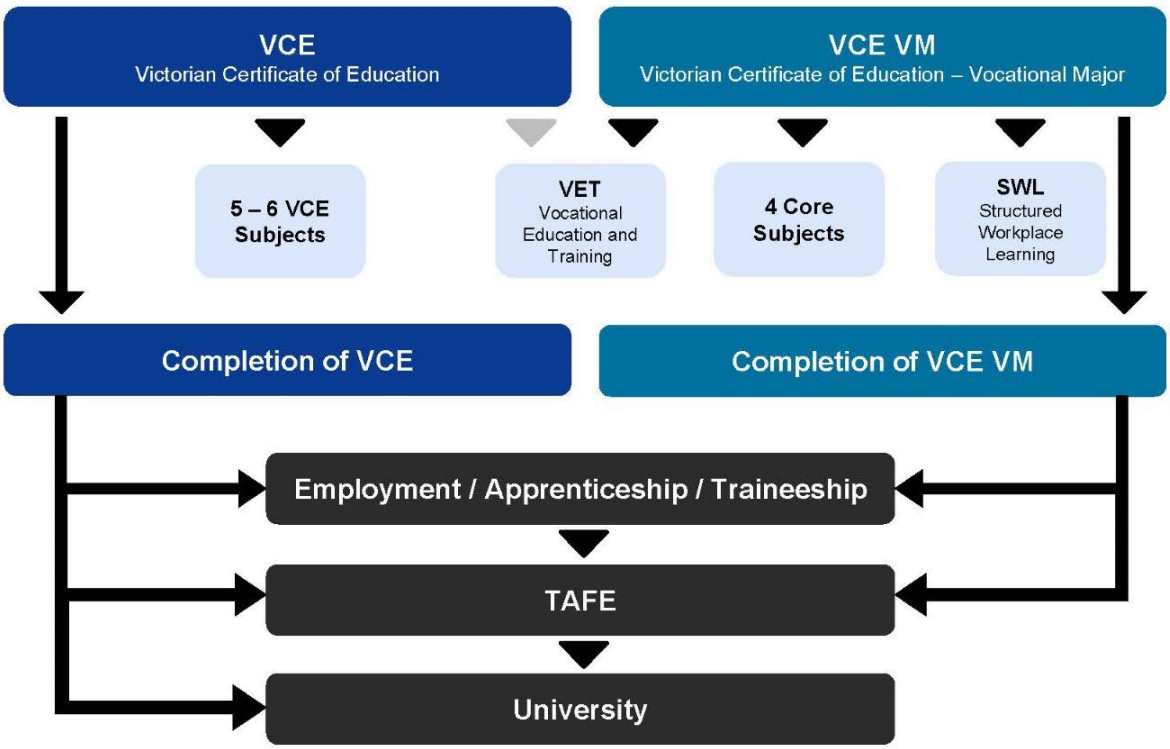
Glenroy College

2025 Senior Secondary Curriculum Offerings

Contents:

Introduction

Welcome to your senior years of secondary schooling. This handbook is a resource for students, parents and guardians to better understand the different pathways and subjects available to study. This handbook provides information on the Victorian Certificate of Education (VCE), the Victorian Certificate of Education Vocational Major (VCE VM), the Victorian Pathways Certificate (VPC), and Vocational Education & Training in Schools (VETis) as offered at Glenroy College in 2025.



Victorian Certificate Of Education (VCE)

VCE is a 2-year certificate that provides a wide range of pathways to further study or training at university or TAFE, and employment. It is the only senior certificate that provides you with an **ATAR score**, which is required for many university courses.

Each subject offered at VCE is broken up into four semester length units. Most subjects offer four units, but students do not usually have to take all four units.

Units 1 and 2 are usually taken in in Year 11. Most students study both units in a subject, but it is possible (with sub-school approval) for students to make a change at the end of Semester 1 and select a different Unit 2 subject for Semester 2.

Units 3 and 4 are more advanced, and are usually taken in Year 12. Units 3 and 4 MUST be studied as a sequence - that is, if you take Unit 3 of any study, you must also take Unit 4.

To get your VCE, you must successfully complete

- At least 16 units (4 each semester in Year 11 and Year 12)
- At least 3 units of English or EAL (including BOTH units in Year 12)
- At least 3 other Year 12 subjects (BOTH units)

Most students will study 6 subjects in Year 11 and 5 subjects in Year 12.

Example VCE Program

Year and Semester	**Subject 1**	**Subject 2**	**Subject 3**	**Subject 4**	**Subject 5**	**Subject 6**
Year 11 Semester 1	English Unit 1	Biology Unit 1	Legal Studies Unit 1	General Maths Unit 1	Food Studies Unit 1	Psychology Unit 1
Year 11 Semester 2	English Unit 2	Biology Unit 2	Legal Studies Unit 2	General Maths Unit 3	Food Studies Unit 2	Psychology Unit 2
Year 12 Semester 1	English Unit 3	Biology Unit 3	Legal Studies Unit 3	General Maths Unit 3	Food Studies Unit 3	
Year 12 Semester 1	English Unit 4	Biology Unit 4	Legal Studies Unit 4	General Maths Unit 4	Food Studies Unit 4	

VCE VM: Vocational Major

VCE VM has replaced VCAL, and provides a more hands-on and vocational learning context for students in Years 11 and 12. . It is a 2-year program focused on work skills and experiences, that enables students to transition into apprenticeships, traineeships, further education and training. VM Students do not have to sit exams (except for the GAT) and therefore will not get an ATAR. Generally, these students do not want to pursue a university course.

To complete the VCE Vocational Major, you must successfully complete at least 16 units, including:

- At least three units of VCE VM Literacy or VCE English (including a Unit 3-4 sequence)
- At least two units of VCE VM Numeracy or VCE Mathematics
- At least two units of VCE VM Personal Development Skills
- At least two units of VCE VM Work Related Skills
- VET at a Certificate II level or above (180 hours)

VCE VM students will also spend one day per week completing Structured Workplace Learning.

VCE VM students have less choice over their subjects, but if they are excelling in a particular subject, they may be able to study that course as a VCE subject.

Example VCE VM Program

Year and Semester	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 11 Semester 1	VM Literacy Unit 1	VM Numeracy Unit 1	Work Related Skills Unit 1	Personal Development Skills Unit 1	VET Course (1 day per week)	Structured Workplace Learning (1 day per week)
Year 11 Semester 2	VM Literacy Unit 2	VM Numeracy Unit 2	Work Related Skills Unit 2	Personal Development Skills Unit 2	VET Course (1 day per week)	Structured Workplace Learning (1 day per week)
Year 12 Semester 1	VM Literacy Unit 3	VM Numeracy Unit 3	Work Related Skills Unit 3	Personal Development Skills Unit 3	VET Course (1 day per week)	Structured Workplace Learning (1 day per week)
Year 12 Semester 1	VM Literacy Unit 4	VM Numeracy Unit 4	Work Related Skills Unit 4	Personal Development Skills Unit 4	VET Course (1 day per week)	Structured Workplace Learning (1 day per week)

VPC: Victorian Pathways Certificate

The Victorian Pathways Certificate (VPC) is a more inclusive, flexible option to complete your senior secondary studies. The VPC is normally completed in Year 11 and 12, but it can be started in Year 10 and/or can be finished over three years. Some students use it as a pathway to the VCE, VCE VM, or VET certificates.

The VPC is not an option for all students and will be recommended by the school to meet the needs of specific students.

To complete the Victorian Pathways Certificate, you must successfully complete at least 12 units, including:

- At least two VPC Literacy units (or units from the VCE English group including VCE VM Literacy)
- At least two VPC Numeracy units (or units from the VCE Mathematics group including VCE VM Numeracy)
- At least two VPC Work-Related Skills units
- At least two VPC Personal Development Skills units.

The remaining units can come from other VPC units or from a VET Certificate.

VPC students will spend one day per week completing Structured Workplace Learning.

Example VPC Program

Year and Semester	**Subject 1**	**Subject 2**	**Subject 3**	**Subject 4**	**Subject 5**	**Subject 6**
Year 11 Semester 1	VPC Literacy Unit 1	VPC Numeracy Unit 1	VPC Work Related Skills Unit 1	VPC Personal Development Skills Unit 1	VET Course (1 day per week)	Structured Workplace Learning (1 day per week)
Year 11 Semester 2	VPC Literacy Unit 2	VPC Numeracy Unit 2	VPC Work Related Skills Unit 2	VPC Personal Development Skills Unit 2	VET Course (1 day per week)	Structured Workplace Learning (1 day per week)
Year 12 Semester 1	VPC Literacy Unit 3	VPC Numeracy Unit 3	VPC Work Related Skills Unit 3	VPC Personal Development Skills Unit 3	VET Course (1 day per week)	Structured Workplace Learning (1 day per week)
Year 12 Semester 1	VPC Literacy Unit 4	VPC Numeracy Unit 4	VPC Work Related Skills Unit 4	VPC Personal Development Skills Unit 4	VET Course (1 day per week)	Structured Workplace Learning (1 day per week)

VETis: Vocational Education and Training in Schools

Vocational Education & Training (VET) programs provide students with the opportunity to combine vocational interests with your general education. They provide you with practical skills in a chosen industry, and can help to prepare you for a career before you leave school.

All students enrolled in VCE VM **must** complete a VET certificate II or higher.

VCE students can choose to study a VET subject in place of a VCE subject. Many VET courses can contribute towards an ATAR.

Glenroy College will offer three VET courses on-site in 2025: Business, Beauty and Health Services. Glenroy College students will have priority access to the Early Childhood Education course being offered at Pascoe Vale Girls College.

Students wishing to complete another VET course can complete this at another school in our VET cluster, or through a TAFE.

VET subjects are usually offered on a Wednesday or Friday. VCE VM students will not attend school on the days they study their VET subject. VCE students may need to organise their VCE timetable to ensure they can still attend their VCE subjects.

There are a wide range of VET courses available, in industries such as:

- Agriculture, Horticulture, Conservation and Ecosystem Management
- Animal Care
- Apparel, Fashion and Textiles
- Automotive
- Building and Construction; Plumbing; Furnishing
- Business
- Civil Infrastructure
- Community Services
- Creative and Digital Media
- Dance; Music ; Visual Arts
- Electrical Industry; Engineering Studies
- Events and Tourism; Hospitality
- Hair and Beauty
- Health
- Information and Communications Technology
- Laboratory Skills
- Sport and Recreation

Subjects Offered

The following subjects will be offered in 2025. Subjects will only run if there is sufficient demand. Subjects with an asterisk* are offered through partnerships.

Learning Area	Subject	Unit 1	Unit 2	Unit 3	Unit 4	Page
Arts	Art Creative Practice	✓	✓	✓	✓	11
	Drama	✓	✓	✓	✓	13
	Media	✓	✓			15
	Music	✓	✓	✓	✓	16
	Theatre Studies*	✓	✓			18
English	English / EAL	✓	✓	✓	✓	20
	Literature	✓	✓			22
Health / PE	Health and Human Development	✓	✓	✓	✓	24
	Physical Education	✓	✓			26
Humanities	Accounting	✓	✓	✓	✓	28
	Business Management	✓	✓	✓	✓	30
	History	✓	✓	✓	✓	32
	Legal Studies	✓	✓	✓	✓	34
	Philosophy*	✓	✓			36
	Sociology*	✓	✓			37
Maths	Foundation	✓	✓	✓	✓	39
	General	✓	✓	✓	✓	41
	Methods	✓	✓	✓	✓	43
	Specialist*	✓	✓	✓	✓	45

Subjects Offered

The following subjects will be offered in 2025. Subjects will only run if there is sufficient demand. Subjects with an asterisk* are offered through partnerships.

Learning Area	Subject	Unit 1	Unit 2	Unit 3	Unit 4	Page
Science	Biology	✓	✓	✓	✓	48
	Chemistry	✓	✓	✓	✓	50
	Environmental Science*	✓	✓			52
	Physics	✓	✓	✓	✓	53
	Psychology	✓	✓	✓	✓	55
Technology	Algorithmics*			✓	✓	58
	Applied Computing	✓	✓	✓	✓	59
	Food Studies	✓	✓	✓	✓	61
	Product Design and Technology	✓	✓	✓	✓	63
Extended Investigation	Extended Investigation*			✓	✓	66
Vocational Major (VM)	Literacy	✓	✓	✓	✓	68
	Numeracy	✓	✓	✓	✓	70
	Personal Development Skills	✓	✓	✓	✓	72
	Work Related Skills	✓	✓	✓	✓	74
VET Courses	Beauty Service					77
	Business					78
	Early Childhood Education And Care*					79
	Health Services Assistance					80
	Full List of Courses					81

2025 Arts Subjects

ART CREATIVE PRACTICE

Units 1 and 2

Subject Overview

Art Creative Practice teaches students how to make art using experimentation and exploration. Students learn to use the experiential approach to make visual responses using different art forms. Student learn how to document their work and how to refine and improve.

Students also study a variety of artists from different time periods and cultures. Students learn how to analyse and compare artworks using the interpretive lenses.

Unit 1 Description

Area of Study 1: Artists, artworks and audiences

Area of Study 2: The Creative Practice

Area of Study 3: Documenting and reflecting on the Creative Practice

Unit 2 Description

Students learn how to create a collaborative artwork by working with their peers. Students learn how to document and annotate their work to show their Creative Practice.

Students investigate connections to culture through symbols. Students also learn how to analyse artworks through the cultural lens.

What knowledge and skills will I build?

- Research and analysis
- Experimentation and exploration
- Using diverse art materials, techniques and processes
- Reflection and evaluation

How will I be assessed?

- Extended written response (essay)
- Short answer responses
- Presentation
- Annotated Art Folio
- Variety of visual responses

Which Year 10 subjects does this follow on from?

- Art
- Media Studies
- Photography

WHAT ELSE DO I NEED TO KNOW?

Students will also attend excursions to art galleries, artist talks and art workshops.

This will expand student understanding of artists, artworks and the Creative Practices.

ART CREATIVE PRACTICE

Units 3 and 4

Subject Overview

Students will learn how to use Art Creative Practices to create a body of work. Students will learn how to research and explore, experiment and develop, refine and resolve and reflect and evaluate their artwork. Students will be able to refine their Creative Practice and develop their body of work.

Students will also learn how to compare meaning and messages in artworks across time and cultures.

Unit 3 Description

Investigation, ideas, artworks and the creative practice.

Students learn how to use Creative Practices to create one finished artwork.

Students experiment with art materials and plan their body of work through exploring techniques and process.

Unit 4 Description

Interpreting, resolving and presenting artworks and the creative practice.

Students will make their body of work which will include at least one finished artwork. Students will also learn how to document and annotate their work. Students will learn how to resolve and present their body of work.

What knowledge and skills will I build?

- Research and analysis
- Experimentation
- Using diverse art materials, techniques and processes
- Reflection and evaluation

How will I be assessed?

- Extended written response (essay)
- Short answer responses
- Annotated Art Folio
- Finished artworks
- Finished body of work

Where could this subject lead?

- Designer
- Art Director
- Artist
- Art Curator
- Illustrator
- Art Teacher

WHAT ELSE DO I NEED TO KNOW?

Students will also attend excursions to art galleries, artist talks and art workshops.

This will expand student understanding of artists, artworks and the Creative Practices.

DRAMA

Units 1 and 2

Subject Overview

Drama students tell stories, explore ideas, examine their world and communicate meaning through the making, practice and delivery of performance.

VCE Drama students connect to multiple traditions of drama practice across cultural, social and historical contexts by exploring narratives, performance styles, and the stories that shape our world

Unit 1 Description

Unit 1: Introducing performance styles

Students are shown how methods of communication of ideas, messages and societal mores are displayed through different performance and play styles both in class and externally.

Unit 2 Description

Unit 2: Australian identity

Australians are amongst the worlds top performers, directors and filmmakers. By exploring the Australian identity as reflected in performance, students learn how the core values of performing have come to be and why those methods are so powerful in the world today.

What knowledge and skills will I build?

- Key skills: Acting and Project Management
- Research and analysis
- Improvisation and playmaking
- Editing, refining, rehearsing
- Performing and reflection

How will I be assessed?

- Through evidence gained through a range of learning tasks and attendance:
- Performances (Solo and Ensemble) for an audience
- Annotated journals
- Written analysis of performances (external and/or professional)

Which Year 10 subjects does this follow on from?

- Drama

WHAT ELSE DO I NEED TO KNOW?

Assessment = Ensemble and Solo:

You create a performance for an audience with a group (Ensemble) and by yourself (Solo) from a set of given information or stimulus and criteria.

DRAMA

Units 3 and 4

Subject Overview

Drama students tell stories, explore ideas, examine their world and communicate meaning through the making, practice and delivery of performance.

VCE Drama students connect to multiple traditions of drama practice across cultural, social and historical contexts by exploring narratives, performance styles, and the stories that shape our world

Unit 3 Description

Unit 3: Devised Ensemble Performance.

Building on the skills of Units 1 & 2, students work as a team to devise (make up) an ensemble performance, based on a given stimulus (something to get you thinking).

Performed live, student devised performance work is tested against audience response.

Unit 4 Description

Unit 4: Devised solo performance

The performance topics and criteria are set by the Victorian Curriculum Authority and are externally assessed.

The exam requires attendance to several live performances as nominated by VCAA during the year.

What knowledge and skills will I build?

- Key skills: Acting and Project Management
- Research and analysis
- Improvisation and playmaking
- Editing, refining, rehearsing
- Performing and reflection

How will I be assessed?

- Through evidence gained through a range of learning tasks and attendance

Where could this subject lead?

Any position that requires Employability Skills such as Communication, Planning and Organising, Teamwork, Problem Solving, Self-Management, Initiative and Enterprise, Technology and Learning.

WHAT ELSE DO I NEED TO KNOW?

Whilst experience in Units 1 & 2 Drama would be useful, it is not required to enter Unit 3.

Students will be required to attend live performances.

MEDIA

Units 1 and 2

Subject Overview

Students examine how and why the media both constructs and reflects reality, and how audiences engage with, consume, read, create and produce media products. Through engagement with indigenous media product and practitioners, students explore the significant contribution of Australia's First Peoples to the Australian media landscape. A significant component of this subject is practical - students have the opportunity to develop, design and produce their own media products, in a range of different forms, including film, photography, radio, video games and digital media publications.

Unit 1 Description

Media forms, representations and Australian stories

Students analyse how representations, narrative and media codes and conventions contribute to the construction of media. They explore the influence of media on Australian culture including Indigenous perspectives and gain an understanding of the diverse Australian media landscape. Students learn how to tell their own stories through a range of media forms.

Unit 2 Description

Narrative across media forms

Students further develop their understanding of narrative in media forms. They analyse the influence of developments in media technologies on individuals an society. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

What knowledge and skills will I build?

- Analytical skills
- Critical and creative thinking
- Practical knowledge of digital applications

How will I be assessed?

School assessed coursework could include:

- essays
- research projects
- practical tasks documented in a folio
- end of unit exam

Which Year 10 subjects does this follow on from?

- Media
- Drama
- English
- Photography

WHAT ELSE DO I NEED TO KNOW?

Media Studies is ideal for students with strong literacy and creative skills.

Equipment needed: charged laptop for every lesson, and digital storage.

MUSIC

Units 1 and 2

Subject Overview

VCE Music is based on active engagement in all aspects of music, where students develop and refine musicianship skills and knowledge. Students will perform, compose, arrange, interpret, reimagine, improvise, recreate and critique music in an informed manner.

Unit 1 Description

Organisation of Music.

Outcome 1: Performance of two musical works

Outcome 2: A series of short compositions and reflective responses

Outcome 3: A musical analysis of selected works.

Unit 2 Description

Effect in Music

Outcome 1: Performance of two musical works and reflections

Outcome 2: A series of short compositions and reflective responses.

Outcome 3: Musical analysis of composer's works.

What knowledge and skills will I build?

- Mirror provided sounds using Instruments and/or voice
- Creating musical compositions and writing of the stylistic elements chosen
- Furthering Aural (listening) skills
- Listening to selected works to analyse musical conventions and stylistic elements
- Practice and rehearsal of works for presentations on own instrument

How will I be assessed?

- Performances (solo and ensemble).
- Technical performance exam (solo).
- Written analysis of performances (external and/or professional).
- Folio of compositions and self-composed exercises.
- Structured written music analysis responses.

Which Year 10 subjects does this follow on from?

- Music
- Drama

WHAT ELSE DO I NEED TO KNOW?

Students need to have access to an instrument at home to ensure they have enough time to practice the course material. This instrument can either be rented from the school or bought independently.

MUSIC

Units 3 and 4

Subject Overview

VCE Music is based on active engagement in all aspects of music, where students develop and refine musicianship skills and knowledge. Students will perform, compose, arrange, interpret, reimagine, improvise, recreate and critique music in an informed manner.

Unit 3 Description

Music Inquiry

Outcome 1: Performance, analysis and emulation of a composer's work

Outcome 2: Musical analysis of two works

Outcome 3: Aural analysis and response

Unit 4 Description

Project

Outcome 1: Composition, performance and reflection

Outcome 2: Investigation and performance of a style or composer

Outcome 3: Musical analysis

What knowledge and skills will I build?

- Mirror provided sounds using Instruments and/or voice
- Creating musical compositions and writing of the stylistic elements chosen
- Furthering Aural (listening) skills
- Listening to selected works to analyse musical conventions and stylistic elements
- Practice and rehearsal of works for presentations on own instrument

How will I be assessed?

- Performances (solo and ensemble).
- Written analysis of musical works
- Recorded composition with an analysis
- Structured written music analysis responses.
- A music investigation project of a style or composer of your choosing.

Where could this subject lead?

- Bachelor of Music
- Public performance opportunities

WHAT ELSE DO I NEED TO KNOW?

Students will also attend excursions to art galleries, artist talks and art workshops.

This will expand student understanding of artists, artworks and the Creative Practices.

THEATRE STUDIES*

Units 1 and 2

Subject Overview

Students will develop their understanding of a range of theatre styles from the pre-modern era to the present. They creatively and imaginatively work with scripts from different periods.

Students also study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a professional performance they will attend in Melbourne.

Unit 1 Description

History of theatre styles and conventions pre-1945

Area of Study 1: Exploring theatre styles and conventions pre-1945

Area of Study 2: Interpreting scripts

Area of Study 3: Analysing a theatre production in performance

Unit 2 Description

Contemporary theatre styles and movements

Area of Study 1: Exploring contemporary theatre styles and/or movements

Area of Study 2: Interpreting scripts

Area of Study 3: Analysing and evaluating a theatre production

What knowledge and skills will I build?

- Students develop skills and study innovations about theatre production processes including:
- dramaturgy
- Planning
- development
- performance to an audience

How will I be assessed?

Assessment tasks may include

- interpretation of scripts, through the application of acting, direction and/or design (costume, hair and make-up, props, set, lighting, sound)
- oral, visual, multimedia reports and/or presentations
- structured questions
- research report
- analytical essay

Which Year 10 subjects does this follow on from?

- Drama
- Music

WHAT ELSE DO I NEED TO KNOW?

***This subject is being offered through a hybrid model (in-person and online) at Pascoe Vale Girls School. Students will attend in-person classes two hours per week, and online two hours per week. Students will be supported to travel to PVGC.**

2025 English Subjects

ENGLISH / EAL

Units 1 and 2

Subject Overview

In VCE English and English as an Additional Language (EAL), students read, write, speak, and listen across diverse contexts. They analyse texts from contemporary and historical periods, including those from Australia and other cultures. Students are encouraged to think critically and creatively, enhancing their understanding of the complexities of the contemporary world. They also develop skills to engage with society and collaborate effectively with others.

Unit 1 Description

Students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors by considering the point of view and/or the voice of the text. Students explore the ways a text's vocabulary; text structures and language features, can create meaning on several levels and in different ways.

Unit 2 Description

Students explore texts, focusing on ideas, concerns, and tensions, while recognising how vocabulary, structures, and language features contribute to meaning. They discuss representations within texts, considering historical, social, and cultural contexts to understand how readers interpret them. Students also examine texts through their own cultural lens, expanding their analysis through explorations based on personal experiences and cultural knowledge.

What knowledge and skills will I build?

- Enhance your understanding, enjoyment and appreciation of the English language in its written, spoken and multimodal forms
- Analyse your own and others' texts, and make relevant connections to yourselves, your community and the world
- Understand how culture, values and context underpin the construction of texts and how this can affect meaning and interpretation
- Learn about and experiment with, the writing process, by reading a variety of texts crafted for different audiences and purposes.

How will I be assessed?

- Text analysis essays
- Written texts in different forms / genres
- Commentary on student writing processes
- Oral presentations
- Analytical responses to argument
- End of unit exam
- Listening task for EAL students

Which Year 10 subjects does this follow on from?

- English
- Literature

WHAT ELSE DO I NEED TO KNOW?

You must take an English subject in both Year 11 and 12.

This can be English, English as an Additional Language, or Literature or a combination.

ENGLISH / EAL

Units 3 and 4

Subject Overview

In VCE English and English as an Additional Language (EAL), students read, write, speak, and listen across diverse contexts. They analyse texts from contemporary and historical periods, including those from Australia and other cultures. Students are encouraged to think critically and creatively, enhancing their understanding of the complexities of the contemporary world. They also develop skills to engage with society and collaborate effectively with others.

Unit 3 Description

This unit focuses on reading and writing about different texts. Students learn how authors make meaning through their writing, and how texts can be understood in different ways. Students practise writing by responding to ideas from their readings, both analytically and creatively. They also learn to explain the choices they make when writing.

Unit 4 Description

In this unit, students delve into the explicit and implicit ideas and values conveyed in texts, considering historical, social, and cultural contexts. They analyse how these values are portrayed and understand how they shape interpretations and position readers differently. Students develop a deeper understanding of how texts are perceived and received by diverse audiences. Students engage with media texts, to grasp how arguments and language interact to position audiences regarding specific issues.

What knowledge and skills will I build?

- Read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts.
- Analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.
- analyse the use of argument and language in persuasive texts.
- Develop and present a point of view text (oral presentation).

How will I be assessed?

- A range of school assessed coursework and an end of year exam.
- A listening task for EAL students

Where could this subject lead?

- Bachelor of Arts
- Writer
- Journalist
- Librarian
- Medicine
- Law
- Artist
- Teaching

WHAT ELSE DO I NEED TO KNOW?

You must take an English subject in both Year 11 and 12.

This can be English, English as an Additional Language, or Literature or a combination.

ENGLISH LITERATURE

Units 1 and 2

Subject Overview

Students undertake close reading of texts and analyse how language and literary elements and techniques function within a text. Emphasis is placed on recognition of a text's complexity and meaning, and on consideration of how that meaning is embodied in its literary form. There are different types of texts read, including plays, poems, films and novels.

Unit 1 Description

Students consider how language, structure, and style choices across literary forms create meaning with a focus on a range of texts. Students explore distinctive styles and how ideas and concerns are shaped by texts through authors' choices.

Unit 2 Description

Students explore a variety of cultures, people and societies focusing on how writers, poets and playwrights explore ideas of culture, place and identity through texts.

What knowledge and skills will I build?

- Respond to a range of texts through close analysis
- Engage with ideas, concerns and representations of genre
- Reflect on voices, perspective and knowledge in texts
- Respond to representations of specific time periods and cultures

How will I be assessed?

- Respond to a range of texts through close analysis
- Engage with ideas, concerns and representations of genre
- Reflect on voices, perspective and knowledge in texts
- Respond to representations of specific time periods and cultures

Which Year 10 subjects does this follow on from?

- English
- Literature

WHAT ELSE DO I NEED TO KNOW?

You do not need to have done Year 10 Literature to take it in VCE. The skills learnt in Literature translate well to English. Literature can count as your compulsory English subject required to Year 12, or can be taken in addition to English. For more information.

2025 Health and Physical Education Subjects

HEALTH AND HUMAN DEVELOPMENT

Units 1 and 2

Subject Overview

Students study a broad and multi-dimensional approach to defining and understanding health and wellbeing. Students examine health and wellbeing as dynamic concepts, subject to a complex interplay of biological, socio-cultural and environmental factors. Students consider different contexts as they investigate variations in health status between populations. They look at the Australian healthcare system and research what is being done to address inequalities in health and development outcomes.

Unit 1 Description

Students look at health and wellbeing as a concept that has changed over time. In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. With a focus on youth, students consider their own health as individuals and as a cohort.

Unit 2 Description

Students investigate transitions in health and wellbeing and development looking at changes and expectations that are part of the progression from youth to adulthood. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies.

What knowledge and skills will I build?

- Understand the complex nature of health and wellbeing and human development
- Use and research data

How will I be assessed?

School assessed coursework could include:

- case studies
- written responses
- data analysis
- multimedia presentations
- end of unit exam

Which Year 10 subjects does this follow on from?

- Health and Human Development
- Food Technology

WHAT ELSE DO I NEED TO KNOW?

Students do not need to have completed Year 10 Health and Human Development to enrol in this subject,

HEALTH AND HUMAN DEVELOPMENT

Units 3 and 4

Subject Overview

Students investigate the World Health Organization's definition and other interpretations of health and wellbeing. Students consider Australian and global contexts as they investigate variations in health status between populations and nations. They examine and evaluate the work of global organisations such as the United Nations and the WHO, as well as non-government organisations and the Australian government's overseas aid program. This study presents concepts of health and wellbeing, and human development, from a range of perspectives: individual and collective; local, national and global; and across time and the lifespan

Unit 3 Description

Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. They consider the benefits of optimal health and wellbeing and its importance. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). Students also focus on health promotion and improvements in population health over time.

Unit 4 Description

Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased global-isation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Students also examine global action to improve health and wellbeing and human development, focusing on the UN's Sustainable Development Goals and the work of the WHO.

What knowledge and skills will I build?

- Analyse the role of Medicare, private health insurance, the Pharmaceutical Benefits Scheme and the National Disability Insurance Scheme in promoting Australia's health
- Describe characteristics of high, middle- and low-income countries
- Evaluate data

How will I be assessed?

School assessed coursework could include:

- case studies
- written responses
- data analysis
- multimedia presentations

Where could this subject lead?

- Health Professional
- Aged Care Worker
- Youth Worker
- Nursing
- Medicine

WHAT ELSE DO I NEED TO KNOW?

PHYSICAL EDUCATION

Units 1 and 2

Subject Overview

Physical Education examines the biological, social and cultural influences on performance and participation of physical activity. Students also explore the relationship between body systems, physical activity and exercise, and how the systems adapt and adjust to the physical demands of the activity

Unit 1 Description

Students explore how the musculo-skeletal and cardiorespiratory systems work together to produce movement. Through practical activities, students explore the relationships between the body systems, physical activity, sport and exercise and how the systems adapt and adjust to the demands of the activity.

Unit 2 Description

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

What knowledge and skills will I build?

- Knowledge of core concepts that underpin movement
- Understanding of influences in performance

How will I be assessed?

A range of school assessed coursework and an end of unit exam.

Which Year 10 subjects does this follow on from?

- Health and Human Development
- Physical Education

WHAT ELSE DO I NEED TO KNOW?

Excursions may be a part of this subject which could relate to SACs so students must attend all subject-related excursions.

This subject is not the same as practical PE classes from 7-10. It is a theory-based subject.

2025 Humanities Subjects

ACCOUNTING

Units 1 and 2

Subject Overview

Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with a view to improving business performance.

Unit 1 Description

In Unit 1, students explore the establishment of a business and the importance of accounting information to stakeholders. They identify and record financial data and report and explain accounting information for small service businesses. Students then analyse, interpret and evaluate the performance of such businesses using financial and non-financial information.

Unit 2 Description

In Unit 2, students explore the accounting process for sole proprietors operating a trading business. They prepare accounting reports and analyse and evaluate the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

What knowledge and skills will I build?

- Numerical competency
- Communication skills
- Problem-solving skills
- Reporting skills
- Analysis and interpretation skills
- Business awareness
- A reasonable ability to effectively use Microsoft Word and Excel in order to present your work.

How will I be assessed?

School assessed coursework could include:

- Folio of exercises utilising manual methods and ICT
- Structured questions utilising manual methods and ICT
- Assignments or case studies including ICT
- Classroom presentation or debate
- Report utilising ICT.

Which Year 10 subjects does this follow on from?

- Mathematics
- Business Management

WHAT ELSE DO I NEED TO KNOW?

Fully functioning laptop is required in all lessons.

A strong understanding in Mathematics is advantageous for this subject

BUSINESS MANAGEMENT

Units 1 and 2

Subject Overview

If you have thought about running your own business or direct and or manager large multinational/ transnational type business, Business Management can act as a stepping stone on your way to success. Students work through the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. Students also consider the changes that are needed to ensure continued success of a business.

Unit 1 Description

Students will be able to understand the necessary drives needed to establish a business and how the nurturing and cultivating new business ideas are vital for a nation's social and economic wellbeing. This unit allows for learning in how to take on a business idea and understanding that planning how to make it a reality. Students explore the factors affecting business ideas and the internal and external environments within which businesses operate.

Unit 2 Description

Students look at the establishment phase of a business. Students will learn about establishing a business and how it 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. Students 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.

What knowledge and skills will I build?

- How to establish a business
- Business operations
- Management practices
- Local, national and global markets
- Business problem-solving strategies
- Marketing a business

How will I be assessed?

School assessed coursework could include:

- Case studies
- Small Business operation information
- Structured questions
- Marketing pitch
- End of unit exam

Which Year 10 subjects does this follow on from?

- Business Management

WHAT ELSE DO I NEED TO KNOW?

Possible excursion to visit a factory or business.

BUSINESS MANAGEMENT

Units 3 and 4

Subject Overview

This study enables students to understand and apply business concepts and terminology to complex and changing environments in which businesses operate and adapt. Students will understand the relationships that exist between a business and its stakeholders and recognise the contribution and significance of business within local, national and global markets. Analysing and evaluating the effectiveness of management strategies in different contexts, students propose problem solving strategies.

Unit 3 Description

Students learn about managing a business. Students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve business objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

Unit 4 Description

Students learn about change management in order to transform businesses. Businesses are under constant pressure to adapt and change to meet their objectives in an ever changing business environment. In this unit, students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Using current and contemporary business as case study, students evaluate overall business change.

What knowledge and skills will I build?

- Apply business concepts
- Business Operations and Opportunities
- Management Strategies
- Analysing change in business
- Problem solving
- Investigating and analysing business data

How will I be assessed?

May include

- Case study analysis
- Short and/ or extended structured style questions and answers
- Business research report
- Media analysis

Where could this subject lead?

- Operations Management
- Commerce Management
- Project Management
- Human Resources
- Advertising
- Marketing
- Change Management
- Management Consultant
- Supply Chain Logistics
- Business owner

WHAT ELSE DO I NEED TO KNOW?

In-depth study of a contemporary business.

Possible excursion to visit a factory or business.

MODERN HISTORY

Units 1 and 2

Subject Overview

Students make meaning of the past and the present by asking meaningful questions and exploring multiple sources and perspectives to develop our understanding of history. Students examine context alongside power structures, ideas and key individuals to help learners to understand themselves, others and the contemporary world around them. Modern History examines the causes and consequences of conflict and change in the modern era.

Unit 1 Description

Students explore the interwar period between WWI and WWII. This was a time characterised by the end of empire and the emergence of new nation states. Students will investigate the impacts of treaties, growing hostility, and rising instability in the world. Students will also look at the technological, social, political and economic changes. They will explore how daily life was impacted by these changes and how this was reflected through the arts and cultural expression.

Unit 2 Description

Students investigate the nature and impact of the Cold War. From the end of WWII, traditional attitudes to race, war, gender, sexuality, religion, the environment and human rights were questioned. Students then explore multiple contexts of the late-twentieth and 21st century including terrorism, regional and self-determination conflicts. This may include: anti-apartheid movement in South Africa, Cambodian genocide, Irish Troubles and Arab Spring.

What knowledge and skills will I build?

- Develop a range of historical questions
- Analyse sources and perspectives
- Construct arguments
- Evaluate significance

How will I be assessed?

- Historical inquiry
- Essay
- Evaluation of historical sources
- Short-answer questions
- Extended response
- Multimedia presentation
- End of unit exam

Which Year 10 subjects does this follow on from?

- History

WHAT ELSE DO I NEED TO KNOW?

This subject requires a commitment to investigation and research.

Students will need to apply academic rigour to their readings.

HISTORY- REVOLUTIONS

Units 3 and 4

Subject Overview

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. Students explore how revolution attempts to create political, social, cultural and economic change and transformation based on the regime's ideology. The subject also investigates the different perspectives and experiences of those that lived through dramatic revolutionary moments, and how society changed and/or remained the same.

Unit 3 Description

French Revolution: Students study a different revolution each unit with the objective of understanding the causes of Revolution and consequences of Revolution. This unit examines a revolution from its deliberate attempt to break with the past by its destruction of the old order, through to its program of radical transformation in an attempt to establish a new order. The French Revolution is the focus of study in Unit 3 and it entails an examination of French society from 1774 to 1789.

Unit 4 Description

Russian Revolution: Students study a different revolution each unit with the objective of understanding the causes of Revolution and consequences of Revolution. This unit examines a revolution from its deliberate attempt to break with the past by its destruction of the old order, through to its program of radical transformation in an attempt to establish a new order. The Russian Revolution is the focus of study in Unit 4 and it entails an examination of Russian society from 1896 to 1927.

What knowledge and skills will I build?

- Develop a range of historical questions
- Analyse sources and perspectives
- Construct arguments
- Evaluate significance

How will I be assessed?

School assessed coursework includes:

- Historical inquiry
- Essay
- Evaluation of historical sources
- Short-answer questions
- Extended response

Where could this subject lead?

- Law
- Historian
- Journalism
- Art Historian
- Criminologist
- Writer

WHAT ELSE DO I NEED TO KNOW?

This subject requires a commitment to investigation and research.

Students will need to apply academic rigour to their readings.

AUSTRALIAN HISTORY

Units 3 and 4

Subject Overview

Australian History examines significant events and movements that have shaped modern Australia. It covers Australia's participation in the World Wars, analysing their social, political, and economic impacts. The subject also explores post-1945 Australia, focusing on power and resistance. Students develop skills in historical inquiry, analysis, and interpretation, gaining a comprehensive understanding of Australia's historical landscape.

Unit 3 Description

War and Upheaval: In Area of Study 1, students investigate debates and perspectives on Australia's participation in World War One and Two, analysing their social, political, and economic impacts, including differing views on enlistment and conscription. Area of Study 2 explores Australia's involvement in post-World War Two conflicts, examining reasons such as shifting alliances, fears of Communism, and regional security concerns, and the impacts on and responses from Australian society.

Unit 4 Description

Power & Resistance: In Area of Study 1, students explore the complex story of power and resistance during the colonisation of Australia, focusing on the responses of Aboriginal and Torres Strait Islander peoples and settler communities. Area of Study 2, examines post-1945 challenges to Australian democracy and society, influenced by global perspectives and events, highlighting the role of social movements in shaping Australian democracy.

What knowledge and skills will I build?

- Develop a range of historical questions
- Analyse sources and perspectives
- Construct arguments
- Evaluate significance

How will I be assessed?

School assessed coursework includes:

- Historical inquiry
- Essay
- Evaluation of historical sources
- Short-answer questions
- Extended response

Where could this subject lead?

- Law
- Historian
- Journalism
- Art Historian
- Criminologist
- Writer

WHAT ELSE DO I NEED TO KNOW?

This subject requires a commitment to investigation and research.

Students will need to apply academic rigour to their readings.

LEGAL STUDIES

Units 1 and 2

Subject Overview

Legal Studies is about the way the law relates to and serves both individuals and the community. It focuses on developing an understanding of the way in which law is generated, structured and operates in Australia. Through applying knowledge of legal concepts and principles to a range of scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. which our legal institutions are effective.

Unit 1 Description

Criminal law is aimed at maintaining social order. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation. Students develop an understanding of legal foundations and investigate key concepts of criminal law and civil law.

Unit 2 Description

Criminal and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal and civil law. Students also develop their understanding of the way rights are protected in Australia, and possible reforms to the protection of rights.

What knowledge and skills will I build?

- Use key legal terminology effectively
- Research and analyse legal information
- Apply legal reasoning and principles to actual legal cases and scenarios
- Develop skills in explanation, justification and critical evaluation
- Compare and evaluate aspects of the legal system

How will I be assessed?

- Folio of exercises
- Structured questions
- Classroom presentation
- Role-play
- Debate
- Report
- End of unit exam

Which Year 10 subjects does this follow on from?

- Legal Studies
- History

WHAT ELSE DO I NEED TO KNOW?

Possible whole day excursion to the courts or the ability to meet and talk to a current chief justice about the application of the law.

LEGAL STUDIES

Units 3 and 4

Subject Overview

Students examine the Victorian justice system including the role and rights of all people involved in the criminal and civil justice systems. They also consider the process and appropriateness of criminal sanctions and civil remedies, then explore the relationship between parliament and the courts with a consideration of the Australian Constitution and Commonwealth, the High court and the roles of the media and law reform bodies in influencing law reform.

Unit 3 Description

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. 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.

Unit 4 Description

The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. 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.

What knowledge and skills will I build?

- Synthesise and apply legal principles
- Evaluate the ability of the justice system to achieve the principles of justice.
- Discuss the role of legal and political institutions.
- Develop skills in explanation, justification and critical evaluation
- Compare and evaluate aspects of the legal system

How will I be assessed?

School assessed coursework includes:

- Case studies
- Structured short and extended questions
- Research project and/or report
- Debate

Where could this subject lead?

- Law
- Policy Making
- Law Making
- Business
- Education
- Law enforcement
- Social Justice
- Reform

WHAT ELSE DO I NEED TO KNOW?

Possible whole day excursion to the courts or the ability to meet and talk to a current chief justice about the application of the law

PHILOSOPHY*

Units 1 and 2

Subject Overview

Students explore foundational ideas and enduring questions of ethics, knowledge and existence. Philosophy is the founding discipline of logic and critical reasoning, influencing approaches in mathematics, digital coding, science and the humanities. Philosophy students grapple with relevant contemporary debates such as artificial intelligence, the nature of morality, humans' and animals' rights, and the line between truth and belief.

Unit 1 Description

Students examine existence, knowledge and reasoning. What is the nature of reality and identity? How can we acquire certain knowledge? This unit asks critical discussion questions of two key areas: epistemology (knowledge) and metaphysics (existence) through the study of techniques of logic and critical thinking.

Unit 2 Description

Students examine questions of value, and examines different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates.

What knowledge and skills will I build?

- Understand the nature of Western philosophy and its methods
- Identify and ask philosophical questions
- Understand and analyse philosophical ideas in their historical contexts
- Explore relationships between philosophical questions and contemporary issues
- Engage in philosophical exchange
- Cultivate open-mindedness, reflecting critically on yours and others' thinking

How will I be assessed?

School assessed coursework could include:

- an essay
- a written analysis
- short-answer responses
- a written reflection
- Presentations
- a dialogue
- a research task
- end of unit exam

Which Year 10 subjects does this follow on from?

- History
- Literature

WHAT ELSE DO I NEED TO KNOW?

***This subject is being offered through a hybrid model (in-person and online) at Coburg High School. Students will attend in-person classes two hours per week, and online two hours per week. Students will be supported to travel to Coburg High School.**

SOCIOLOGY*

Units 1 and 2

Subject Overview

Students cultivate a sense of wonder and curiosity about people, cultures and environments throughout the world and develop knowledge and understanding of geographic phenomena. Students explore disasters and tourism, and students will learn the complexity of natural and human-induced geographic phenomena across the Earth's surface.

Unit 1 Description

Students explore the social category of youth and the institution of family. They analyse the way youth is constructed as a social category, and consider differing experiences of youth. Students investigate the institution of the family. They analyse how factors such as changing demographics, feminism, technology and government policy affect the institution of family.

Unit 2 Description

This unit focuses on the concepts of deviance and crime. Students explore types of rule breaking behaviour and examine traditional views of criminality and deviance to investigate why people commit crimes or engage in deviant behaviour. They consider the criminal justice system to understand how crime and deviance has changed over time.

What knowledge and skills will I build?

- Fieldwork, research and report writing
- Data analysis and interpretation
- Sophisticated online mapping technology
- Read, analyse and interpret maps, data and geographic information
- Evaluate the impacts of events and phenomena
- Predict and evaluate outcomes of changes and the impact on society
- Describe patterns of change

How will I be assessed?

- A range of school assessed coursework and an end of year exam.

Which Year 10 subjects does this follow on from?

- Legal Studies
- History
- Psychology

WHAT ELSE DO I NEED TO KNOW?

***This subject is being offered through a hybrid model (in-person and online) at Pascoe Vale Girls School. Students will attend in-person classes two hours per week, and online two hours per week. Students will be supported to travel to Pascoe Vale Girls School.**

2025 Maths Subjects

FOUNDATION MATHS

Units 1 and 2

Subject Overview

Foundation maths provides students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.

Unit 1 Description

Students will plan and conduct activities independently and collaboratively, communicate mathematical ideas. The areas of study for Foundation Mathematics Unit 1 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'.

Unit 2 Description

Students will apply techniques, routines and processes involving integer, rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algorithms, measures, equations and graphs, with and without the use of technology.

What knowledge and skills will I build?

Students will learn to apply techniques, routines and processes that involve involving integer, rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algorithms, measures, equations and graphs, with and without the use of technology.

How will I be assessed?

School assessed coursework could include:

- portfolio
- assignments
- tests
- solutions to sets of worked questions
- summary notes or review notes.
- Modelling tasks
- Problem solving tasks

Which Year 10 subjects does this follow on from?

- Year 10 Foundation Maths
- Year 10 General Maths

WHAT ELSE DO I NEED TO KNOW?

VCE Mathematics is NOT a compulsory subject.

Foundation Maths is the most accessible of the Maths options in VCE.

FOUNDATION MATHS

Units 3 and 4

Subject Overview

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society.

Unit 3 Description

- Algebra, number and structure
- Data analysis, probability and statistics
- Discrete mathematics
- Space and measurement

Unit 4 Description

- Algebra, number and structure
- Data analysis, probability and statistics
- Discrete mathematics
- Space and measurement

What knowledge and skills will I build?

Students will learn to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algebra, algorithms, measures, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

How will I be assessed?

- Mathematical investigations
- End of year examination

Where could this subject lead?

- Trades person
- Security officer
- Sales assistant
- TAFE and Uni degrees
- Bank Worker

WHAT ELSE DO I NEED TO KNOW?

VCE Mathematics is NOT a compulsory subject.

Foundation Maths is the most accessible of the Maths options in VCE.

GENERAL MATHS

Units 1 and 2

Subject Overview

Students build on the topics studied in Year 10 Mathematics, including linear algebra, statistics, geometry and financial arithmetic as well as some new topics: matrices, networks, number patterns and recursion. This course leads to General Mathematics Units 3 & 4.

Unit 1 Description

The areas of study for Unit 1 of General Mathematics are:

- Data analysis, probability and statistics
- Algebra, number and structure
- Functions, relations and graphs
- Discrete mathematics

Unit 2 Description

The areas of study for Unit 2 of General Mathematics are:

- Data analysis, probability and statistics
- Discrete mathematics
- Functions, relations and graphs
- Space and measurement

What knowledge and skills will I build?

- Apply mathematical techniques to solve routine rational and real arithmetic.
- Develop skill for mental, by hand and technology to for estimation and computation of tasks.

How will I be assessed?

A selection of the following tasks:

- Assignments
- Tests
- Solutions to sets of worked questions
- Summary notes or review notes
- Modelling tasks
- Problem solving tasks
- Mathematical investigations

Which Year 10 subjects does this follow on from?

- Year 10 General Maths
- Year 10 Extension Maths

WHAT ELSE DO I NEED TO KNOW?

VCE Mathematics is NOT a compulsory subject.

General Maths is more challenging than Foundation Maths.

GENERAL MATHS

Units 3 and 4

Subject Overview

Unit 3 & 4 General Mathematics focuses on real-life application of mathematics with a focus on data analysis, probability and statistics and discrete mathematics

Unit 3 Description

Students study 'Data Analysis' which includes univariate and bivariate data, linear modelling and time series data, and 'Recursion and Financial Modelling' which includes methods of calculating interest and depreciation, loans, annuities and perpetuities.

Unit 4 Description

Students study 'Matrices' which includes representing information in a matrix, matrix arithmetic, inverse matrices and transition matrices, and 'Networks and Decision Mathematics' which includes paths, circuits, spanning trees, shortest path problems, problems involving flow through a network and scheduling problems.

What knowledge and skills will I build?

Students will learn to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs

How will I be assessed?

- Mathematical investigations
- Modelling tasks
- Application tasks
- Problem solving tasks
- End of year examination

Where could this subject lead?

- Statistics
- Business
- Economics
- Teaching
- Architecture
- Accounting
- Science
- Nursing
- IT

WHAT ELSE DO I NEED TO KNOW?

VCE Mathematics is NOT a compulsory subject.

General Maths is more challenging than Foundation Maths.

MATHS METHODS

Units 1 and 2

Subject Overview

Provides an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics in a variety of practical and theoretical contexts. Designed to prepare for Maths Methods Units 3 & 4.

Unit 1 Description

Students study simple power and polynomial functions, introduction to rates of change and counting principles and their application to probability. The behaviour of functions and their graphs is to be explored in a variety of modelling contexts and theoretical investigations.

Unit 2 Description

Students study simple circular, exponential and logarithmic functions, the calculus of polynomial functions and related modelling applications. Students cover differentiation and antidifferentiation of polynomial functions by rule and related applications including the analysis of graphs. Students also cover computation of probabilities for compound events.

What knowledge and skills will I build?

Students should be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs and differentiation, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

How will I be assessed?

A selection of the following tasks:

- Assignments
- Tests
- Investigations
- Modelling tasks
- Problem solving tasks
- Solutions to sets of worked questions
- Summary notes or review notes

Which Year 10 subjects does this follow on from?

- Year 10 Extension Maths

WHAT ELSE DO I NEED TO KNOW?

Maths Methods is a highly challenging subject.

You will require a letter of recommendation from your Year 10 maths teacher to apply for this subject.

MATHS METHODS

Units 3 and 4

Subject Overview

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts.

Unit 3 Description

Students study functions, relations and graphs, applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs.

Unit 4 Description

Students study the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content including to probability distributions of discrete and continuous random variables and statistical inference.

What knowledge and skills will I build?

Students will learn to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference, with and without the use of technology.

How will I be assessed?

- Mathematical investigations
- Modelling tasks
- Application tasks
- Problem solving tasks
- End of year examination

Where could this subject lead?

- Insurance
- Engineering
- Finance
- Advanced University courses

WHAT ELSE DO I NEED TO KNOW?

Maths Methods is a highly challenging subject.

Satisfactory completion of Units 1 and 2 is required for enrolment in Units 3 and 4.

SPECIALIST MATHS*

Units 1 and 2

Subject Overview

Students undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof. These units are ideal for students who wish to study mathematics and/or engineering at a tertiary level.

Unit 1 Description

Students learn about Proof and number, graph theory, logic and algorithms, sequences and series, combinatorics and matrices..

Unit 2 Description

Students examine simulation, sampling and sampling distributions, trigonometry, transformations, vectors in the plane, complex numbers and functions, relations and graphs.

What knowledge and skills will I build?

- Ability to apply mathematical techniques, routines, and processes to solve real world and mathematical problems
- Development of mental and by-hand approaches to estimation and computation.
- Skills in the use of technology to solve both mathematical and real-world problems

How will I be assessed?

- Class tests
- Problem solving
- Modelling
- Extended investigation
- End of unit exam

Which Year 10 subjects does this follow on from?

- Year 10 Extension Maths

WHAT ELSE DO I NEED TO KNOW?

***This course is run mostly online through CHES.**

It is a highly advanced course.

Enrolment in Maths Methods 1&2 is also required.

SPECIALIST MATHS*

Units 3 and 4

Subject Overview

Students extend on their learnings by working on their approach to the areas of study in units 1 and 2 mathematical structure, reasoning and proof and applications across a range of modelling contexts.

Unit 3 Description

Students further investigate logic and proof, graphs of rational functions and quotient functions, complex numbers, differential equations and integral calculus, vectors and cartesian coordinate systems .

Unit 4 Description

Students investigate logic and proof, kinematics and rectilinear motion, vector calculus, data analysis, linear combination of random variables and hypothesis testing.

What knowledge and skills will I build?

- Ability to apply mathematical techniques, routines, and processes to solve real world and mathematical problems
- Development of mental and by-hand approaches to estimation and computation
- Skills in the use of technology to solve both mathematical and real-world problems

How will I be assessed?

- Class tests
- Problem solving
- Modelling
- Extended investigation
- End of year exam

Where could this subject lead?

- Engineering
- Pharmacy
- Biomedicine
- Statistics
- Science
- Computing
- Mathematics

WHAT ELSE DO I NEED TO KNOW?

***This course is run mostly online through CHES.**

It is a highly advanced course.

Enrolment in Maths Methods 3&4 is also required.

2025 Science Subjects

BIOLOGY

Units 1 and 2

Subject Overview

Biology investigates the processes involved in sustaining life. From single celled organisms to the multicellular, the subject will examine how life has evolved over time and the passing on of genetic information from one generation to the next.

Unit 1 Description

Students will examine the cell as the structural and functional unit of life. Students learn about cellular growth, replacement and death and the role of stem cells in cell specialisation. They explore how systems function through cell specialisation, and consider the role homeostatic mechanisms play in body maintenance.

Unit 2 Description

Students will explore reproduction and the transmission of biological information and the impact this has on species diversity. Students consider how the relationship between genes, the environment and epigenetic factors influence phenotypes. They can explain the inheritance of characteristics and analyse patterns.

What knowledge and skills will I build?

- Plan and conduct investigations
- Research key scientific concepts
- Use scientific communication
- Connect theories and ideas
- Draw conclusions

How will I be assessed?

May include:

- Case study analysis
- Comparing practicals
- Response to an issue
- Analysis of data
- Laboratory Reports
- Scientific poster
- Coursework
- Unit tests & exams

Which Year 10 subjects does this follow on from?

- General Science
- Biology
- Chemistry

WHAT ELSE DO I NEED TO KNOW?

Practical work is required

BIOLOGY

Units 3 and 4

Subject Overview

This subject studies the importance of cells, nucleic acids and proteins in cellular processes and biochemical pathways. It identifies how the human immune system is highly specific. It also identifies how species are related and the impact of change events on a population's gene pool.

Unit 3 Description

Students investigate and analyse the workings of the cell from several perspectives. They examine the biological consequences of manipulating DNA and applying biotechnologies. Students design a scientific investigation related to cellular processes and/or responses to challenges over time.

Unit 4 Description

Students study the human immune system to provide immunity. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease. They also consider how evolutionary biology is based on the accumulation of evidence over time.

What knowledge and skills will I build?

- Plan and conduct investigations
- Research key scientific concepts
- Use scientific communication
- Connect theories and ideas
- Draw conclusions

How will I be assessed?

May include:

- Case study analysis
- Response to an issue
- Analysis of data
- Comparing practicals
- Scientific poster
- Coursework
- Unit tests & exams

Where could this subject lead?

- Botany
- Genetics
- Health care
- Pharmacy
- Biotechnology
- Ecology

WHAT ELSE DO I NEED TO KNOW?

Practical work is required.

CHEMISTRY

Units 1 and 2

Subject Overview

Students learn about the diversity of materials from the atomic level through to the molecular level, as well as the uniqueness of water. The chemistry course provides students the opportunity for independent and collaborative work through investigations, literature reviews, research and the application of the theory to real-life scenarios.

Unit 1 Description

Students investigate the chemical structures and properties of a range of materials and consider how innovations lead to more sustainable products through the use of renewable raw materials and a transition from a linear economy towards a circular economy. Students conduct a range of practical investigations to explore the theory aspects.

Unit 2 Description

Students compare different substances dissolved in water and the gases that may be produced in chemical reactions. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

What knowledge and skills will I build?

- Data collection and analysis
- Quality control
- Sustainability concepts
- Planning investigations
- Social, economic, legal, ethical And political impacts
- Scientific communication

How will I be assessed?

May include:

- Media analysis
- Modelling & simulation
- Analysis of data
- Laboratory Reports
- Scientific poster
- Coursework
- Unit tests & exams

Which Year 10 subjects does this follow on from?

- Chemistry
- General Science
- Forensic science

WHAT ELSE DO I NEED TO KNOW?

Practical work is required.

CHEMISTRY

Units 3 and 4

Subject Overview

This explores the factors that increase the efficiency and yield of a chemical manufacturing process. It looks at energy options and the minimisation of their impact. It also looks at the carbon atom having unique characteristics and investigates the structural features, bonding, typical reactions and uses of the major families of organic compounds.

Unit 3 Description

Students investigate the chemical production of energy. They explore how innovation and sustainability principles can be applied to produce energy while minimising possible harmful effects. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

Unit 4 Description

Students investigate the structures and reactions of organic compounds, including considering how green chemistry principles are applied in the production of compounds. Students conduct practical investigations related to the synthesis of organic compounds, identification of functional groups, titrations, solvent extraction and distillations.

What knowledge and skills will I build?

- Data collection and analysis
- Quality control
- Sustainability concepts
- Planning investigations
- Social, economic, legal, ethical and political impacts
- Scientific communication

How will I be assessed?

May include:

- Media analysis
- Modelling & simulation
- Analysis of data
- Laboratory Reports
- Scientific poster
- Coursework
- Unit tests & exams

Where could this subject lead?

- Biochemistry
- Dietetics
- Engineering
- Food technology
- Forensic science
- Medicine
- Nursing
- Pharmacy

WHAT ELSE DO I NEED TO KNOW?

Practical work is required.

ENVIRONMENTAL SCIENCE*

Units 1 and 2

Subject Overview

Environmental science is an interdisciplinary, investigative science that explores the interactions and interconnectedness between humans and their environments, and analyses the functions of both living and non-living elements that sustain Earth systems.

Unit 1 Description

Students examine the processes and interactions occurring within and between Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere, focusing on how ecosystem functioning can be influenced. They explore how changes that have taken place throughout history are fundamental to predicting the likely impact of future changes.

Unit 2 Description

Students consider pollution and food and water security as complex and systemic environmental challenges being faced. They examine a range of pollutants that are emitted or discharged into Earth's air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water.

What knowledge and skills will I build?

- Plan and conduct investigations
- Analysis of data
- Use scientific communication
- Fieldwork
- Problem solving

How will I be assessed?

May include:

- Literature reviews
- Media analysis
- Modelling & simulation
- Analysis of data
- Laboratory Reports
- Scientific poster
- Coursework
- Unit tests & exams

Which Year 10 subjects does this follow on from?

- Environmental Science
- General Science

WHAT ELSE DO I NEED TO KNOW?

This subject is being offered through a hybrid model (in-person and online) at Glenroy College. Students will attend in-person classes two hours per week, and online two hours per week.

PHYSICS

Units 1 and 2

Subject Overview

By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the laws of nature. Students will consider thermal concepts, explain electricity and consider the origins and formation of matter, as well as explore the power of experiments in developing models and theories.

Unit 1 Description

Students examine some of the fundamental ideas and models used by physicists to understand and explain energy. Models to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply ideas to issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

Unit 2 Description

Students explore 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 research concepts they are interested in, plan investigations, collect data and make conclusions over the semester.

What knowledge and skills will I build?

- Plan and conduct investigations
- Research key scientific concepts
- Use scientific communication
- Connect theories and ideas
- Draw conclusions

How will I be assessed?

May include:

- Media analysis
- Modelling & simulation
- Analysis of data
- Laboratory Reports
- Scientific poster
- Coursework
- Unit tests & exams

Which Year 10 subjects does this follow on from?

- Physics
- General Science
- Maths

WHAT ELSE DO I NEED TO KNOW?

Practical work is required.

A strong understanding of mathematics is highly advantageous in this subject.

PHYSICS

Units 3 and 4

Subject Overview

Students consider the complexity that exists between theory and experiment in generating models to explain natural phenomena. Ideas that attempt to explain how the Universe works have changed over time, with some experiments and ways of thinking having had a significant impact on the understanding of the nature of energy, light, matter and motion.

Unit 3 Description

Students use Newton's laws to investigate motion and compare and contrast three fundamental fields - gravitational, magnetic and electric. Students examine the production of electricity and its delivery to homes.

Unit 4 Description

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 and use a particle model to better explain some observations of light.

What knowledge and skills will I build?

- Plan and conduct investigations
- Research key scientific concepts
- Use scientific communication
- Connect theories and ideas
- Draw conclusions

How will I be assessed?

May include:

- Media analysis
- Modelling & simulation
- Analysis of data
- Laboratory Reports
- Scientific poster
- Coursework
- Unit tests & exams

Where could this subject lead?

- Engineering
- Electrician
- Aviation
- Space science
- Radiology
- Physicist

WHAT ELSE DO I NEED TO KNOW?

Practical work is required.

A strong understanding of mathematics is highly advantageous in this subject.

PSYCHOLOGY

Units 1 and 2

Subject Overview

Explores how people think, feel and behave by exploring the connection between the brain and behaviour. Students look into the role of the brain as well as the possible impacts of brain damage and the potential to change the way the brain works through plasticity. Students also consider the broader social and cultural influences on individual brain development and across groups of individuals.

Unit 1 Description

Students examine the nature of psychological development and examine the contribution that classical and contemporary knowledge has made to our understanding. They investigate the structure and function of the human brain and the role it plays in mental processes and behaviour and explore how damage may affect the brain.

Unit 2 Description

Students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. They explore a variety of factors and contexts that can influence the behaviour and examine the contribution that research has made to the understanding of human perception and behaviour.

What knowledge and skills will I build?

- Plan and conduct investigations
- Research key principles
- Use scientific communication
- Connect theories and ideas
- Apply models, theories & concepts

How will I be assessed?

May include:

- Media analysis
- Case study analysis
- Modelling & simulation
- Analysis of data
- Laboratory Reports
- Scientific poster
- Coursework
- Unit tests & exams

Which Year 10 subjects does this follow on from?

- Psychology
- General Science

WHAT ELSE DO I NEED TO KNOW?

Completion of Year 10 Psychology is not required to enrol in this subject.

PSYCHOLOGY

Units 3 and 4

Subject Overview

Students investigate the contribution that research has made to the understanding of the functioning of the nervous system and the factors that influence learning and memory. They explore the demand for sleep and the influences of sleep on mental wellbeing and look at the concept of social and emotional well being as multidimensional and influenced by a range of factors

Unit 3 Description

Students investigate the nervous system and explore how stress may affect a person's functioning. They investigate how mechanisms of learning and memory lead to gaining knowledge and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory.

Unit 4 Description

Students explore the concept of sleep and ways that mental wellbeing may be defined. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach to understand specific phobia and explore how it can be supported by considering the biopsychosocial protective factors.

What knowledge and skills will I build?

- Plan and conduct investigations
- Research key principles
- Use scientific communication
- Connect theories and ideas
- Apply models, theories & concepts

How will I be assessed?

May include:

- Media analysis
- Case study analysis
- Modelling & simulation
- Analysis of data
- Laboratory Reports
- Scientific poster
- Coursework
- Unit tests & exams

Where could this subject lead?

- Counselling
- Education
- Forensic science
- Research
- Health care

WHAT ELSE DO I NEED TO KNOW?

2025 Technology Subjects

ALGORITHMICS*

Units 3 and 4

Subject Overview

Students can explore solutions to a range of real-world problems, including complex systems and the interactions between variables in those systems. Some examples of these potential real-world applications of algorithms include air traffic control systems, public transport networks, social media algorithms, mobile phone service tower systems, delivery service optimisation, real estate investments, algorithms for artistic effects in photography, the modelling of chemical reactions using algorithms, and much more.

Unit 3 Description

Students focus on how algorithms are used for solving complex problems. Students learn how to design and graph algorithms to model real-world information problems.

Unit 4 Description

Students focus on the performance of algorithms including the scope and limitations of them. They study techniques for formal analysis and learn to apply these.

What knowledge and skills will I build?

- the capacity or potential for developing strong problem-solving skills
- solving real-world problems using computational methods

How will I be assessed?

A range of school assessed coursework and an end of year exam.

Where could this subject lead?

- Computer science
- Software engineering

WHAT ELSE DO I NEED TO KNOW?

***This course is available in a hybrid model through CHES, and students must be recommended by their Maths teacher and the sub-school.**

You must have successfully completed VCE Mathematical Methods Units 1 & 2

APPLIED COMPUTING

Units 1 and 2

Subject Overview

Students orient themselves towards the future, with an awareness of the technical and societal implications of digital systems. Students focus on the application of the problem-solving methodology to create digital solutions that meet specific needs. They also consider the threats to data, information and software security that exist in modern society. The study is underpinned by four key concepts: digital systems, data and information, approaches to problem solving and interactions and impact.

Unit 1 Description

Students focus on how data and information can be used to meet a range of users' current and future needs. They use a programming language to develop working software solutions.

Unit 2 Description

Students focus on developing innovative solutions to needs or opportunities that they have identified. They propose strategies for reducing security risks to data and information in a networked environment. Students continue developing their programming skills using the Problem Solving Methodology.

What knowledge and skills will I build?

- Programming skills, typically in Python
- Use a software tool to create data visualisations
- Research and investigate network security and solutions
- Ability to work with others to propose and build an innovative solution

How will I be assessed?

School assessed coursework could include:

- Create working solutions using a programming language
- Using digital systems to create an innovative solution in response to a need
- Written reports and end of unit exams

Which Year 10 subjects does this follow on from?

- Robotics
- Digital Applications

WHAT ELSE DO I NEED TO KNOW?

Applied Computing Unit 1 and 2 leads onto Software Development Unit 3 and 4 or Data Analytics Unit 3 and 4.

SOFTWARE DEVELOPMENT

Units 3 and 4

Subject Overview

Students investigate how technology is evolving rapidly, providing opportunities for enterprising individuals to create new technologies and innovative uses for existing technologies. Students build the knowledge and skills required to adapt to a dynamic technological landscape. Students build capabilities in critical and creative thinking, and they are provided with practical opportunities and choices to create digital solutions for real-world problems in a range of settings.

Unit 3 Description

Students develop working software modules using an object-oriented programming language, typically the same language used in Units 1 and 2. They apply the Problem-Solving Methodology and reinforce their understanding of analysis, design and development. Students analyse a need or opportunity and interact with a client to plan and design a software solution. Area of Study 2 forms the first part of a School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Unit 4 Description

Students focus on how the information needs of individuals and organisations are met through the creation of software solutions. Students apply the problem-solving stages of development and evaluation to develop their preferred design from Unit 3 Outcome 2 into a working solution. They examine the security practices of organisations and evaluate the risks to software and data during the development and use of software solutions.

What knowledge and skills will I build?

- Advanced programming skills
- Analytical skills
- Critical and creative thinking
- Practical knowledge of digital applications and software creation
- Networks and Cyber Security

How will I be assessed?

- Programming skill SACs
- Cyber Security SAC responding to a network case study
- A major design & development SAT
- End of year exam

Where could this subject lead?

- Computer Science
- Cybersecurity
- Engineering
- Network Security
- Robotics
- STEM courses

WHAT ELSE DO I NEED TO KNOW?

Software Development is ideal for students with strong logic and mathematical skills.

Equipment needed: laptop and digital storage items (external HDD recommended).

FOOD STUDIES

Units 1 and 2

Subject Overview

Students explore food from a wide range of perspectives, both past and present patterns of eating as well as global food production systems. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends. Practical work includes cooking, demonstrations creating and responding to design briefs.

Unit 1 Description

Students investigate the origins and roles of food through time and across the world. They explore how humanity has historically sourced its food from hunter-gatherer to rural-based agriculture. Students will also look at Indigenous food and culinary practices and how food patterns have changed over time. Throughout the unit students will complete a range of practical activities.

Unit 2 Description

Students consider the effective provision and preparation of food in the home and analyse the benefits and challenges of developing and using practical food in daily life. Students look at commercial food production industries and food production in small-scale domestic settings. Students use practical skills and knowledge to produce foods, design new food products and adapt recipes.

What knowledge and skills will I build?

- Build practical food skills in planning, preparing and cooking ensuring food safety
- Apply principles of nutrition, food science and sensory evaluation to food planning and preparation
- Research and discuss issues relating to our food system

How will I be assessed?

- Practical Activities
- Oral presentations and/or practical demonstrations
- Written Reports
- Designing and producing a food solution
- Research inquire report

Which Year 10 subjects does this follow on from?

- Food Technology

WHAT ELSE DO I NEED TO KNOW?

In a week, the 4 periods of Food Studies, up to 2 periods will be allocated to cooking and at least 2 periods will be theory, as directed by the VCAA subject study design.

FOOD STUDIES

Units 3 and 4

Subject Overview

Students explore food from a wide range of perspectives, both past and present patterns of eating as well as global food production systems. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends. Practical work includes cooking, demonstrations creating and responding to design briefs.

Unit 3 Description

Students investigate the many roles and everyday influences of food. They explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. They also focus on influences on food choice; how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments.

Unit 4 Description

Students examine debates about Australia's food systems and key issues relating to the challenge of adequately feeding a rising world population. Students focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make food choices.

What knowledge and skills will I build?

- Physiology and conditioning of appetite, satiety and the sensory appreciation of food.
- Evaluation of nutritional quality of foods and meals.
- Analysing the role of media in shaping food information and influencing food choice.

How will I be assessed?

- Practical activities
- Oral presentation and/or practical demonstration
- Annotated visual reports
- Designing and producing a practical food solution
- Research inquiry report

Where could this subject lead?

- Chef
- Baker
- Nutritionist
- Teacher
- Catering

WHAT ELSE DO I NEED TO KNOW?

In a week, the 4 periods of Food Studies, up to 2 periods will be allocated to cooking and at least 2 periods will be theory. As directed by the VCAA subject study design.

PRODUCT DESIGN AND TECHNOLOGIES

Units 1 and 2

Subject Overview

Students focus on the Double Diamond design approach. They investigate and define needs and/or opportunities. They generate and design when proposing graphical product concepts using visualisations, design options and working drawings. This gives them the opportunity to demonstrate design thinking that incorporates critical, creative and speculative thinking.

Unit 1 Description

On completion of this unit the student should be able to apply design thinking strategies to research, critique and communicate a response to a need or opportunity and work collaboratively and in teams to develop and propose graphical product concepts that address a design brief.

Unit 2 Description

Students explore opportunities to work collaboratively with end users to create positive impacts and minimise harm by supporting increased belonging, access, usability and/or equity through inclusive product design. Students research designs across a range of design specialisations, and critique products to make judgments about their success (or failure) using the factors that influence product design.

What knowledge and skills will I build?

- Double Diamond design approach
- Design thinking strategies
- Working in teams
- Developing and responding to criteria
- Evaluating designs
- Research methods

How will I be assessed?

Assessment of:

- Design thinking and evaluation
- Practical Work
- Collaboration
- Tests
- End of unit exam

Which Year 10 subjects does this follow on from?

- Product Design

WHAT ELSE DO I NEED TO KNOW?

This subject leads to Unit 3 and Unit 4 Product Design.

PRODUCT DESIGN AND TECHNOLOGIES

Units 3 and 4

Subject Overview

Students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s). They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes.

Unit 3 Description

Students plan to develop an ethical product through a problem-based design approach, starting with a need or opportunity and using a design process and testing to problem-solve. The design brief, product concepts and the final proof of concept are developed through the Double Diamond design approach, using design thinking.

Unit 4 Description

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

What knowledge and skills will I build?

- Importance of research and development
- Design thinking and innovation
- Product development
- Market Research
- Evaluating products
- Risk management
- Project management

How will I be assessed?

- Design folio and Production work
- Structured, annotated design brief
- Unit Tests
- Written report
- End of year exam

Where could this subject lead?

- Construction
- Engineering
- Fabrication
- Fashion Design
- Industrial Design
- Jewellery
- Transport Design
- Metal Work
- Textiles

WHAT ELSE DO I NEED TO KNOW?

Ideally students should complete Unit 1 and 2 Product Design first. Any questions please discuss with VCE coordinator or Domain leader.

2025 Extended Investigation Subjects

EXTENDED INVESTIGATION*

Units 3 and 4

Subject Overview

Students develop, refine and extend knowledge and skills in independent research and to carry out an investigation that focuses on a rigorous research question.

Students develop their capacity to explore, justify and defend their research findings in both oral and written forms to an educated non-specialist audience. Students develop and construct a research question, understand and apply ethical and robust research methods, explore a chosen area of investigation in depth, conduct a review of relevant literature, develop skills in research project management, rigorously analyse and evaluate findings and results, develop skills in written and oral presentation of research findings, and develop as independent, critical and reflective learners.

Aspects of critical thinking such as analysing, evaluating and synthesising information and reasoning logically are integral to the process of formulating and developing an investigation. As well as critiquing the strengths and the weaknesses of the arguments and conclusions of other researchers, students also need to apply critical thinking to their research question, methodology and research findings.

Unit 3 Description

Students develop skills in question construction and design, explore the nature and purpose of research and research methodologies, critically review research literature, and identify a specific research question.

Unit 4 Description

This unit is comprised of two parts that together constitute the student's completion of their investigation. The results of the investigation are presented in a final written report and in an oral presentation to an educated non-specialist audience.

What knowledge and skills will I build?

- develop and refine critical thinking and independent research skills such as analysing,
- evaluating, synthesizing and reasoning
- carry out extensive research in an area of choice based on your interests
- academic writing and presentation capabilities, offering excellent preparation for university.

How will I be assessed?

A range of school assessed coursework and an end of year exam.

Where could this subject lead?

The skills that students develop in VCE Extended Investigation are essentially transferable to any higher education course because critical thinking and effective research skills are central to university study.

WHAT ELSE DO I NEED TO KNOW?

***This course is available in a hybrid model through CHES, and students must be recommended by a teacher and the sub-school. This is a highly advanced, independent subject.**

2025 VCE VM (Vocational Major) Subjects

VM LITERACY

Units 1 and 2

Subject Overview

In Literacy, students learn practical English skills that will help them while studying and working. Students learn an applied version of English that gets them ready for the real world. Students learn analytical skills, reading and writing, as well as speaking and listening skills.

Unit 1 Description

Students will study, literacy for personal use, and digital media. They will focus on the structures and features of a range of texts – print, visual and film. Students will study a range of topics (some of which they get to choose!) and look at the ways in which different texts are created for different reasons and audiences.

Unit 2 Description

Students will study current issues. They will focus on language and visuals used to influence an audience. As well as how language is used to persuade audiences. Students will consider their own perspectives on issues and develop reasoned and logical responses; they will also use their newfound skills in persuasion to sway their audience in a project.

What knowledge and skills will I build?

- Practical writing skills
- Skills in planning, drafting and editing work
- How to analyse different texts
- Compare and contrast different texts

How will I be assessed?

- Reflective journals
- Research Tasks
- Writing Samples
- Oral Presentations
- Video text

Which Year 10 subjects does this follow on from?

- English

WHAT ELSE DO I NEED TO KNOW?

In Literacy, students will learn practical English skills. Students will also get to have an input into topics they will be studying.

VM LITERACY

Units 3 and 4

Subject Overview

In Literacy, students expand on practical English skills that will help them while studying and working. Students extend their knowledge of applied English to ensure they are ready for the workforce and/or further study. Students expand on their analytical skills, reading and writing, as well as speaking and listening skills.

Unit 3 Description

Develop confidence in understanding and accessing informational, organisational and procedural texts. In this unit, students learn to understand the purpose, audience and content presented in a variety of informational, organisational and procedural texts through application of knowledge to real-life documents.

Unit 4 Description

Literacy enhances critical reading and writing skills, focusing on complex texts and effective communication. Students engage with diverse genres, develop analytical abilities, and refine their writing for various purposes, preparing for academic and professional contexts. This unit cultivates advanced literacy essential for lifelong learning.

What knowledge and skills will I build?

- Critical Reading skills.
- Enhanced writing skills to use for various purposes.
- Improve public speaking and presentation skills.
- Communication and Research Skills:
- Become an independent learner.

How will I be assessed?

- Written assignments
- Oral Presentations
- Research projects
- Digital presentations

Where could this subject lead?

- Further study (TAFE)
- Full Time work
- Full Time Apprenticeship

WHAT ELSE DO I NEED TO KNOW?

Students must pass both units 3 AND 4 Literacy to be eligible for a VCE VM certificate.

VM NUMERACY

Units 1 and 2

Subject Overview

Both units of Numeracy develop practical mathematical skills for everyday contexts and workplace settings. Students enhance their ability to apply numeracy to solve real-world problems, focusing on financial literacy, measurement, data interpretation, and effective communication of mathematical information.

Unit 1 Description

Unit 1 introduces practical numeracy skills, focusing on everyday contexts. Students learn to apply mathematical concepts in real-world scenarios, including budgeting, measurement, and data interpretation, enhancing their problem-solving abilities and financial literacy.

Unit 2 Description

Unit 2 builds on foundational skills, emphasising workplace applications of numeracy. Students engage in projects that require advanced mathematical reasoning, data analysis, and effective communication of quantitative information in professional settings.

What knowledge and skills will I build?

- Practical application of numeracy in everyday and workplace contexts
- Financial literacy and budgeting
- Measurement and data interpretation
- Effective communication of mathematical information

How will I be assessed?

- Practical projects
- Written assignments and reports
- Oral presentations and communication of mathematical ideas
- Peer and self-assessments

Which Year 10 subjects does this follow on from?

- Maths

WHAT ELSE DO I NEED TO KNOW?

This subject gives students the numeracy skills they need to be ready for the workforce.

VM NUMERACY

Units 3 and 4

Subject Overview

Units 3 and 4 of VCEVM Numeracy focus on advanced numeracy skills applicable in workplace and community contexts. Students tackle complex problems, develop critical thinking, and enhance their ability to interpret and communicate quantitative information effectively through practical projects and real-world applications.

Unit 3 Description

Unit 3 emphasises advanced numeracy skills in workplace scenarios. Students tackle complex problems, develop critical thinking, and enhance their ability to interpret and communicate quantitative information effectively through practical projects and real-world applications.

Unit 4 Description

Unit 4 focuses on applying numeracy in community and workplace contexts. Students work on projects involving statistical analysis, measurement, and budgeting, enhancing their ability to interpret and communicate quantitative data effectively.

What knowledge and skills will I build?

- Advanced problem-solving and critical thinking
- Data analysis and statistical interpretation
- Financial management and budgeting
- Effective communication of quantitative information

How will I be assessed?

- Practical projects and real-world tasks
- Written reports and data analysis
- Oral presentations and communication of findings
- Peer and self-assessments

Where could this subject lead?

- Students will be further prepared for the workplace.

WHAT ELSE DO I NEED TO KNOW?

This subject gives students the numeracy skills they need to be ready for the workforce.

VM PERSONAL DEVELOPMENT SKILLS (PDS)

Units 1 and 2

Subject Overview

This subject focuses on enhancing students' personal growth, teamwork, and leadership abilities. Through practical activities and projects, students develop self-awareness, goal-setting, problem-solving, and effective communication skills, preparing them for active and responsible participation in personal, social, and professional contexts.

Unit 1 Description

Unit 1 focuses on self-awareness and personal growth. Students engage in activities to enhance their understanding of personal strengths, set goals, and develop problem-solving and communication skills, preparing them for effective participation in various personal and social contexts.

Unit 2 Description

Unit 2 emphasizes teamwork and community involvement. Students participate in group activities and projects, developing leadership, collaboration, and organisational skills. This unit prepares students for active, responsible participation in community and professional settings.

What knowledge and skills will I build?

- Teamwork and collaboration
- Leadership
- Community Engagement
- Self - awareness
- Organisational Skills

How will I be assessed?

- Participation in group projects
- Leadership roles in team activities
- Written reflections and self-assessments
- Demonstrated ability to set and achieve personal goals

Which Year 10 subjects does this follow on from?

- There are no prerequisites for this subject.

WHAT ELSE DO I NEED TO KNOW?

This subject gets students up and moving, working as a team, and focusing on developing essential skills to be a successful leader, and team player.

VM PERSONAL DEVELOPMENT SKILLS (PDS)

Units 3 and 4

Subject Overview

VCEVM Personal Development Skills Units 3 and 4 focus on advanced personal and professional growth. Students explore leadership theory, conflict resolution strategies, and ethical decision-making. Through practical learning and real-world applications, they enhance their leadership and interpersonal skills, and ethical awareness, preparing for leadership roles in diverse contexts.

Unit 3 Description

This unit explores leadership theories and practices. Students analyse effective leadership styles, develop conflict resolution strategies, and examine ethical decision-making frameworks. Through simulations and case studies, they use their teamwork skills, interpersonal communication abilities, and ethical awareness to prepare for leadership roles in various settings.

Unit 4 Description

This unit focuses on advanced leadership applications. Students engage in real-world leadership projects, applying theoretical knowledge to practical contexts. They refine their leadership styles, strategic planning abilities, and ethical decision-making skills, preparing for leadership roles in complex and dynamic environments.

What knowledge and skills will I build?

- Advanced leadership abilities
- Conflict resolution strategies
- Organisation and planning skills
- Practical experience through real-world projects

How will I be assessed?

- Teamwork and Leadership project
- Analysis of leadership styles and strategies
- Group projects
- Presentations on leadership experiences and lessons learned

Where could this subject lead?

- Becoming a leader in the workplace

WHAT ELSE DO I NEED TO KNOW?

This subject allows students to get out of the classroom and plan and organise school events, for example: Lunch time activities, BBQs and excursions.

VM WORK RELATED SKILLS (WRS)

Units 1 and 2

Subject Overview

This subject focuses on developing essential workplace competencies. Students engage in practical activities to build communication, teamwork, and problem-solving skills, preparing them for diverse professional environments and enhancing their employability.

Unit 1 Description

This unit focuses on foundational workplace skills. Students learn effective communication, teamwork, and basic problem-solving techniques through hands-on activities, preparing them for entry-level employment and fostering a strong work ethic.

Unit 2 Description

Unit 2, builds on foundational skills by focusing on advanced workplace competencies. Students engage in projects to enhance critical thinking, complex problem-solving, and leadership abilities, preparing them for more advanced roles in the workforce.

What knowledge and skills will I build?

- Effective communication techniques
- Teamwork and collaboration skills
- Basic and advanced problem-solving abilities
- Leadership and critical thinking skills

How will I be assessed?

- Participation in practical workplace simulations
- Research Tasks
- Written reflections on workplace scenarios
- Oral Presentations

Which Year 10 subjects does this follow on from?

- There are no prerequisites for this subject

WHAT ELSE DO I NEED TO KNOW?

In this subject learn all about the workforce and safe at work practices. Linked to this subject is the Structured Workplace Learning – work placement that takes place one day per week.

VM WORK RELATED SKILLS (WRS)

Units 3 and 4

Subject Overview

This subject focuses on enhancing students' employability through advanced problem-solving, teamwork, and communication skills. Practical projects and industry placements provide hands-on experience, preparing students for diverse career paths and professional success.

Unit 3 Description

Unit 3 focuses on advanced problem-solving and communication skills needed in the workplace. Students participate in collaborative projects and learn about industry standards for wages, unions and governing bodies. Student develop practical competencies and preparing for real-world employment scenarios.

Unit 4 Description

Unit 4 emphasises teamwork and project management in workplace settings. Students engage in industry-specific tasks, enhancing their professional skills and readiness for employment through practical experience and collaborative efforts.

What knowledge and skills will I build?

- Advanced problem-solving and critical thinking
- Effective communication and teamwork
- Project management and organizational skills
- Industry-specific technical competencies

How will I be assessed?

- Practical projects
- Performance in real-world tasks
- Written reflections and reports
- Peer and self-assessments
- Role plays

Where could this subject lead?

- Being prepared for the workplace.

WHAT ELSE DO I NEED TO KNOW?

This class gives students the knowledge they need to enter the workplace, e.g. How much should you be getting paid? Who do you turn to if you have an issue at work?

2025 VET (Vocational Education and Training) Courses

CERTIFICATE III IN BEAUTY SERVICE

Course Overview

This course will give you the skills to confidently deliver treatments such as waxing, make-up, nail technology, lash and brow treatments, lash extensions, cosmetic tanning, demonstration and sales of retail skin care and other cosmetic products, effective communication, and the retail environment. If you enjoy working with people and want to build a career in the beauty services industry, this course is for you.

Senior Certificate Credit

VPC: Each completed 90-hour block of VET equals one VPC credit

VCE/VCE VM: Recognition of up to two VCE VET units at Units 1&2 level, and two VCE VET Unit 3-4 sequences.

ATAR: Students will be eligible for a 10% increment.

What knowledge and skills will I build?

- Conduct salon financial transactions
- Comply with organisational requirements within a personal services environment
- Apply safe hygiene, health and work practices
- Apply cosmetic tanning products
- Advise on beauty products and services
- Provide lash and brow services
- Provide waxing services
- Design and apply make-up
- Provide manicure and pedicure services
- Research and apply beauty industry information
- Provide salon services to clients

Where could this subject lead?

- Cosmetic Consultant
- Nail Technician
- Waxing Technician
- Spray Tanning Specialist
- Manicure and Pedicure Specialist
- Make-Up Artist
- Beautician
- Freelance Beauty Consultant
- Cosmetic or Beauty Equipment
- Sales Representative

WHAT ELSE DO I NEED TO KNOW?

This course is offered at Glenroy College, but students from other schools will also be enrolled in this course.

CERTIFICATE III IN BUSINESS

Course Overview

The aim of this program is to provide participants with knowledge and skill development to enhance their employment prospects within the business administration field.

Senior Certificate Credit

VPC: Each completed 90-hour block of VET equals one VPC credit

VCE/VCE VM: Recognition of up to two VCE VET units at Units 1&2 level, and two VCE VET Unit 3-4 sequences.

ATAR: Students will be eligible for a 10% increment. Note:

Students are strongly advised against undertaking the scored Unit 3-4 sequence without first completing Units 1&2 because Unit 3-4 sequences are not designed for standalone study.

What knowledge and skills will I build?

- Organise workplace information
- Design and produce business documents
- Recommend products and services
- Organise personal work priorities and development
- Maintain business resources
- Process customer complaints
- Work effectively with diversity
- Maintain financial records
- Contribute to effective workplace relationships
- Support operational plan
- Provide workplace information and resourcing plans

Where could this subject lead?

- Administrative/ Office Assistant
- Information Officer
- Hotel or Motel Manager
- Human Resource Manager
- Logistics Clerk
- Customer Services Officer
- Receptionist
- Health Administration
- Office Manager
- Public Relations Officer
- Secretary
- Conveyancer
- Bank Worker
- Law Clerk
- Accountant

WHAT ELSE DO I NEED TO KNOW?

This course is offered at Glenroy College, exclusively for Glenroy College students.

CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE

Course Overview

This course provides students with the opportunity to support the implementation of an approved learning framework and support children's wellbeing, learning and development. Students will learn essential skills in areas such as how to communicate with children, support play and learning/basic development needs, provide food and basic health services including first aid and work health and safety processes.

Senior Certificate Credit

VPC: Each completed 90-hour block of VET equals one VPC credit

VCE/VCE VM: Recognition of up to two VCE VET units at Units 1&2 level, and two VCE VET Unit 3-4 sequences.

ATAR: Students will be eligible for a 10% increment. Note:

What knowledge and skills will I build?

- Implement and monitor environmentally sustainable work practices
- Work within a relevant legal and ethical framework
- Develop cultural competence
- Ensure the health and safety of children
- Provide care for children
- Promote and provide healthy food and drinks
- Provide care for babies and toddlers
- Support behaviour of children and young people
- Develop positive and respectful relationships with children

Where could this subject lead?

- Early Childhood Educator
- Early Years Teacher
- Family Day Care Educator
- Nanny
- Kindergarten Assistant
- Outside School Hours Care Educator
- Playgroup Supervisor

WHAT ELSE DO I NEED TO KNOW?

This course is offered at Pascoe Vale Girls College, and Glenroy College students will have priority access to this course.

CERTIFICATE III IN HEALTH SERVICES ASSISTANCE

Course Overview

This qualification reflects the role of workers who provide support for the effective functioning of health services. At this level workers complete tasks under supervision involving known routines and procedures or complete routine but variable tasks in collaboration with others in a team environment. Pathways may include employment into health and ancillary services assistance roles such as food services assistant (hospital), general hand (hospital), ward hand (hospital) and others.

Senior Certificate Credit

VPC: Each completed 90-hour block of VET equals one VPC credit

VCE/VCE VM: Recognition of up to two VCE VET units at Units 1&2 level, and two VCE VET Unit 3-4 sequences.

ATAR: Students will be eligible for a 10% increment.

What knowledge and skills will I build?

- Communicate and work in health or community services
- Work with diverse people
- Comply with infection prevention and control policies and procedures
- Participate in workplace health and safety

Where could this subject lead?

- Aged or Disability Carer
- Dental Assistant
- Therapy Aide
- Massage Therapist
- Paramedic
- Registered Nurse
- Counsellor
- Occupational Therapist
- Occupational Health and Safety Officer
- Dispensary Technician
- Medical Laboratory Assistant
- Health Promotion Officer

WHAT ELSE DO I NEED TO KNOW?

This course is offered at Glenroy College, but students from other schools will also be enrolled in this course.

All VCE VET Courses Available

Agriculture, Horticulture, Conservation and Ecosystem Management
- Certificate II in Agriculture
- Certificate II in Horticulture
- Certificate II in Conservation and Ecosystem Management
- Certificate II in Rural Operations

Animal Care
- Certificate II in Animal Care

Apparel, Fashion and Textiles
- Certificate II in Apparel, Fashion and Textiles

Applied Language
- Certificate II in Applied Language
- Certificate III in Applied Language

Automotive
- Certificate II in Automotive Vocational Preparation

Building and Construction
- Certificate II in Building and Construction Pre-apprenticeship
- Certificate II in Construction Pathways

Business
- Certificate II in Workplace Skills
- Certificate III in Business

Cisco
- Cisco – CCNA v7

Civil Infrastructure
- Certificate II in Civil Construction

Community Services
- Certificate II in Active Volunteering
- Certificate II in Community Services
- Certificate III in Community Services
- Certificate III in Early Childhood Education and Care

Creative and Digital Media
- Certificate II in Creative Industries
- Certificate III in Screen and Media

Dance
- Certificate II in Dance
- Certificate III in Dance

Electrical Industry
- Certificate II in Electrotechnology (Pre-vocational)
- Certificate II in Electrotechnology (Career Start)

Engineering Studies
- Certificate II in Engineering Studies

Equine Studies
- Certificate III in Equine Studies

Events and Tourism
- Certificate III in Events
- Certificate II in Tourism
- Certificate III in Tourism

Furnishing
- Certificate II in Furniture Making Pathways

Hair and Beauty
- Certificate II in Retail Cosmetics
- Certificate II in Salon Assistant
- Certificate III in Beauty Services
- Certificate III in Make-Up

Health
- Certificate II in Health Support Services
- Certificate III in Allied Health Assistance
- Certificate III in Health Services Assistance

Hospitality
- Certificate II in Hospitality
- Certificate II in Cookery

Information and Communications Technology
- Certificate II in Applied Digital Technologies
- Certificate III in Information Technology

Integrated Technologies
- Certificate II in Integrated Technologies

Laboratory Skills
- Certificate II in Sampling and Measurement
- Certificate III in Laboratory Skills

Music
- Certificate II in Music
- Certificate III in Music

Plumbing
- Certificate II in Plumbing (Pre-apprenticeship)

Small Business
- Certificate II in Small Business (Operations/Innovation)

Sport and Recreation
- Certificate II in Outdoor Recreation
- Certificate II in Sport and Recreation
- Certificate III in Sport, Aquatics and Recreation

Visual Arts
- Certificate II in Visual Arts
- Certificate III in Visual Arts