to aid the development of solutions that take the form of physical, three-dimensional functional products.

Unit 1: Design practices
This unit focuses on the work of designers across specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. Students analyse and evaluate existing products and current technological innovations in product design. They achieve this through understanding the importance of a design brief, learning about factors that influence design, and using the Double Diamond design approach as a framework.

Unit 2: Positive impacts for end users
In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of end users, research and explore the specific needs or opportunities of the end users and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.

Unit 3: Ethical product design and development
In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need or opportunities of the end users. Product designers respond to current and future social, economic, environmental or other ethical considerations. This unit focuses on the analysis of available materials in relation to sustainable practices, tensions between manufacturing and production, modern industrial and commercial practices, and the lifecycles of products from sustainability or worldview perspectives.

Unit 4: Production and evaluation of ethical designs
In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes. Students collect, analyse, interpret and present data, use ethical research methods and engage with end users to gain feedback and apply their research and findings to the production of their designed solution.

Pathways
VCE Product Design and Technology can provide a pathway to a range of related fields such as industrial, product, interior and exhibition design, engineering, and fashion, furniture, jewellery, textile and ceramic design at both professional and vocational levels.

VCE Psychology

Psychology is the scientific study of mental processes and behaviour in humans. Biological, behavioural, cognitive and socio-cultural perspectives inform the way psychologists approach their research into the human condition.

Unit 1: How are behaviour and mental processes shaped?
In this unit students examine the complex nature of psychological development. Students examine the contribution that classical and contemporary knowledge has made to an understanding of psychological development and to development of models and theories used to predict and explain development of thoughts, emotions and behaviours. They investigate structure and functioning of the human brain and its role in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have.

Unit 2: How do internal and external factors influence behaviour and mental processes?
In this unit students evaluate the role social cognition plays in a person's attitudes, perception and relationships. Students explore a variety of factors that can influence behaviour of individuals and groups. Students consider Aboriginal and Torres Strait Islander people's experiences and how these may affect psychological functioning. Students examine the contribution that research has made to understanding human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world and how perception can be distorted.

Unit 3: How does experience affect behaviour and mental processes?
In this unit students investigate the contribution that research has made to understanding the nervous system and factors that influence learning and memory. Students investigate the human nervous system. They explore how stress may affect a person's functioning. Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and development of behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored.

Unit 4: How is mental wellbeing supported and maintained?
In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the mechanisms that regulate sleep and the relationship between rapid and non-rapid eye movement sleep across the life span. They study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's functioning and consider the contribution that research has made to understanding sleep. Students consider ways in which mental wellbeing may be defined and conceptualised. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach to understand phobia. They explore how mental wellbeing can be supported by considering the importance of protective factors and cultural determinants.

Pathways

The study of Psychology leads to a range of careers that involve working with children, adults, families and communities. These include academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology. Specialist fields include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology.

VCE Systems Engineering

VCE Systems Engineering involves the design, creation, operation and evaluation of integrated systems, which mediate and control many aspects of human experience. Integral to Systems Engineering is the identification and quantification of systems goals, the development of alternative system designs concepts, trial and error, design tradeoffs, selection and implementation of the best design, testing and verifying that the system is well built and integrated, and evaluating how well the completed system meets the intended goals. VCE Systems Engineering promotes innovative systems thinking and problem-solving skills through the Systems Engineering Process, which takes a project-management approach. It focuses on mechanical and electrotechnology engineered systems.

Unit 1: Introduction to mechanical systems
This unit focuses on engineering fundamentals as the basis of understanding underlying principles and the building blocks that operate in simple to more complex mechanical devices.

Unit 2: Introduction to electrotechnology systems
Students study fundamental electrotechnology engineering principles. Through the application of their knowledge and the Systems Engineering Process, students produce operational systems that may also include mechanical components. In addition, students conduct research and produce technical reports.

Unit 3: Integrated systems engineering and energy
Students study the engineering principles that are used to explain the physical properties of integrated systems and how they work. Through the application of their knowledge, students design and plan an operational, mechanical electrotechnology integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems.

Unit 4: Systems control and new and emerging technologies
Students complete the production work and test and evaluate the integrated controlled system they designed in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts.

Pathways

This study can be applied to a diverse range of engineering fields such as manufacturing, land, water, air and space transportation, automation, control technologies, mechanisms and mechatronics, electrotechnology, robotics, pneumatics, hydraulics, and energy management. It prepares students for careers in engineering, manufacturing and design through either a university or TAFE vocational study pathway, employment, apprenticeships and traineeships.

VCE Visual Communication Design

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to influence the everyday quality of life for individuals, communities and societies. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills to visualize thinking and to present potential solutions.

Unit 1: Introduction to visual communication design
This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts both visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts.

Unit 2: Applications of visual communication design
This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields.

Unit 3: Design thinking and practice
In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Unit 4: Design development and presentation
The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief completed in Unit 3. This involves applying the design process twice to meet each of the stated needs. Students refine and present two visual communications within the parameters of the brief. They reflect on the design process and the design decisions they took in the realisation of their ideas.

Pathways
The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including graphic design, industrial and architectural design and communication design.

VCE Vocational Major (VM)

How is the VCE VM structured?
The VCE Vocational Major has specific subjects designed to prepare students for a vocational pathway. The subjects are VCE VM Literacy, VCE VM Numeracy, VCE VM Work Related Skills, and VCE VM Personal Development Skills (and 180 hours of VET at Certificate II level or above).

Each subject has four units, and each unit has a set of outcomes which are assessed through a range of learning activities and tasks. Satisfactory completion of VCE VM units is based on successful completion of the outcomes in each unit. In order to meet the outcomes, students will apply knowledge and skills in practical settings and also undertake community-based activities and projects that involve working in a team.

What do I have to do to get my VCE VM?
Students must successfully finish at least 16 units, including:

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

Most students will undertake between 16-20 units over the two years.
You can also do other VCE subjects, and structured workplace learning.

Who decides if I have satisfactorily completed a VCE or VCE VM unit?
The result of Satisfactory or Not Satisfactory is determined at a school level for each unit. This decision is based on the work submitted and must follow the VCAA, and school, rules and procedures.

Can I combine VCE subjects with VCE VM subjects?
Yes. Students may access and gain credit for any VCE subject in addition to the mandatory requirements of the VCE VM.

Can I participate in Structured Workplace Learning (SWL) or a School Based Apprenticeship or Traineeship (SBAT) as a part of the VCE VM?
Yes, SWL or an SBAT can be included in the VCE VM. Students can receive credit for time in the workplace via Structured Workplace Learning Recognition.

VM – Literacy

Literacy empowers students to effectively read, write, speak, and listen across various contexts, emphasizing applied learning that connects to their lives. It includes diverse content, such as First Nations voices and multimodal texts, enabling students to interpret and respond to information in print, visual, oral, and digital forms. Students learn to adapt communication for different audiences, purposes, and settings, including workplaces and community contexts, building confidence in using language effectively.

Unit 1: Literacy for personal use
This unit examines the structures and features of diverse texts, including print, visual, and film, from local and global perspectives. Students explore how purpose, context, audience, and culture shape texts, including First Nations and multicultural content. They learn to identify key ideas, navigate text formats, and extract information using headings, subheadings, and indexes, enhancing their understanding of different text types and purposes.

Unit 2: Understanding issues and voices
This unit explores issues involving disagreement or discussion, examining how values and beliefs shape biases and opinions, particularly in workplace contexts. Students engage with diverse texts, including print, visual, aural, and multimodal sources, analyzing how language influences audiences. They also consider how personal and vested interests affect their responses to local and global issues.

Unit 3: Accessing and understanding informational, organisational and procedural texts
This area of study focuses on developing students' confidence in understanding informational, organisational, and procedural texts relevant to real-life and vocational contexts. Students will analyze the structures, language, purpose, and audience of texts like safety reports, health initiatives, tax forms, contracts, and promotional materials. They will learn to evaluate and respond to technical content they are likely to encounter in adulthood, enhancing their ability to navigate workplace, health, and community-related texts effectively.

Unit 4: Understanding and engaging with literacy for advocacy
In this area of study, students will research, analyze, and create content to advocate for themselves, a product, or a community group in vocational or recreational settings. They will explore traditional and digital forms of advocacy, examining how texts, images, and multimedia platforms work together to convey a central message and influence an audience. Students will consider branding elements, including personal branding, and compare how the same message can be adapted across different platforms. They will also evaluate the effectiveness of these messages, considering their purpose and the social and workplace values they convey.

Pathways
VCE VM is designed to develop and extend pathways for young people. It may lead to undertaking further education and training at TAFE and employment including apprenticeships and traineeships.

VM – Numeracy

VCE VM Numeracy adopts an applied learning approach, empowering students to make informed life choices through experiential learning. It focuses on developing numeracy skills for personal, public, and vocational contexts, considering local, national, and global perspectives and appropriate technologies. Students explore mathematical concepts such as number, measurement, shape, data, and mathematical relationships, applying them to real-life tasks and broader contexts like the workplace and community. Learning is structured around personal, financial, civic, health, recreational, and vocational contexts using a problem-solving cycle: formulating, applying mathematics, evaluating, and communicating findings.

Unit 1:
In Unit 1, students develop numeracy skills to understand personal, public, and vocational contexts, considering local, national, and global environments. They learn to apply mathematical knowledge and appropriate technologies to solve real-world problems. This unit builds fundamental skills and dispositions for effective problem-solving across workplace, personal, educational, and community settings relevant to today's society.

Unit 2:
In Unit 2, students further develop numeracy skills to understand personal, public, and vocational contexts, considering local to global environments. They focus on selecting and using relevant technologies appropriately. The unit builds fundamental mathematical knowledge, skills, and dispositions to solve real-world problems across workplace, personal, educational, and community settings, preparing students for contemporary societal demands.

Unit 3:
In Unit 3, students enhance their numeracy skills to understand personal, public, and vocational contexts, considering local to global environments. They focus on using and evaluating appropriate technologies. This unit builds on knowledge from Units 1 and 2, developing more complex mathematical skills to solve real-world problems across workplace, personal, educational, and community settings, preparing students for contemporary societal challenges.

Unit 4:
In Unit 4, students further develop and extend their numeracy skills to understand personal, public, and vocational contexts, considering local to global environments. They focus on using, evaluating, and justifying appropriate technologies. Building on Units 1 to 3, this unit develops more complex mathematical knowledge and skills to solve real-world problems across workplace, personal, educational, and community settings, preparing students for contemporary societal demands.

Pathways

VCE VM is designed to develop and extend pathways for young people. It may lead to undertaking further education and training at TAFE and employment including apprenticeships and traineeships.

VM – Personal Development Skills

VCE VM Personal Development Skills focuses on developing personal identity, health, and wellbeing through active community participation. Students explore self-perception, investigate community health, and design activities to address local needs. They study community dynamics, active citizenship, and problem-solving, considering barriers and enablers to effective action. The unit also examines interpersonal skills, leadership qualities, and their application to achieving personal and community goals. Through an extended project, students identify and address an environmental, cultural, economic, or social issue, reflecting on ways to raise community awareness of the selected issue.

Unit 1: Healthy individuals
This unit develops personal identity and health pathways, exploring self-perception and its connection to community wellbeing. Students study emotional intelligence, community health, and local organizations, designing initiatives to promote wellbeing. Emphasizing critical thinking and communication, the unit also examines technology's impact on health. Students learn to evaluate the reliability and effectiveness of health information, deepening their understanding of identity and community roles in wellbeing.

Unit 2: Connecting with community
This unit explores the benefits of community participation and effective collaboration to achieve shared goals. Students study different types of communities at local, national, and global levels and examine links between active citizenship, empathy, culture, and individual wellbeing. They investigate barriers and enablers to community problem-solving and consider diverse perspectives on community issues. The unit emphasizes the connection between social cohesion, health, and wellbeing, and the role of clear communication. Students learn how communities support individuals and develop strategies to create positive change by planning, implementing, and evaluating responses to community needs.

Unit 3: Leadership and teamwork
This unit focuses on interpersonal skills and social awareness in various contexts. Students examine leadership qualities and how effective leaders achieve goals in personal and community settings. They explore key elements of teamwork and practice leading and collaborating through a problem-solving activity. Students evaluate both individual contributions and the overall effectiveness of the team.

Unit 4: Community project
This unit involves students in an extended community project addressing an environmental, cultural, economic, or social issue. They research past approaches, formulate objectives, and plan, implement, and evaluate a response. Students analyze findings, consider key elements like emotional intelligence, teamwork, safety, and ethics, and present their project to peers or community members. They reflect on improving community awareness and evaluate the effectiveness of their response.

Pathways

VCE VM is designed to develop and extend pathways for young people. It may lead to undertaking further education and training at TAFE and employment including apprenticeships and traineeships.

VM – Work Related Skills

VCE VM Work Related Skills helps students understand workplace concepts, develop skills for education and employment, and build effective communication for self-reflection and promotion. Students explore employment pathways, create career plans, and seek feedback on their goals. They learn to distinguish essential, specialist, and transferable skills, promoting themselves through resumes, cover letters, and mock interviews. The subject covers healthy workplace relationships, teamwork, pay conditions, and dispute resolution. Students also develop a professional portfolio to support further education and employment opportunities, enhancing their readiness for the evolving world of work.

Unit 1: Careers and learning for the future
This unit emphasizes sourcing reliable information for education and employment planning. Students investigate future job prospects, including entry-level pathways, emerging and growth industries, and assess the impact of different career choices. They reflect on their skills, capabilities, and goals in relation to this research and develop strategies to effectively communicate their findings, supporting informed pathway decisions.

Unit 2: Workplace skills and capabilities
This unit highlights how evolving work demands require developing valued skills for future education and employment. Students explore essential employability skills, specialist and technical abilities, and personal capabilities, emphasizing training and skill transferability. They collect evidence of their skills and promote them through resumes, cover letters, and interview preparation, supporting their career goals and personal development.

Unit 3: Industrial relations, workplace environment and practice
This unit covers key aspects of a healthy, collaborative, and inclusive workplace, focusing on wellbeing, workplace relations, and communication. Students learn to foster positive relationships with colleagues and employers, understand workplace culture, and its impact on business success. They explore pay determination, bullying, discrimination, harassment, and dispute resolution. The unit highlights how teamwork and communication contribute to a productive and supportive work environment.

Unit 4: Portfolio preparation and presentation
This unit teaches students how to create and present high-quality physical or digital portfolios to showcase their skills, experiences, and capabilities to education providers and employers. Students learn key portfolio features and develop their own, culminating in a formal panel-style interview presentation. They also evaluate their completed portfolios, enhancing their ability to effectively communicate their strengths and achievements.

Pathways

VCE VM is designed to develop and extend pathways for young people. It may lead to undertaking further education and training at TAFE and employment including apprenticeships and traineeships.

VET Subjects on Offer in 2026

Vocational Education and Training (VET) is usually a two-year program combining general VCE studies with accredited vocational education and training. It enables students to complete a nationally recognised vocational qualification (e.g. Certificate III in Sport and Recreation) at the same time as completing their VCE. Important industry-specific skills and workplace skills are learnt through the VET program, and the students are usually required to complete work placements as a part of the program, which develops their skills even further.

VET is provided by many providers with our students attending either Shepparton, Seymour or Wangaratta to access courses. We offer Sports and Recreation, Agricultural Studies and Outdoor Recreation here at Euroa Secondary College.

The VET courses that students from ESC can access are listed below. There may be some later additions to this list, and some courses may be withdrawn, as a course running depends upon the total number of students enrolled.

IMPORTANT GOTAFE APPLICATION INFORMATION

EOI Opening Date: Early August 2025

Entry Requirements:
- Cert II in Electrotecnology requires numeracy testing
- Cert III in Equine requires a Self Assessment and access to Horses
- Cert II in Plumbing requires numeracy testing
- Cert II in Animal Care requires a Self Assessment
- Cert III in Community Services
- Cert III in Early Childhood Ed
- Cert III in Education Support

  } Require Resume, School Report & Interview
- Cert III in Early Childhood Ed – Year 11 & 12 students only

SUMMARY OF COURSES & MATERIAL FEES

The GOTAFE VET (Vocational Education & Training) Programs for Secondary School students held at Seymour, Shepparton and Wangaratta, will be accepting enrolments from students aged 15-19.
Students attend classes one day per week and are held over the course of two years. Online options are available for some courses. Some courses provide full completion of the certificate whilst others only provide partial completion. Structured Workplace Learning (SWL) recommendations are commensurate with the Victorian Curriculum & Assessment Authority (VCAA) recommendations for VCE VET programs. Please check the matrix below for course titles, locations, delivery, outcomes, SWL and potential VCE/VM credit.

VET Courses Available to ESC students in 2026

Course	Campus	Qualification obtained in 2 years?	Possible VCE credit
Certificate II in Agriculture (VCE VET)	ESC 1 2	Yes	1 x 10%
Certificate II in Animal Studies (VCE VET)	O	Yes	1 x 10%
Certificate II in Automotive Vocational Preparation (VCE VET)	W D	Yes	1 x 10%
Certificate III in Make Up (VCE VET)	F D	Yes	1 x 10%
Certificate II in Building and Construction (Carpentry) Preapprenticeship (VCE VET) 3	D S A	No - Partial completion	Block Credit Units 1-4
Certificate II in Community Services (VCE VET)	F	Yes	Scored Assessment
Certificate III in Design Fundamentals	A D	No - Partial Completion	Block Credit Units 1-4
Certificate III in Education Support	F D S	No - Partial Completion	Block Credit Units 1-4
Certificate II in Electrotechnology (Career Start) (VCE VET) 2	F D	Yes	1 x 10%
Certificate II in Engineering Studies (VCE VET)	F D	Yes	Block Credit Units 1-4
Certificate II in Equine Studies (VCE VET)	O	Yes	Scored Assessment
Certificate III in Early Childhood Education and Care (Partial Completion) *Yr 11 & 12 Only*	F D S	No - Partial completion	Block Credit Units 1-4
Certificate II in Salon Assistant (VCE VET)	F D	Yes	Credit Unit 1&2 Level
Certificate III in Health Services Assistance & Certificate III in Allied Health Assistance (VCE VET) 1	F D N S B 1 2	Yes	Scored Assessment
Certificate III in Information, Digital Media and Technology (VCE VET)	F T	No - Partial completion	Scored Assessment
Certificate II in Kitchen Operations	F D S* 1st Year Only	Yes	Scored Assessment
Certificate II in Plumbing (Pre-Apprenticeship) 3	W D	No - Partial completion	Scored Assessment
Certificate III in Sport and Recreation	ESC 1 2	Yes	Scored Assessment
Certificate II in Outdoor Recreation – *Yr 11 Only*	ESC	Yes	Credit Unit 1&2 Level
TBC - Certificate II in Hospitality	A D	Yes	N/A
TBC - Certificate III in Business (Online)	O	No – Partial Completion Only	1 x 10%

Code		Code		Code		Code	
D	Docker St, Wangaratta	F	Fryers St, Shepparton	N	NCN Health	1	Includes First Aid training
T	Tone Rd, Wangaratta	S	Seymour	O	Online with compulsory on-campus workshops	2	Includes CPR update
W	William Orr, Shepparton	B	Benalla	A	Archer St, Shepparton	3	Includes CI Card

If enrolling in a VET course through your school, GOTAFE will charge your school for tuition and materials charges. There are no costs to the student or parents, however, please note that courses, such as equine, run school holiday workshops for which the student/parent is responsible for travel.

Bus Travel: GOTAFE provide a bus service for all courses that run in Shepparton. Buses are currently available from Euroa, Avenel and Nagambie. Please note that this could change if there are insufficient numbers.

The courses listed are offered with every intention that they will operate; however it may be necessary to cancel or postpone courses due to insufficient enrolments or funding changes. The course codes, titles and materials fees are correct at the time of publication and are subject to change without notification.

Please note: VCE block credit may be used in the calculation of the ATAR. Please refer to VTAC for further information.

This training is delivered with Victorian and Commonwealth Government funding. GOTAFE is the trading name of Goulburn Ovens Institute of TAFE (RTO 3094)

Please contact ESC's VET coordinator Lorelle Healey if you would like more information.

Pathways

Students who undertake a VET course, may continue into further training at TAFE or look for an apprenticeship or traineeship in the industry.

VET Certificate II in Outdoor Recreation (Year 11 only)

Outdoor recreation is designed for students who enjoy learning through practical experience and have a keen interest in outdoor recreational activities. The skills that students will develop apply to a range of settings within the Outdoor Recreation industry. Students will have the opportunity to learn through practical experience and to develop personal skills for lifelong participation in sport, fitness, or recreation activities.
Students undertaking this qualification will explore the outdoor recreation environment on a regular basis. They will develop the skills and knowledge to assist with a range of outdoor activities. Students may complete a number of outdoor activities including but not limited to surfing, bike riding, bushwalking and navigation.

All equipment is provided to the students.

The Certificate II in Outdoor Recreation is a one-year course and this qualification allows students to access a vocational qualification.

This course is only offered to students in year 11.

Career opportunities: Completing an outdoor recreation course could be the first step toward a career in outdoor recreation, the police force, education or emergency services.

For more details please see: Adrian Bright

Delivery Mode: Timetabled throughout the week as per all other VCE subjects at ESC

Cost: No cost for camps and excursions but students must supply their own food and clothing on activities.

VET Certificate III in Sport and Recreation

This course develops the fundamental skills for students who seek a career in the sport and recreation industry. Students participate in a range of activities such as Provide First Aid, Work Health and Safety, Officiating, Assisting in conducting Sport & Recreation sessions and developing sport & recreation industry knowledge. Some units of Competence within this qualification may provide credit towards further course of study. This VET study will give you credit for one Unit 1, Unit 2, Unit 3 and Unit 4 VCE subject. This course is a 2 year course held on site at Euroa Secondary College. You must complete all requirements across the 2 years to gain the full qualification. In the second year of the course students can complete scored assessment and sit an end of year exam to contribute to the calculation of ATAR scores at the end of Year 12.

Work Placement: Students will participate in hands on learning experiences within class time at the local primary schools and sporting facilities within the Strathbogie Shire. It is encouraged that students undertake a work placement as part of the course to extend their experience and develop employer networks. Work placement is not mandatory but is encouraged. Students should plan to complete their work placement during designated work placements weeks and during school holidays.

Compulsory dress requirement: Students are expected to purchase the VET Sport & Recreation T-shirt (this is organised at the beginning of their studies) and there are optional track suit pants and spray jacket available for purchase. Students are expected to wear their uniform every session. You must wear appropriate sporting attire such as track suit pants/ sports shorts and sports shoes. A broad brimmed hat must be worn during terms 1 and 4.

Career opportunities: This VET program and associated further study could lead to a career as a: Sports Coach, Personal Trainer, Physical Education Teacher, Outdoor Education teacher, Recreation Manger, Gym/Fitness Instructor or Sports Administrator.

For more details please see: Kim Saxon or Teagan Kohn

Delivery Mode: Wednesdays at Euroa Secondary College

Cost: Sport & Recreation uniform approximately $130. (Recommended but not compulsory)