

Carrum Downs Secondary College

Respect Integrity Effort



Year 10, 11 and 12 Course Guide 2027

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Important Dates

Year 9 into 10 Student & Parent Info Session	Wed 15 th July 5pm-5:30pm
Pathways & Subject Expo	Wed 15 th July 5:30pm-7pm
Course Selection Interviews	Wed 22 nd July
Confirmation of Courses	Term 4 2026
Year 10 into 11 Student & Parent Info Session	Wed 15 th July 6pm-6:30pm
Pathways & Subject Expo	Wed 15 th July 5:30pm-6pm & 6:30pm-7pm
Course Selection Interviews	Wed 22 nd July
Confirmation of Courses	Term 4 2026

Introduction

Students moving into Year 10-12 should begin considering their future pathway beyond school, and our goal is to ensure that all students complete their school and successfully transition to either university, TAFE or full-time employment. It is essential that students transitioning to the senior years plan carefully and make informed decisions that enable them to fulfil both academic and personal goals.

The best advice is to choose studies:

- which the student enjoys
- in which the student is likely to achieve success
- that the student may need for future study (prerequisites) or work
- which maintain and develop the student's special skills and talents

Carrum Downs Secondary College is committed to supporting you and your child as they commence the next stage of their career journey. Throughout their middle years of schooling, students have engaged in careers focused assemblies, Morrisby profiling, career expos, and numerous activities conducted in Connect class which prepare them to consider options for 2027. The pinnacle of this process is to select specific pathways and subjects, with the support of course counselling interviews.

Year 10 Programs

Students undertaking Year 10 have the option to choose a **Mainstream**, **Accelerated** or **Applied Learning** program:

Mainstream Program

English Core Choice

Mathematics Core Choice

Elective Choice 1*

Elective Choice 2*

Elective Choice 3*

Elective Choice 4*

Elective Choice 5*

Elective Choice 6*

Mini-Block Elective Choice 1

Mini-Block Elective Choice 2

**Students should choose from across multiple learning areas so that their options remain open in senior school.*

Accelerated Program

English Core Choice

(Advanced English or General English)

Mathematics Core Choice

(Mathematics Methods or General Mathematics)

VCE Unit 1/2 (Accelerated Subject)**

Elective Choice 1*

Elective Choice 2*

Elective Choice 3*

Elective Choice 4*

Mini-Block Elective Choice 1

Mini-Block Elective Choice 2

**Students should choose from across multiple learning areas so that their options remain open in senior school.*

***Students wishing to undertake VCE Unit 1/2 Outdoor & Environmental Studies are advised to begin their studies in Year 10 (Accelerated Program). This means VCE Unit 3/4 Outdoor Education will be completed in Year 11.*

Applied Learning Program

English Core Choice

(Foundation English or General English)

Mathematics Core Choice

(Foundation Mathematics or General Mathematics)

Applied Work Skills

Elective Choice 1*

Elective Choice 2*

Elective Choice 3*

Elective Choice 4*

Mini-Block Elective Choice 1 and 2 OR VET Subject**

****Limited VET options available**

**Students should choose from across multiple learning areas so that their options remain open in senior school.*

Year 10 Subject List

Core Choices

8 periods per fortnight / whole year

ENGLISH (Choose 1)

Advanced English
General English
Foundation English

MATHEMATICS (Choose 1)

Mathematical Methods
General Mathematics
Foundation Mathematics

Elective Choices

9 periods per fortnight / 1 semester

SCIENCE

Biology and Environmental Science
Chemistry
General Science
Physics
Psychology

HUMANITIES

Business and Economics
Geography
History
Legal Studies

HEALTH & PE

Advanced Physical Education (VCE Pathway)
Fitness & Performance
Girls Got Game
Health & Human Development
Team Sports (Practical PE subject)

ART

Art \$100
Drama
Media
Visual Communication Design \$50

TECHNOLOGY

Café \$75
Engineering \$100
Food Studies \$100
Wood Technology \$100

APPLIED WORK SKILLS*

**For Applied Learning Program students only*

Mini-Block Elective Choices

6 periods per fortnight / 1 semester

ENGLISH

Ancient Greek Mythology
Journalism: Current Issues

SCIENCE

Astronomy & Astrophysics
Forensic Investigation
Marine Biology

HUMANITIES

Advertising & Marketing
History's Mysteries

HEALTH & PE

Outdoor Education \$400
Team Sports

ART

Art & Design
Music

TECHNOLOGY

Café \$50
Wood Technology \$75

STEAM

STEAM

ASPIRE

Basketball
Mountain Biking
Performing Arts

Year 10 Accelerated Study

Undertaking a VCE Subject

Students undertaking Year 10 have the option to choose a VCE Unit 1/2 subject. Students who do this will aim to complete this accelerated VCE subject at the end of Year 11. There are many benefits to accelerating students into VCE early, however, students must meet the minimum academic prerequisites and be willing to meet the work expectations required.

Some of the benefits of undertaking a VCE accelerated study:

- Having a 6th Unit 3/4 subject to include in your ATAR score.
- Having the experience of studying a VCE subject a year early rather than entering a full VCE program, including the experience of SACs (School Assessed Coursework) exams.
- Challenging yourself academically.

Expectations of students undertaking a VCE accelerated study:

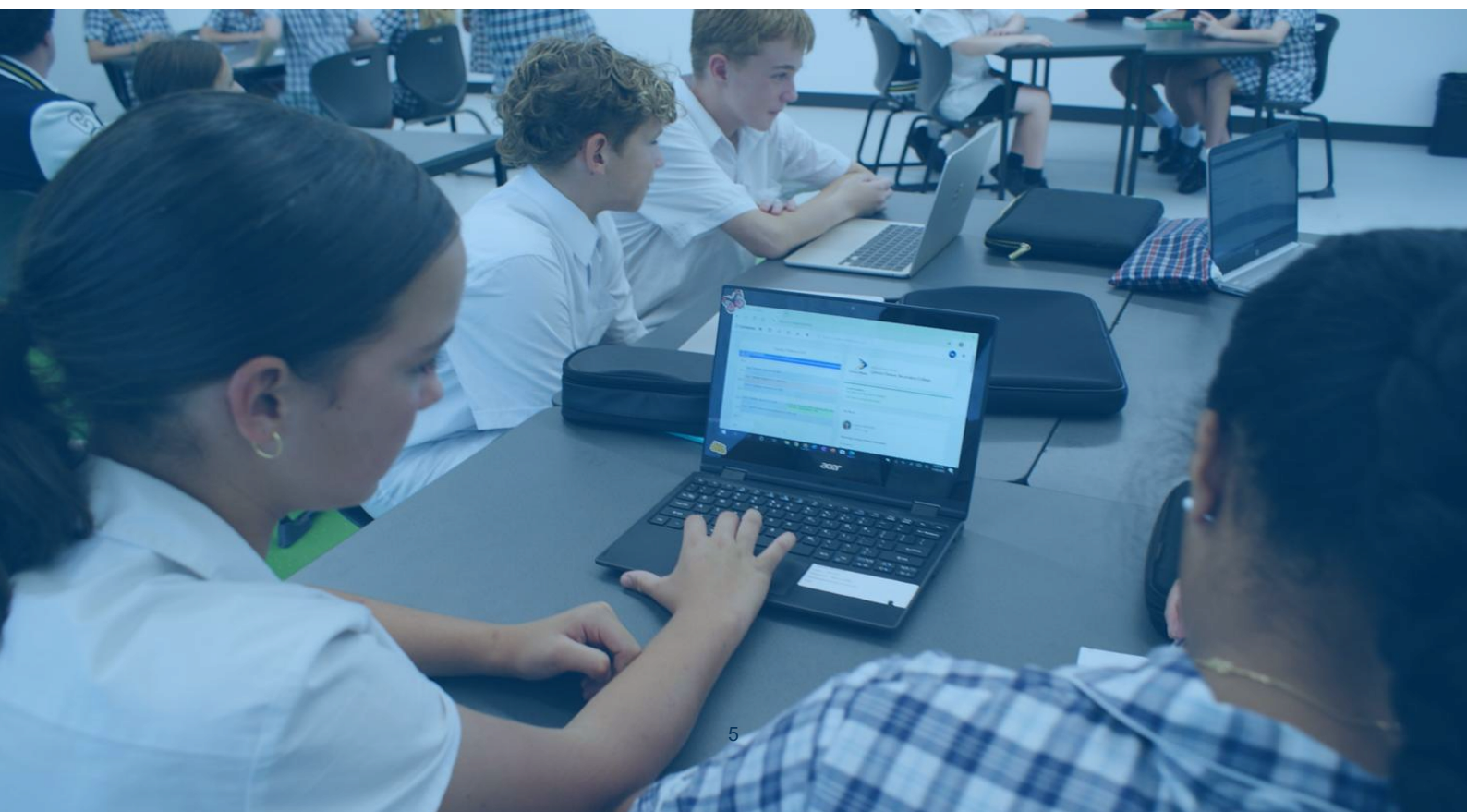
- Being prepared to commit to approximately 3 hours per week for study and homework.
- Attending all lessons, with the only exception being due to illness (medical certificate).
- Being organized in your approach to learning and stay up to date with work outcomes.

Year 11 students who wish to complete an early access Unit 3/4 subject, do so understanding that:

- It is giving them early exposure to the academic rigor of Year 12 subjects.
- The additional 6th subject is to maximise their ATAR score.
- **They are still required to complete 5 subjects in Year 12.**

Considerations for accelerated study:

It is not guaranteed that all students who apply for accelerated study will be offered a place in their accelerated program. Entry into an accelerated VCE subject in Year 10 will only be offered to students who consistently meet the school's expectations in areas such as attendance, CAT and exam results, progress reports, work habits, behaviour, and overall commitment to their learning. Students wishing to undertake VCE Unit 1/2 Outdoor & Environmental Studies are advised to begin their studies in Year 10 (Accelerated Program). This means VCE Unit 3/4 Outdoor Education will be completed in Year 11.



Year 10 Subject Descriptions

English | Core Choices

ADVANCED ENGLISH*

**This subject has minimum academic entrance requirements.*

This more challenging English course designed for students who are working at or above the Victorian curriculum standard, preparing students for a VCE senior pathway.

Units studied may include:

- Close study of multiple texts
- The Writer's Craft
- Poetry
- Shakespeare.
- Comparative texts
- Language analysis
- Speech analysis and delivery
- Media/multimodal
- Film analysis

GENERAL ENGLISH

This General English course is designed to prepare students for either VCE or VCE VM senior pathways.

Units studied may include:

- Short stories
- Close study of text
- The Writer's Craft
- Poetry
- Shakespeare
- Comparative texts
- Language analysis
- Speech delivery

FOUNDATION ENGLISH

This practical English subject is focused around developing Literacy skills for the workplace and life. This pathway is designed for students considering a VCE VM senior pathway.

Units studied may include:

- Oral language
- Literacy skills in the workplace
- Text analysis
- Film analysis

English | Mini-Block Elective Choices

ANCIENT GREEK MYTHOLOGY (MINI-BLOCK)

Explore the Myths of Ancient Greece. Step into the world of gods, heroes, and legendary creatures in this optional course on Ancient Greek Mythology. Discover the epic tales of Zeus, Athena, Hercules, and more while uncovering the timeless themes that still shape stories today. Perfect for students who love history, literature, or just a great adventure!

JOURNALISM: CURRENT ISSUES (MINI-BLOCK)

Journalism & Current Media Issues. Curious about how the news is made—and who decides what stories get told? This optional course dives into the world of journalism, media ethics, and today's most pressing issues in the news. Learn how to think critically, write like a reporter, and understand the media's role in shaping public opinion.

Mathematics | Core Choices

MATHEMATICAL METHODS*

**This subject has minimum academic entrance requirements.*

This more challenging Mathematics course designed for students who are working at or above the Victorian curriculum standard. This subject is a prerequisite for students intending to study VCE Mathematical Methods as part of a VCE pathway.

Units studied may include:

- Linear relations
- Graphing parabolas
- Surds and indices
- Quadratic equations
- Statistics
- Financial Mathematics
- Polynomials
- Circular functions

GENERAL MATHEMATICS

This standard Mathematics course is designed to prepare students for either VCE General Mathematics or VCE VM senior pathways.

Units studied may include:

- Trigonometry
- Consumer Mathematics
- Linear algebra
- Measurement
- Geometry
- Probability
- Statistics

FOUNDATION MATHEMATICS

This practical Mathematics subject is focused around developing skills for the workplace and life. This pathway is designed for students considering a VCE VM pathway, or for students who do not want to undertake mathematics at VCE.

Units studied may include:

- Measurement
- Geometry
- Financial Mathematics
- Probability
- Problem solving skills

Science | Elective Choices

BIOLOGY AND ENVIRONMENTAL SCIENCE

A semester-based core subject that explores the living world and introduces concepts from VCE Biology.

Units studied may include:

- Climate change
- Cells and genetics
- Evolution

CHEMISTRY

A semester-based core subject that investigates chemical production and the role chemicals play in society. This subject serves as an introduction to VCE Chemistry.

Units studied may include:

- Introduction into chemistry
- Atoms and elements
- Bonding
- Chemical reactions
- The mole

GENERAL SCIENCE

A semester-based core subject that explores broadly how science impacts our everyday life. This subject is recommended for students who do not intend to follow a VCE Science pathway.

Units studied may include:

- Chemical and physical changes
- Chemical reactions
- Astronomy
- Genetics

PHYSICS

A semester-based core subject that investigates the principles of motion and energy that underpin much of our technology. This subject serves as an introduction to VCE Physics.

Units studied may include:

- Introduction into motion
- Newton's Law
- Thermodynamics
- Astronomy and astrophysics
- Engineering

PSYCHOLOGY

A semester-based core subject that begins to explore how our minds grow and develop, influencing our behaviour and helping us perceive the world. This subject serves as an introduction to VCE Psychology.

Units studied may include:

- What is psychology
- Memory and research methods
- Forensic psychology
- Personality
- Scientific inquiry

Science | Mini-Block Elective Choices

ASTRONOMY & ASTROPHYSICS (MINI-BLOCK)

A semester based elective subject that explores the universe beyond Earth, examining celestial objects, cosmic phenomena, and the forces that govern them. This subject introduces key ideas relevant to VCE Physics and broadens scientific understanding of space and time.

Units studied may include:

- The structure of the universe
- Stars and galaxies
- Gravity and orbital motion
- Telescopes and space exploration
- The life cycle of stars

FORENSIC INVESTIGATION (MINI-BLOCK)

A semester based elective subject that explores the role of forensic science in criminal investigations, use of scientific methods to solve crimes, processing a simulated crime scene, and techniques of preservation of physical, biological and chemical evidence using real-world techniques.

Units studied may include:

- Crime scene investigation
- Fingerprint analysis
- Trace evidence and microscopy
- Forensics Biology: Blood & DNA evidence
- Forensics Chemistry: Toxicology & Drug Analysis

MARINE BIOLOGY (MINI-BLOCK)

A semester based elective subject that explores the scope of marine biology, understanding the importance of oceans and marine ecosystems including different marine habitats such as coral reefs, mangroves, estuaries, and deep-sea environments. This unit highlights the effects of pollution, overfishing, climate change, and habitat destruction and students investigate conservation efforts and sustainable marine resource management.

Humanities | Elective Choices

BUSINESS & ECONOMICS

This subject explores how business and economics works including the introduction of concepts from VCE Business Management and VCE Economics.

Units studied may include:

- Business and entrepreneurship
- Marketing and public relations
- Introduction to economics
- Price setting and market power

GEOGRAPHY

This subject focuses on developing students' fieldwork, research and analytical skills whilst developing an understanding of the relationship between people and place and introduces concepts from VCE Geography.

Units studied may include:

- Human wellbeing around the world
- Environmental change and management
- Global hazards and disasters
- Practical fieldwork investigations

HISTORY

This subject explores the significant events and people of modern history including the causes and consequences of war and civil rights movements. This subject introduces concepts from VCE History.

Units studied may include:

- The end of World War I and the rise of Nazi Germany
- Australia's involvement in World War II
- The demand for improved rights in Australia
- Civil rights in the USA

LEGAL STUDIES

This subject explores the role of the legal system and introduces concepts that will be explored in VCE Legal Studies.

Units studied may include:

- Criminal & civil laws and the court system
- The Constitution and the High Court
- Citizenship in Australia
- Young people and the law

Humanities | Mini-Block Elective Choices

ADVERTISING & MARKETING (MINI-BLOCK)

This subject explores the world of advertising and marketing with contemporary case studies of popular business and brands.

Units studied may include:

- The power of the Marvel franchise
- The Barbie marketing movement
- TikTok trends

HISTORY'S MYSTERIES (MINI-BLOCK)

This subject takes a fun look at some of the biggest mysteries of History.

Units studied may include:

- Assassination of JFK
- The Zodiac Killer
- Anastasia Romanov
- Jack the Ripper
- The Moon Landing



Health & PE | Elective Choices

ADVANCED PHYSICAL EDUCATION (VCE PATHWAY)

This subject is for those students who are considering doing VCE Physical Education and will comprise 4 theoretical lessons and 4 practical lessons across the fortnight. It will cover concepts around; acute responses of the Body Systems in response to physical activity and the characteristics of the three Energy Systems and a basic introduction to biomechanical principles. The practical lessons are based around the application of the theory lessons to gain a deeper understanding of the content covered during theory lessons.

FITNESS & PERFORMANCE

This subject is for those students who are considering doing an applied pathway. It will comprise of 4 theoretical lessons and 4 lesson of practical lessons across the fortnight. The focus will be on improving individual fitness levels, developing an in-depth understanding of fitness components, training methods and training principles. Students will also look at improving and analysing performance in a selected sport. For theory, students will also look at body systems, drugs in sport and recovery strategies to improve performance.

GIRLS GOT GAME

This unit is primarily for girls and will enable students to participate in a fun, same gender environment.

- Sports, fitness and recreational pursuits selected by the students
- Study relevant Women in Sport topics such as body image, gender pay gap in sport, etc
- Career opportunities for women in the health and fitness industry

HEALTH & HUMAN DEVELOPMENT

A semester-based elective that explores the growth and development of the human body and prepares students for a VCE Health and Human Development pathway.

Units studied may include:

- Dimensions of health
- Nutrition
- Prenatal development (reality babies)
- Youth issues
- Lifestyle diseases
- Health status (measurements and Indicators of health)

TEAM SPORTS (PRACTICAL PE SUBJECT)

A combination of both practical and theoretical lessons that focus on a number of different sport specific units. Each unit will look at the specific strategies and tactics involved in team sports, as well as professional sporting organisations. This course explores issues in sports such as gender equality and player recruitment, concussions in sport, racism in sport and others.

Health & PE | Mini-Block Elective Choices

TEAM SPORTS (MINI-BLOCK)

A combination of both practical and theoretical lessons that focus on a number of different sport specific units. Each unit will look at the specific strategies and tactics involved in team sports, as well as professional sporting organisations. This course explores issues in sports such as gender equality and player recruitment, concussions in sport, racism in sport and others.

OUTDOOR EDUCATION* (MINI-BLOCK) \$400

**Work ethics and attendance will be considered when students select this subject*

A semester-based elective that allows students to experience and be active in the natural world.

Units studied may include:

- Team building and understanding outdoor education
- Responses to outdoor environments
- Motivations for outdoor environments
- Experiencing the outdoors
- First aid
- Healthy outdoor environments

Trips Taken:

- Sail camp in Geelong
- Snorkel trip to Rickett's Point
- Mountain bike/canoe at Lysterfield Park

The Arts | Elective Choices

ART \$100

A semester based elective where students will conceptualise, plan and design artworks that express ideas, concepts and artistic innovations. They will analyse, interpret and evaluate a range of visual art works from various cultures and different historical and contemporary viewpoints. Students will explore and express their own techniques and skills through a range of art making techniques including painting, drawing, printmaking and sculpture. Students produce a Visual Diary / Folio that includes research, trials, information gathered on techniques and materials, personal sketches, drawings and annotated images. This subject serves as an introduction to VCE Art Making & Exhibiting.

Units studied may include:

- Experimenting with materials and techniques
- Artistic influence and inspiration
- Narrative in art
- The influence of culture and style in art

DRAMA

As a semester-based elective, students will further develop their knowledge to different theatrical styles through workshops, activities and practical scenarios. Students will take part in the Suitcase Series by the Malthouse Theatre. As a part of this, students use playmaking techniques to create an ensemble performance, which incorporates the use of a given stimulus and utilises performance skills and areas of stagecraft such as costume, makeup and set. This will culminate in performances both within the college and at the Malthouse Theatre. Students will also develop and perform a monologue as prepared and scripted by themselves following a set stimulus. During this task they will hone their ability to work through the play making process, apply dramatic elements and hone their performance skills. This subject serves as an introduction to VCE Drama.

Units studied may include:

- Theatre performance styles
- Written reflections, analysis and research tasks
- Non-Naturalist ensemble performance
- Analysis of professional performances

MEDIA

In this elective, students will gain a hands-on understanding of camera and editing techniques to capture, manipulate and present creative video and photography content. Students will develop their ability to plan and create a short film that demonstrates the conventions of genres and styles. They will also analyse a range of media products and gain an appreciation of the impact of the media within our daily lives. This subject serves as an introduction to VCE Media.

Units studied may include:

- Narratives in media - film, photography
- Film, photography and print production
- Social Media Influences

VISUAL COMMUNICATION DESIGN \$50

A semester-based elective where students create a series of designs by working through the design process. Design projects stem from the four fields of design; Messages, Products, Environments and Interactive Experiences. They will work with a range of different media and drawing systems both manual and digital. This subject serves as an introduction to VCE Visual Communication Design.

Units studied may include:

- Visual analysis – design elements & principles
- Documentation Drawing - one and two-point perspective, isometric and planometric
- Design projects; typography, logo design and interior design and architecture

The Arts | Mini-Block Elective Choices

ART & DESIGN (MINI-BLOCK)

A semester-based elective where students create a folio of Art and Design projects. Using both the creative practice and design process. They will work with a range of different media and methods both manual and digital to explore different sources of inspiration from past and present Art and Design movements.

Units studied may include:

- Observational and Documentation Drawing skills
- Art & Design Elements and Principle
- Iconic artists and designers
- Typography
- Fashion Illustration
- Cultural connections
- Sculpture

DRAMA (MINI-BLOCK)

As a semester-based elective, students will further develop their knowledge to different theatrical styles through workshops, activities and practical scenarios. Students will take part in the Suitcase Series by the Malthouse Theatre. As a part of this, students use playmaking techniques to create an ensemble performance, which incorporates the use of a given stimulus and utilises performance skills and areas of stagecraft such as costume, makeup and set. This will culminate in performances both within the college and at the Malthouse Theatre. Students will also develop and perform a monologue as prepared and scripted by themselves following a set stimulus. During this task they will hone their ability to work through the play making process, apply dramatic elements and hone their performance skills.

Units studied may include:

- Theatre performance styles
- Written reflections, analysis and research tasks
- Non-Naturalist ensemble performance
- Analysis of professional performances

MUSIC* (MINI-BLOCK)

**Students can only select this elective if they have completed Year 9 Music Performance.*

This subject is designed for students who wish to develop their performance skills in the area of Music, through both solo and group performance contexts. Students also study and develop skills for presenting effective performances, develop skills in aural comprehension, musical analysis and organisation of sound. Students present solo and group performances, demonstrate prepared technical work and perform in public performances.

Units studied may include:

- Group and solo performance
- Music theory
- Music history

Technology | Elective Choices

CAFÉ \$75

As a semester-based elective, students have the hands-on opportunity to learn about Café Operations in our on-site 'student & staff' run Café at Carrum Downs Secondary College – 'Café 263'. Our Café is open to the public and the school community on a daily basis and offers real life insight, experience and opportunity for students to experience, grow, learn and refine their customer service and hospitality skills, while also being of service to our Carrum Downs and whole school community. Students also have access to the Cafe during recess and lunch, while enrolled in this subject.

Units studied may include:

- Food safe handlers certificate qualification
- Coffee making coffee machine operations
- Preparation of food for sale at Café 263
- Cooking challenges and mystery box challenge
- Preparation of meals for special events and orders

ENGINEERING – MATERIALS & MECHATRONICS \$100

As a semester-based elective, students gain advanced skills and knowledge in design, research, materials, and other areas relating to the practice of Engineering. Students will problem solve and design products for industry and real life. Students are taught to understand engineering techniques, processes, and procedures. Students will be able to use the skills and knowledge gained to design and produce projects with teacher guidance. Students will have access to software, laser cutters, 3D printers and robotics hardware to produce their designs. This subject is for those students who are considering doing VCE Systems Engineering. Most lessons include practical builds and testing of those builds against the design parameters.

Units studied may include:

- Engineering design process
- Technical drawing
- Mechatronics & Robotics
- CAD/CAM (laser & 3D printer)
- Micro:bit/VEX Robotics (including coding)
- Simple machine principles
- Materials considerations and selection

FOOD STUDIES \$100

As a semester-based elective, students gain a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. Students study and address the importance of hygiene and safe working practices and legislation in the

production of food. Students will develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. Students are also provided a context through which to explore the richness, pleasure and variety that food adds to life as well as the importance of the food supply and nutrition to the future of humanity. This subject is for those students who are considering doing VCE Food Studies or VCE VM.

Units studied may include:

- Occupational health and safety food preservation
- Sensory properties healthy eating and cooking
- Food sustainability and genetic modification
- Ethical foods and cooking

WOOD TECHNOLOGY \$100

A semester-based elective, students gain advanced skills and knowledge in design, research, materials, construction techniques and other areas relating to the practice of Wood - Product Design and Technology. Students will manufacture core pieces of work to understand manufacturing techniques, processes and procedures. Students will be able to use the skills and knowledge gained to design and produce a project with teacher guidance. OHS is a key component of this study and must be adhered to at all times. This subject is for those students who are considering doing VCE Product Design or VCE VM.

Units studied may include:

- OHS skills, rules and regulations in the wood industry
- Producing a design brief for a product
- Making a furniture product

Technology | Mini-Block Elective Choices

WOOD TECHNOLOGY (MINI-BLOCK) \$75

A semester-based elective, students gain advanced skills and knowledge in design, research, materials, construction techniques and other areas relating to the practice of Wood - Product Design and Technology. Students will manufacture core pieces of work to understand manufacturing techniques, processes and procedures. Students will be able to use the skills and knowledge gained to design and produce a project with teacher guidance. OHS is a key component of this study and must be adhered to at all times.

Units studied may include:

- OHS skills, rules and regulations in the wood industry
- Producing a design brief for a product
- Making a furniture product

CAFÉ (MINI-BLOCK) \$50

As a semester-based elective, students have the hands-on opportunity to learn about Café Operations in our on-site 'student & staff' run Café at Carrum Downs Secondary College – 'Café 263'. Our Café is open to the public and the school community on a daily basis and offers real life insight, experience and opportunity for students to experience, grow, learn and refine their customer service and hospitality skills, while also being of service to our Carrum Downs and whole school community. Students also have access to the Cafe during recess and lunch, while enrolled in this subject.

Units studied may include:

- Food safe handlers certificate qualification
- Coffee making coffee machine operations
- Preparation of food for sale at Café 263
- Cooking challenges and mystery box challenge
- Preparation of meals for special events and orders

STEAM | Mini-Block Elective Choices

STEAM (MINI-BLOCK)

The STEAM elective combines Science, Technology, Engineering, Arts and Mathematics into one subject focused around developing our students' capacity to think critically and solve real world problems. The college has a new STEAM center and this subject is a fantastic opportunity for students to investigate and practice future workplace critical creative and collaborative skills under the STEAM program. Students will be taught the specific skills needed to design solutions to real world problems and will get the chance to put these skills to work in developing their own projects.

- Products for human use
- CAD/CAM (laser & 3D printer)
- Drones
- Coding (Block & Python)

ASPIRE Program | Mini-Block Elective Choices

Aspire Basketball (MINI-BLOCK)

The 'Aspire Basketball Program' provides students with high level specialist basketball coaching and provides them with the opportunity to:

- Compete in school based competitions and against other schools.
- Undertake the FDBA Referees Course (must be turning 14 in the year of the course)
- Improve both their individual skills and game sense.
- Receive specific feedback and develop plans to improve specific skills.

Aspire Mountain Biking (MINI-BLOCK)

The 'Aspire Mountain Biking Program' is focused on engaging students through the sport of Mountain Biking. The program caters to all abilities commencing with the junior program which encompasses the basics of safe riding and bike maintenance. In Year 9, 10 and beyond, students tackle our senior program which as a co-curricular elective in Year 9-10, segways into senior pathways such as VET Sport and Recreation and VCE Outdoor Education.

Aspire Performing Arts (MINI-BLOCK)

The ASPIRE Performing Arts is an opportunity designed for students who are passionate about extending their skills and experience in the Performing Arts. Students will receive mentorship and coaching in performance, as well as gain hands-on experience in key production and technical roles. Participants will be expected to actively contribute to the College's Performing Arts initiatives, including the College Production.

Applied Work Skills

This subject focuses on developing the practical, personal and employability skills required for success in an applied learning pathway and future participation in VCE Vocational Major. Students will build confidence through hands-on learning experiences, teamwork, workplace preparation and practical projects, while developing skills linked to Personal Development Skills (PDS) and Work Related Skills (WRS).

Units studied may include:

- Workplace communication and teamwork skills
- Personal organisation, goal setting and responsibility
- Occupational health and safety in practical settings, including attaining a White Card
- Introduction to applied projects
- Problem solving and practical hands-on learning activities
- Preparing for future pathways including VCE VM, VET and employment opportunities

Senior Pathway Options

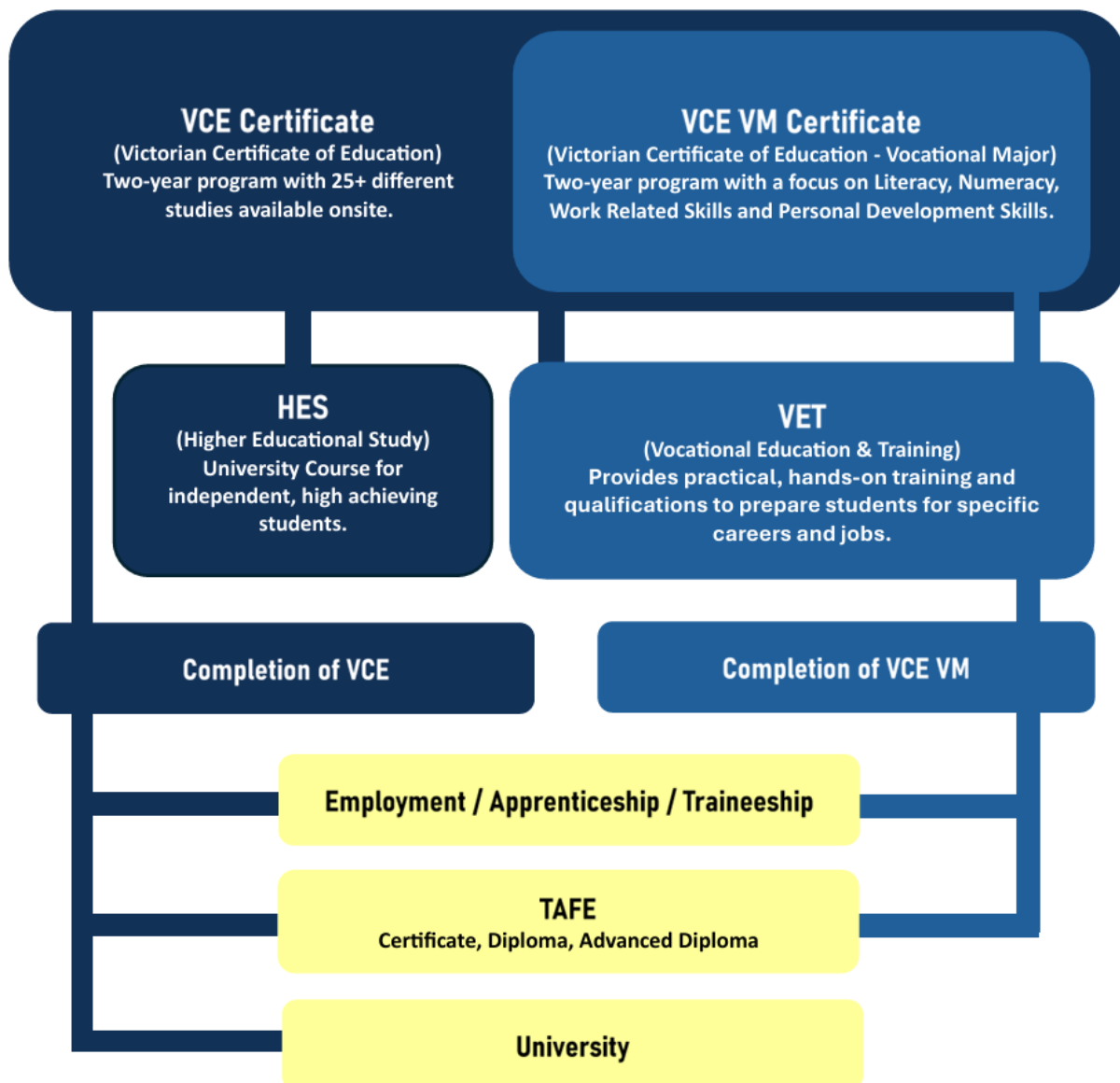
All students complete the Victorian Certificate of Education (VCE) at Carrum Downs Secondary College and have the choice of 2 streams to complete their senior qualification: **VCE General (VCE)** or **VCE Vocational Major (VCE VM)**. Both streams will give students a year 12 VCE completion certificate, however they differ in terms of the program structure and goals catering to each student's desired pathway. More information can be found here: <https://vcaa.vic.edu.au/student-guides/where-now/victorian-certificate-education>

VCE Certificate

The Victorian Certificate of Education (VCE) is a two-year senior secondary program generally completed in Years 11 and 12. It provides students with a broad range of subject choices and pathways into university, TAFE, apprenticeships, traineeships, and employment. Students will receive study scores for each subject, which contribute to an ATAR for tertiary study.

VCE VM Certificate

The Victorian Certificate of Education Vocational Major (VCE VM) is a two-year applied learning program completed in Years 11 and 12. It focuses on practical, real-world learning and helps students develop the skills and knowledge needed for employment, apprenticeships, traineeships, TAFE, and further training. Subjects in this program do not receive study scores or final exams, making it well suited to students who are not seeking an ATAR.



VCE General (VCE)

The VCE Program is a ***two-year academic program*** which runs over Year 11 and 12. Students must select ***5 subjects*** to study each year (9 periods per fortnight for the whole year).

VCE Subject List

ENGLISH

VCE English Units 1-4

MATHEMATICS

VCE Specialist Mathematics Units 1/2

VCE Mathematical Methods Units 1-4

VCE General Mathematics Units 1-4

VCE Foundation Mathematics Units 1-4

SCIENCE

VCE Biology Units 1-4

VCE Chemistry Units 1-4

VCE Physics Units 1-4

VCE Psychology Units 1-4

HUMANITIES

VCE Business Management Units 1-4

VCE History Units 1-4

VCE Legal Studies Units 1-4

HEALTH & PE

VCE Health & Human Development Units 1-4

VCE Outdoor & Environmental Studies Units 1-4* **\$750**

VCE Physical Education Units 1-4

ART

VCE Art Creative Practice Units 1-4

VCE Media Units 1-4

VCE Music Units 1-4

VCE Visual Communication Design Units 1-4

TECHNOLOGY

VCE Food Studies Units 3/4 **\$200**

VCE Product Design Units 1-4 **\$200**

VCE Systems Engineering Units 1-4 **\$80**

**Students wishing to undertake VCE Unit 1/2 Outdoor & Environmental Studies are advised to begin their studies in Year 10 (Accelerated Program). This means VCE Unit 1/2 Outdoor & Environmental Studies will be completed in Year 11.*

Year 11 VCE Units 1/2

Year 12 VCE Units 3/4

VCE English

VCE Subject 2 Units 1-4

VCE Subject 3 Units 1-4

VCE Subject 4 Units 1-4

VCE Subject 5 Units 1-4

Notes

Year 11 students have the option to undertake a VCE Unit 3/4 subject, if they satisfactorily completed a VCE Unit 1/2 subject in Year 10.

Year 11 and 12 students have the option to undertake a VET course which takes the place of 1 subject. VET is studied off timetable, and students need to catch up on missed classes. Year 12 students enrolled in a two-year VET course commenced in Year 11 should continue their course in Year 12, to complete their 2-year certificate.

Example Year 11 Typical Program	Example Year 11 Accelerated Subject	Example Year 11 VET Subject
VCE English Units 1/2	VCE English Units 1/2	VCE English Units 1/2
VCE General Maths Units 1/2	VCE General Maths Units 1/2	VCE General Maths Units 1/2
VCE Biology Units 1/2	VCE Biology Units 1/2	VCE Biology Units 1/2
VCE History Units 1/2	VCE History Units 1/2	VCE History Units 1/2
VCE Psychology Units 1/2	VCE Psychology Units 3/4	VET Cert II Community Services

VCAA Requirements for VCE

To obtain your VCE you must satisfactorily complete *at least* 16 units. Regardless of how many units you do altogether, you must satisfactorily complete:

- at least three units from the English Group, two of which must be a Unit 3 and 4 sequence
- at least three other sequences of Unit 3–4 studies, which can include further sequences from the English group

Assessment in the VCE

In all VCE courses students are assessed by their teachers through formal assessment tasks, known as either SACs (School Assessed Coursework) or SATs (School Assessed Tasks). The requirements for these assessments are set by the VCAA (Victorian Curriculum Assessment Authority), however they are set and assessed by our teachers. These assessment tasks are scored, however in year 11 final student grades are reported as either an S or an N (satisfactory or not satisfactory). In year 11 students will undertake exams which are set and assessed internally by the school. Students will receive a percentage grade for these exams, however, they do not contribute to a students' final VCE scores at the end of year 12. In year 12 subjects, students will receive their final grades as a study score for each subject out of 50. These scores take into account the internal assessment results made by the students' teachers, and the results from the externally set and assessed final examination. It is the year 12 study scores that are used to determine a student's ATAR.

The ATAR

The [Australian Tertiary Admission Rank \(ATAR\)](#) is an overall percentile rank reflecting a student's Year 12 achievement compared to the age group in a given year. The ATAR is calculated by the Victorian Tertiary Admissions Centre (VTAC) from a students' study scores. The ATAR is used to guide student entry into tertiary courses upon their graduation from secondary school. Please read the VTAC ATAR and Scaling Guide for 2027 for further information.

Higher Education Studies (HES)

The [Centre for Higher Education Studies \(CHES\)](#) provides high-achieving senior students from across Victorian government schools with opportunities for extension, acceleration, and enrichment as part of their overall VCE program, while remaining enrolled at your school. All CHES programs are available through state-of-the-art hybrid learning and flexible after-hours scheduling, enabling students to engage online or on-site together with other high-achieving peers, irrespective of where they live in Victoria. In 2027 CHES are increasing the number of HES courses to meet demand and expand options. The full list of HES courses will be published on the CHES website. Please see the Senior Hub for further information.

VCE Vocational Major (VCE VM)

The VCE VM Program is a ***two-year applied learning program*** which runs over Year 11 and 12, and consists of the following:

- 3 days at school completing **4 subjects** (Monday, Tuesday, Thursday, 6-8 periods per fortnight)
- 1 day completing a VET course (TAFE or other provider)
- 1 day in Structured Workplace Learning (SWL)
- Optional: School Based Apprenticeship or Traineeship (SBAT)

Year 11 VCE VM Units 1/2

Year 12 VCE VM Units 3/4

ENGLISH

(Choose 1)

VM Literacy Units 1-4

VCE English Units 1-4

MATHEMATICS

(Choose 1)

VM Numeracy Units 1-4

VCE General Mathematics Units 1-4

VCE Foundation Mathematics Units 1-4

VCE VM SUBJECT

Personal Development Skills Units 1-4 *and* Work Related Skills Units 1-4

VCE VM ELECTIVE

(Choose 1)

VCE VM Health and Human Development Units 1/2

VCE VM Business Management Units 1/2

VCE VM Art Creative Practice Units 1/2 **\$200**

VCE VM Food Studies Units 1/2 **\$200**

VCE VM Product Design Units 1/2 **\$200**

VCE VM Physical Education Units 1/2

VCE VM Media Units 1/2

VOCATIONAL EDUCATION & TRAINING (VET)

1 day completing a VET course (TAFE or other provider)

On-site options:

Certificate II in Community Services

Certificate II in Hospitality

STRUCTURED WORKPLACE LEARNING (SWL)

1 day in Structured Workplace Learning (SWL)

arrum Downs
Secondary College

VCAA Requirements for VCE VM

In order to meet the graduation requirements for the VCE Vocational Major, a student must complete at least 16 units each year (including at least 4 Unit 3–4 sequences). Regardless of how many units are undertaken, a student must complete:

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

Students wanting to study at university immediately after completing their Year 12 year are advised to undertake a VCE General program. However, students can articulate from some TAFE programs to University degree programs if they meet the eligibility criteria.

Structured Workplace Learning (SWL)

Structured Workplace Learning (SWL) involves on-the-job training in which students are required to master a designated set of skills and competencies related to VCE VET programs. SWL experiences help students relate theory to a real-world work environment while developing their skills. More information can be found here: <https://workplacements.education.vic.gov.au/>

It complements the training undertaken at the school and the Registered Training Organisation (RTO) and provides context for:

- enhancement of skills development.
- practical application of industry knowledge.
- assessment of units of competency/modules, as determined by the RTO.
- increased employment opportunities.

Head Start & School Based Apprentices and Trainees (SBATs)

Head Start is a program of support for School Based Apprentices and Trainees (SBATs) which is available across all Victorian government secondary schools and Specialist schools. Head Start school-based staff support students completing their SBAT and engage regularly with the employer, school, RTO and other stakeholders. SBATs offer students the option of combining:

- part-time employment
- school, and
- training.

An SBAT runs under a training contract between a student and an employer. The SBAT training leads to the completion of a nationally recognised VET qualification. Apprenticeships are available to secondary school students who are over 15 years old and enrolled in years 10, 11 or 12 in their chosen pathway (VCE VM or VPC). It involves students completing paid on-the-job training with an employer while attending training with their Registered Training Organisation (RTO) and completing their Senior School Certificate.

Traineeships involve structured training arrangements of usually 1 to 2 years' duration which combine paid employment and off-the-job training with an RTO. Traineeships are available in various vocational areas and cover a much wider range of occupations than apprenticeships.

Students can join the Head Start program by talking to their school's career practitioner, who will connect them with their Head Start Coordinator. Before students are formally signed into an SBAT, the Head Start program will support them to complete a workplace trial to make sure the student, their parents, their school and the employer are confident the placement is suitable and best supports their chosen pathway.

For further information on the Head Start program, please visit: <http://www.vic.gov.au/headstart> or speak to your Head Start Coordinator.

Vocational Education & Training (VET)

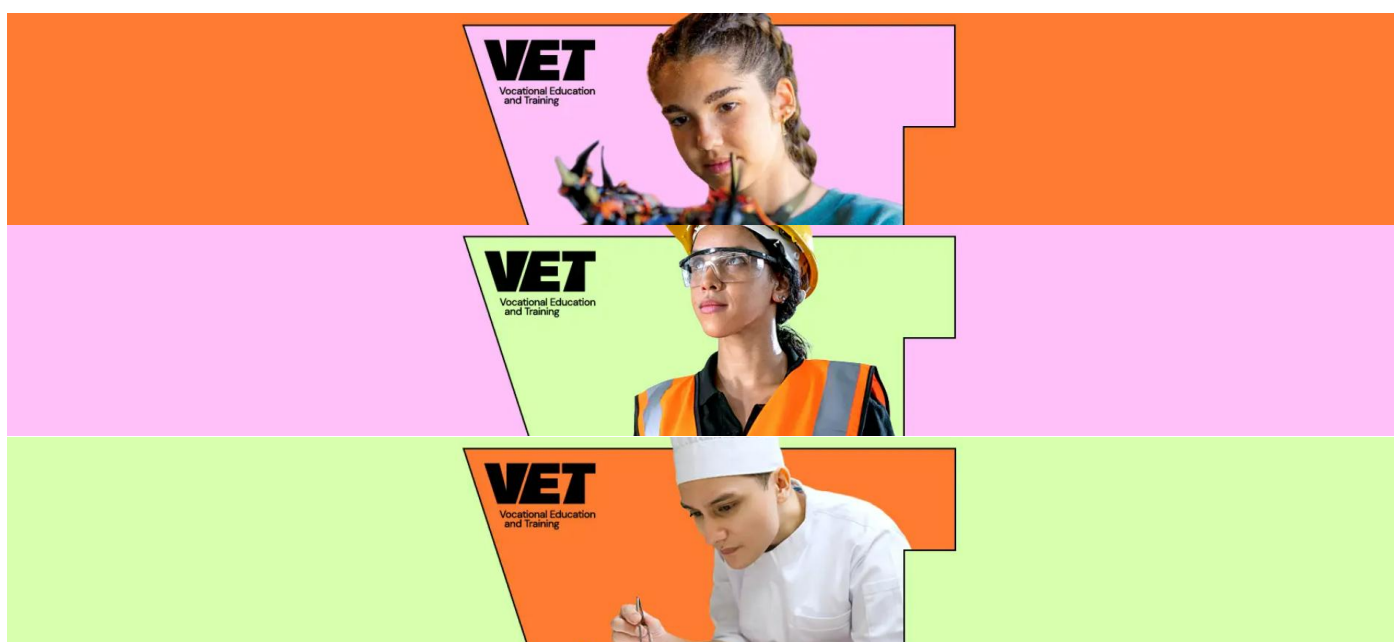
A Vocational Education and Training (VET) program combines your VCE or VCE VM with accredited, practical hands-on training and experience at TAFE. A VET program is run over one or two years, one day per week and will give you job-ready skills to pathway to an apprenticeship, employment, or further study at TAFE or university. Students at Carrum Downs Secondary College attend a wide variety of TAFEs and Registered Training Organisations (RTOs) including **Chisholm, Foundation Learning Centre, Holmesglen** and other **local schools** that deliver certificates on campus.

VCE VET Programs

- VCE VET programs are vocational training programs approved by VCAA. VCE VET programs offer students the opportunity to gain both the Victorian Certificate of Education (VCE) and a nationally recognised Vocational Education and Training (VET) certificate.
- There are approximately 50 VET qualifications approved by VCAA.
- All VCE VET programs contribute to VCE Units that provide credit towards the VCE and VCE VM in the same way as a VCE study.
- Most VCE VET programs can provide credit for VCE Units 1 to 4. A small number of shorter qualifications can provide credit for VCE Units 1 and 2 only.

Study Scores and ATARs

- Some VCE VET programs are scored and some VCE VET programs are non-scored.
- VCE VET programs with a Units 3 and 4 sequence can be included in the calculation of your ATAR.
- Scored VCE VET programs give you a study score for the Units 3 and 4 sequence that is achieved through school-assessed coursework and an externally set examination. Scored VCE VET programs provide a study score that contributes directly to your ATAR, either as one of your primary four studies or as a fifth or sixth study increment.
- Non-scored VCE VET programs do not give you a Study Score, but they can still contribute to your VCE. When you receive a Units 3 and 4 sequence towards your VCE from a non-scored VCE VET program, they contribute towards the ATAR as a fifth or sixth study increment.



Detailed information about all VCE VET programs (including scored or non-scored) can be found here:

<https://www.vcaa.vic.edu.au/sites/default/files/2026-05/VET-Program-Chart.pdf>

<https://www.vcaa.vic.edu.au/curriculum/vet/shape-your-vce/shape-your-vce>

Local VET Programs

(subject to change)

Course Name	RTO/Provider	Year Level
Certificate II Animal Care	Foundation Learning Centre	Year 10-12
Certificate II Apparel, Fashion and Textiles	Elisabeth Murdoch SC	Year 10-12
Certificate II Automotive Vocational Preparation	Chisholm	Year 10-12
Certificate III Beauty Services	Chisholm Casey College of Beauty Therapy	Year 11-12 Year 10-12
Certificate II Building and Construction (Carpentry) Certificate II Building and Construction (Bricklaying)	Chisholm	Year 10-12
Building and Construction Multi-Trade Pathway Program	Chisholm	Year 10-12
Certificate III in Business	Chisholm Integrity Business College (online)	Year 11-12
Certificate II in Community Services	Carrum Downs SC (VCE VM only)	Year 10-12
Certificate II in Computer Assembly & Repair	Chisholm	Year 10-12
Certificate II in Cookery	Chisholm	Year 10-12
Certificate II in Cookery (Patisserie)	Chisholm	Year 10-12
Certificate II in Dance	Elisabeth Murdoch College	Year 10-12
Certificate III in Design Fundamentals (Graphics)	Chisholm	Year 11-12
Certificate III in Design Fundamentals (Photography)	Chisholm	Year 11-12
Certificate III in Early Childhood Education and Care	Chisholm	Year 11-12
Certificate II in Electrotechnology*	Chisholm	Year 10-12
Certificate II in Engineering*	Chisholm	Year 10-12
Certificate III in Equine Studies	Ary Hill Equestrian Centre/CREST	Year 10-12
Certificate III in Fitness	Chisholm	Year 11-12
Certificate II in Furnishing	Chisholm	Year 10-12
Certificate III in Health Services	Chisholm	Year 11-12
Certificate II in Hospitality	Carrum Downs SC (VCE VM only)	Year 10-12
Certificate II in Horticulture	Chisholm	Year 10-12
Certificate III in Information Technology	Chisholm Integrity Business College (online)	Year 11-12
Certificate III in Interior Decoration Retail Services	Elisabeth Murdoch College	Year 11-12
Certificate II in Landscaping	Chisholm	Year 10-12
Certificate III in Legal Services	Chisholm	Year 11-12
Certificate III in Music Industry (Sound Production) Certificate III in Music Industry (Performance)	Mount Eliza SC, Monterey SC	Year 11-12
Certificate II in Plumbing	Chisholm	Year 10-12
Certificate II in Rail Fundamentals	Hallam SC	Year 10-12
Certificate II in Retail	Foundation Learning Centre	Year 10-12
Certificate II in Retail Cosmetics	Foundation Learning Centre	Year 10-12
Certificate II in Salon Assistant (Hairdressing)	Chisholm	Year 10-12
Certificate III in Screen and Media	Chisholm	Year 11-12
Certificate III in Sport, Recreation and Aquatics	Chisholm	Year 11-12
Certificate III in Visual Arts	Chisholm	Year 11-12
Certificate II in Workplace Skills	Foundation Learning Centre	Year 10-12

All students enrolling in VET will be required to sit the LLN Robot Test and must be at ASQA Level 2 in English and Mathematics. *All students enrolling in **VET Electrotechnology** or **VET Engineering** must be at Expected Level or above in Science and Mathematics and ASQA Level 3 for Mathematics.

On-site VET Programs (VCE VM)

Certificate II in Community Services (1 Year)

This Community Services program aims to provide you with the knowledge and skills to achieve competencies that will enhance your employment prospects within a broad range of Community Services related industries. **Electives have been chosen to include a focus on Early Childhood**, but can also lead to pathways in Disability Support, Social Services & Aged Care.

Core Units may include:

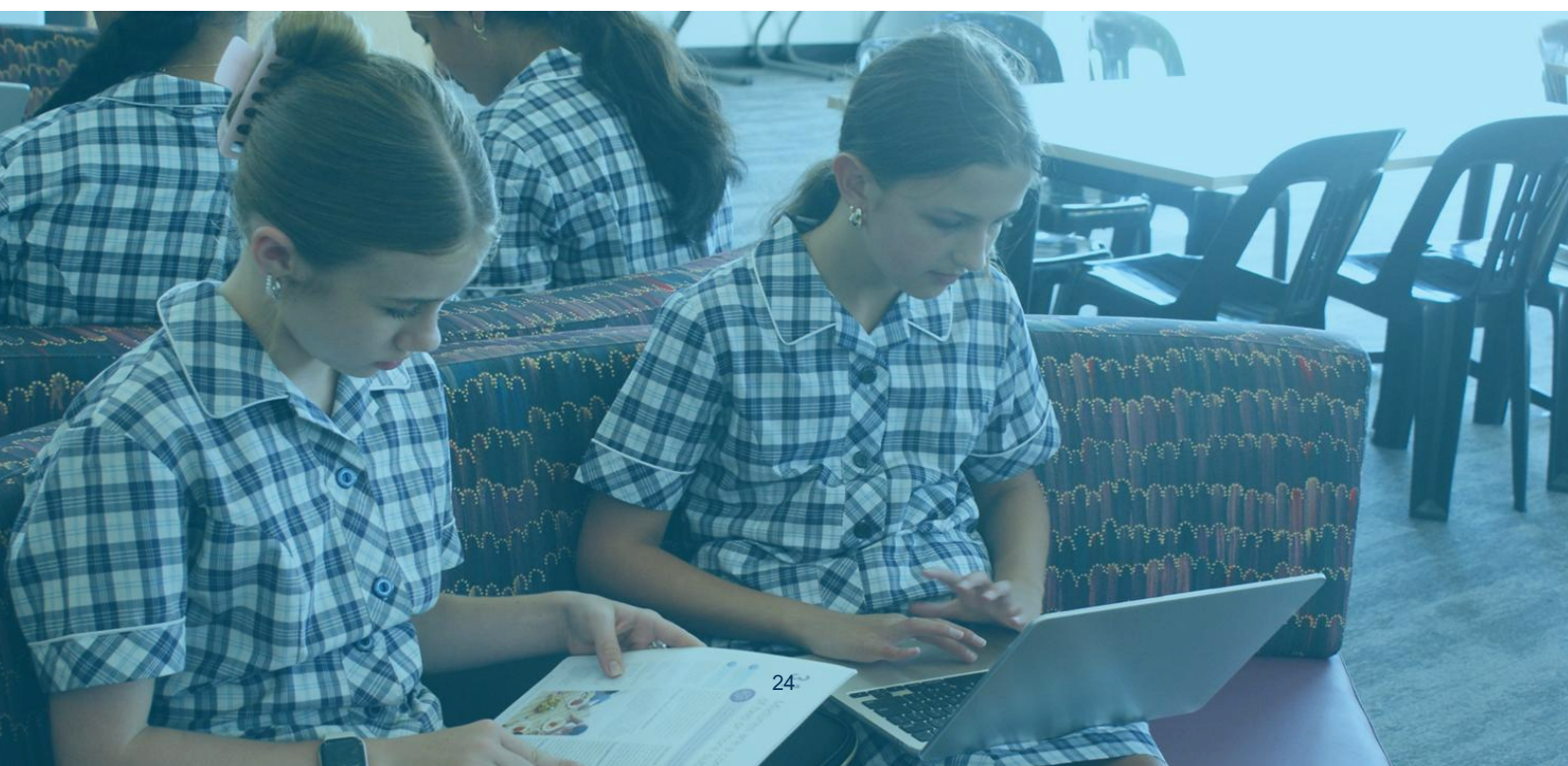
- Provide first point of contact
- Communicate and work in health or community services
- Work with diverse people
- Participate in workplace health and safety
- Plan and apply time management
- Promote Aboriginal and/or Torres Strait Islander cultural safety
- Identify and respond to children and young people at risk
- Follow basic food safety practices
- Provide First Aid in an education and care setting

Certificate II in Hospitality (1 Year)

This Hospitality program will give you the skills and knowledge to become a food and beverage attendant or work behind a bar in organisations such as restaurants, hotels, motels, clubs, pubs, cafés, and coffee shops.

Core Units may include:

- Participate in safe work practices
- Use hygienic practices for food safety
- Work effectively with others
- Source and use information on the hospitality industry
- Use hospitality skills effectively
- Interact with customers
- Show social and cultural sensitivity



VCE Subject Descriptions

English

VCE ENGLISH

VCE ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The study of English empowers students to read, write, speak and listen in different contexts. VCE English and English as an Additional Language (EAL) prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively. The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

Unit 1 – Reading and Exploring Texts; Crafting Texts

Unit 2 – Reading and Exploring Texts; Exploring Argument

Unit 3 – Reading and Responding to Texts; Creating Texts

Unit 4 – Reading and Responding to Texts; Analysing Argument

ENTRY REQUIREMENTS

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 & 4 as a sequence. However, EAL students are recommended to have achieved C3 or above in Victorian Curriculum F–10: EAL. As the satisfactory completion of an English study is a compulsory requirement for achieving the VCE, students who are from non-English-speaking backgrounds or who are hearing impaired may have access to EAL status. Supporting documentation must verify that the student meets the EAL eligibility criteria:

- will not have resided in Australia or another predominantly English-speaking country for a total period of more than 7 years before the year the student will be undertaking Units 3 & 4 EAL; and has been enrolled in schools where English has been the major language of instruction for a total period of 7 years or less over the period of their education
- is an Aboriginal or Torres Strait Islander person whose first language is not English
- is deaf or hard of hearing and meets the eligibility requirements

Students who meet the EAL eligibility criteria will be contacted by the College

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2 Individual school decision on levels of achievement

Unit 3 School-Assessed Coursework 25%

Unit 4 School-Assessed Coursework 25%

End-of-year examination 50%

MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - English and English as an Additional Language \(EAL\)](https://www.vcaa.vic.edu.au)
([vcaa.vic.edu.au](https://www.vcaa.vic.edu.au))

Mathematics

SPECIALIST MATHEMATICS

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof. This study has a focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields. Specialist Mathematics Units 1 and 2 and Mathematical Methods Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. Study of Specialist Mathematics Units 3 and 4 also assumes simultaneous study or previous completion of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics Units 3 and 4, which are drawn on as applicable in the development of content from the areas of study and key knowledge and key skills for the outcomes.

The areas of study covered for Specialist Mathematics Units 1 - 4 are as follows:

Unit 1 – Algebra, number and structure; Data analysis, probability and statistics; Discrete mathematics; Functions, relations and graphs; Space and measurement

Unit 2 – Algebra, number and structure; Data analysis, probability and statistics; Discrete mathematics; Functions, relations and graphs; Space and measurement

Unit 3 – Discrete mathematics; Functions, relations and graphs; Algebra, number and structure; Space and measurement; and Calculus

Unit 4 – Discrete mathematics; Calculus; Space and measurement; Data analysis, probability and statistics

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

ENTRY REQUIREMENTS

Entry into Units 1, 2 and 3 Specialist Mathematics is subject to students meeting the required standard on a compulsory entrance test. In addition, relevant CAT and exam results, teacher feedback, work habits, and overall academic performance will also be considered when determining suitability for this subject. Students are assumed to have a sound background knowledge in number, algebra, function, geometry, probability and statistics; and students have undertaken pre-mathematical Methods subject in year 10. It is also strongly recommended that students have successfully undertaken Specialist Mathematics Units 1&2 prior to undertaking Unit 3. Students must undertake Unit 3 and Unit 4 as a sequence.

ASSESSMENT

Satisfactory Completion of all the area of study

Demonstrated achievement on each outcome specified.

For each unit the student is required to demonstrate achievement of three outcomes. As a set these outcomes encompass all the areas of study for each unit. For each of the Units the outcomes as a set apply to the content from the areas of study covered in that unit.

LEVELS OF ACHIEVEMENT

Units 1 & 2 Individual school decision on levels of achievement

Unit 3 School-Assessed Coursework 20%

Unit 4 School-Assessed Coursework 20%

Units 3 & 4 Examination 1 20%

Units 3 & 4 Examination 2 40%

MORE INFORMATION

For greater detail and specific outcomes visit: [Pages – VCE Specialist Mathematics \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

Mathematics

VCE MATHEMATICAL METHODS

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

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

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

Unit 1 – Functions and relations; Algebra, number and structure; Calculus; Data analysis, probability and Statistics

Unit 2 – Functions and relations; Algebra, number and structure; Calculus; Data analysis, probability and Statistics

Unit 3 – Functions, relations and graphs; Algebra, number and structure

Unit 4 – Calculus; Data analysis, probability and statistics

Units 1–4 have been developed as a sequence, with Units 1 and 2 covering assumed key knowledge and key skills as preparation for Units 3 and 4.

ENTRY REQUIREMENTS

Entry into Units 1, 2 and 3 Mathematical Methods is subject to students meeting the required standard on a compulsory entrance test. In addition, relevant CAT and exam results, teacher feedback, work habits, and overall academic performance will also be considered when determining suitability for this subject. Students are assumed to have a sound background in number, algebra, function, geometry, probability and statistics; and those students have undertaken Advanced Mathematics in year 10. It is also strongly recommended that students have successfully undertaken Mathematical Methods Units 1&2 prior to undertaking Unit 3. Students must undertake Unit 3 and Unit 4 as a sequence.

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2 Individual school decision on levels of achievement

Unit 3 School-Assessed Coursework 20%

Unit 4 School-Assessed Coursework 20%

Units 3 & 4 Examination 1 20%

Units 3 & 4 Examination 2 40%

MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - VCE Mathematical Methods \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

Mathematics

VCE GENERAL MATHEMATICS

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Unit 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 2 of General Mathematics are 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'. Unit 3 comprises *Data analysis* and *Recursion and financial modelling*, and Unit 4 comprises *Matrices* and *Networks and decision mathematics*.

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

Unit 1 – Algebra, number and structure; Functions, relations and graphs

Unit 2 – Functions, relations and graphs; and Space and measurement

Unit 3 – Data analysis, probability and statistics; Discrete mathematics; Recursion; and Financial modelling

Unit 4 – Matrices; Networks; and Decision mathematics

Units 1–4 have been developed as a sequence, with Units 1 and 2 covering assumed key knowledge and key skills as preparation for Units 3 and 4.

ENTRY REQUIREMENTS

There are no prerequisites for entry to General Mathematics Units 1 and 2. The assumed knowledge and skills for General Mathematics Units 3 and 4 are drawn from General Mathematics Units 1 and 2. Students who have done only Mathematical Methods Units 1 and 2 will have had access to assumed key knowledge and key skills for General Mathematics Units 3 and 4 but may also need to undertake some supplementary study.

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2 Individual school decision on levels of achievement

Unit 3 School-Assessed Coursework 24%

Unit 4 School-Assessed Coursework 16%

Units 3 & 4 Examination 1 30%

Units 3 & 4 Examination 2 30%

MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - VCE General Mathematics \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

Mathematics

VCE FOUNDATION MATHEMATICS

Foundation Mathematics Units 1–4 provide for the continuing mathematical development of students with respect to problems encountered in practical contexts in everyday life at home, in the community, at work and in study. Foundation Mathematics Units 1 and 2 focus on providing 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.

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

The focus of Unit 2 is on extending breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work and personal or other familiar situations. The areas of study for Foundation Mathematics Unit 2 are the same as Unit 1.

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. The areas of study for Units 3 and 4 are the same as Unit 1 and 2, however with increased depth.

Unit 1 & 2 – Algebra, number and structure; Data analysis, probability and statistics; Discrete mathematics; and Space and measurement

Unit 3 & 4 – Algebra, number and structure; Data analysis, probability and statistics; Discrete mathematics; and Space and measurement

Units 1–4 have been developed as a sequence, with Units 1 and 2 covering assumed key knowledge and key skills as preparation for Units 3 and 4.

ENTRY REQUIREMENTS

There are no prerequisites for entry to Foundation Mathematics Units 1 and 2. Assumed knowledge and skills for Units 3 & 4 are contained in Foundation Mathematics Units 1 and 2.

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2 Individual school decision on levels of achievement

Unit 3 School-assessed Coursework: 40%

Unit 4 School-assessed Coursework: 20%

Units 3 and 4 Examination: 40%

MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - VCE Foundation Mathematics \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth. Students gain insights into how molecular and evolutionary concepts and key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

In VCE Biology, students develop and enhance a range of inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students use biological knowledge, scientific skills and ethical understanding to investigate and analyse contemporary bioethical issues and communicate their views from an informed position.

VCE Biology provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of human endeavor including bioethics, biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

Unit 1: How do organisms regulate their functions?

Unit 2: How does inheritance impact on diversity?

Unit 3: How do cells maintain life?

Unit 4: How does life change and respond to challenges?

ENTRY REQUIREMENTS

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2 Individual school decision on levels of achievement

Units 3 School-Assessed Coursework 20%

Unit 4 School Assessed Coursework 30%

End of year exam 50%

MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - Biology \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au/Pages/Biology)

Science

VCE CHEMISTRY

VCE Chemistry enables students to investigate a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. Sustainability principles, concepts and goals are used to consider how useful materials for society may be produced with the least possible adverse effects on human health and the environment. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

In VCE Chemistry, students develop and enhance a range of inquiry skills, such as practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students apply chemical knowledge, scientific skills, and critical and creative thinking to investigate and analyse contemporary chemistry-related issues and communicate their views from an informed position.

VCE Chemistry provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. In addition, chemistry is applied in many fields of human endeavor including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental science, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, nursing, pharmacy, sports science, toxicology, veterinary science and viticulture.

Unit 1 – How can diversity of materials be explained?

Unit 2 – How do chemical reactions shape the natural world?

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

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

ENTRY REQUIREMENTS

Entry into Units 1, 2 and 3 Chemistry is subject to students meeting the required standard on a compulsory entrance test. In addition, relevant CAT and exam results, teacher feedback, work habits, and overall academic performance will also be considered when determining suitability for this subject. Students must undertake Unit 3 and Unit 4 as a sequence.

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2 Individual school decision on levels of achievement

Units 3 School-Assessed Coursework 20%

Unit 4 School-Assessed Coursework 30%

End of year exam 50%

MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - Chemistry \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au/Pages-Chemistry)

VCE Physics enables students to use observations, experiments, measurements and mathematical analysis to develop qualitative and quantitative explanations for phenomena occurring from the subatomic scale to macroscopic scales. They explore the big ideas that changed the course of thinking in physics such as relativity and quantum physics. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve, leading to the development of more complex ideas and technological advances and innovation. In undertaking this study, students develop their understanding of the roles of careful and systematic observation, experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify phenomena.

In VCE Physics, students develop and extend a range of scientific inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students investigate and evaluate physics-related issues and the impacts of physics research both locally and globally and communicate their views from a position informed by their knowledge of physics.

VCE Physics provides for continuing study pathways within the discipline and can lead to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, communications, education, engineering, geophysics, instrumentation, lasers and photonics, medical diagnosis and treatment, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, materials science, neuroscience, remote sensing, renewable energy generation, sports science and transport and vehicle safety.

Unit 1 – How is energy useful to society?

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

Unit 3 – How do fields explain motion and electricity?

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

ENTRY REQUIREMENTS

Entry into Units 1, 2 and 3 Physics is subject to students meeting the required standard on a compulsory entrance test. In addition, relevant CAT and exam results, teacher feedback, work habits, and overall academic performance will also be considered when determining suitability for this subject. Students must undertake Unit 3 and Unit 4 as a sequence. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher.

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2 Individual school decision on levels of achievement

Unit 3 School-Assessed Coursework 30%

Unit 4 School-Assessed Coursework 20%

End-of-year examination 50%

MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - Physics \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au/Pages/Physics)

VCE Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour. They develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements. This study is designed to promote students' confidence and their disposition to use the information they learn in the study in everyday situations.

Studying VCE Psychology enables students to develop their capacity to think, question and analyse psychological research and critically reflect on the findings of experiments and research. They are encouraged to use their problem-solving skills, including critical and creative thinking, to establish and articulate their understandings through their class discussions, practical work and written responses – all of which may help students to think deeply and critically about their own lives, manage life circumstances and reach personal goals.

Students who study VCE Psychology can consider a pathway within this discipline that can lead to a range of careers and roles that work with diverse populations and communities. Areas that registered psychologists may work in include clinical, developmental, educational, environmental, forensic, health, neuropsychology, sport and exercise, and organisational psychology. Psychologists can also work in cross-disciplinary areas such as academia and research institutions, medical research, management and human resources, and government, corporate and private enterprises, or as part of ongoing or emergency support services in educational and institutional settings. Students exposed to the study of VCE Psychology recognise the diverse nature of the discipline and career opportunities within the field. These opportunities include careers and roles that do not involve being a registered psychologist, including roles in aged, family and child services; case managers; communications specialists; counsellors; community health and welfare roles; health services support roles; human resource specialists; managers; marketing and market research roles; office administration roles; policy and planning roles; probation and parole services roles; and social work and teaching roles.

Unit 1 – How are behavior and mental processes shaped?

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

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

Unit 4 – How is mental wellbeing supported and maintained?

ENTRY REQUIREMENTS

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified

LEVELS OF ACHIEVEMENT

Units 1 & 2 Individual school decision on levels of achievement

Unit 3 School-Assessed Coursework 20%

Unit 4 School-Assessed Coursework 30%

End-of-year examination 50%

MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - VCE Psychology \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au)

Humanities

VCE BUSINESS MANAGEMENT

In contemporary Australian society there are a range of businesses managed by people who establish systems and processes to achieve a variety of objectives. These systems and processes are often drawn from historical experience and management theories designed to optimise the likelihood of achieving success. In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors.

A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies in response to contemporary challenges in establishing and operating a business.

The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Unit 1 - Planning a business

Unit 2 - Establishing a business

Unit 3 - Managing a business

Unit 4 - Transforming a business

ENTRY REQUIREMENTS

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2 Individual school decision on levels of achievement

Unit 3 School-Assessed Coursework 25%

Unit 4 School-Assessed Coursework 25%

End-of-year examination 50%

MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - VCE Business Management \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au/Pages/VCE-Business-Management)

Humanities

VCE HISTORY

The study of VCE History fosters the ability to ask searching questions, to engage in independent research and to construct arguments about the past based on evidence from historical sources. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the historical source and the world context in which it was produced.

We can never know the whole past. Historical knowledge rests on the interpretation of historical sources that are used as evidence. Furthermore, judgments about historical significance made by historians are central to the discipline. Historians do not always agree about the meaning of the past; historical interpretations are often subject to academic and popular debate. Therefore, history is contested, and students develop an ability to work within this contested space to form their own opinions and to defend them using evidence. The study of VCE History equips students to enhance their critical thinking, take an informed position on how the past informs the present and future, and contributes to them becoming informed and engaged citizens.

Unit 1 – Modern history - Change and conflict

Unit 2 – Modern history - The changing world order

Unit 3 – Revolutions – Causes of Revolution

Unit 4 – Revolutions – Consequences of Revolution

ENTRY REQUIREMENTS

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2 Individual school decision on levels of achievement

Unit 3 School-Assessed Coursework 25%

Unit 4 School-Assessed Coursework 25%

End-of-year examination 50%

MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - History \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au/Pages/History)

VCE Legal Studies examines the institutions and principles that are essential to the Australian legal system. Students develop an understanding of the rule of law, law-makers, legal institutions, the relationship between the people and the Australian Constitution, the protection of rights in Australia, and the Victorian justice system.

Through applying knowledge of legal concepts and principles to a range of actual and / or hypothetical scenarios, students develop an ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They develop an appreciation of the ability of people to actively seek to influence changes in the law and analyse both the extent to which our legal institutions are effective, and whether the Victorian justice system achieves the principles of justice. For the purposes of this study, the principles of justice are fairness, equality and access.

The study of VCE Legal Studies enables students to become active and informed citizens by providing valuable insight into their relationship with the law and the legal system. Students develop knowledge and skills to enhance their confidence and ability to access and participate in the legal system. They will learn to appreciate the underlying principles of the rule of law, how legal systems and processes aim to achieve social cohesion, as well as how they themselves can affect positive change to laws and the legal system. VCE Legal Studies equips students with an ability to research and analyse legal information and apply legal reasoning and decision-making skills. It also fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as a solicitor, barrister, policy adviser, prosecutor, paralegal, legal assistant, as well as other careers in the courtroom, education and law enforcement.

Unit 1 – The Presumption of Innocence

Unit 2 – Wrongs and Rights

Unit 3 – Rights & Justice

Unit 4 – The People, the Law and Reform

ENTRY REQUIREMENTS

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2 Individual school decision on levels of achievement

Unit 3 School-Assessed Coursework 25%

Unit 4 School-Assessed Coursework 25%

End-of-year examination 50%

MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - Legal Studies \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au/Pages/Legal-Studies.aspx)

Health & Physical Education

VCE HEALTH & HUMAN DEVELOPMENT

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health. Students investigate the World Health Organization's (WHO) definition and other interpretations of health and wellbeing. For the purposes of this study, students consider wellbeing to be an implicit element of health.

Students examine health (including the concepts of health and wellbeing, and health status) and human development as dynamic concepts that are subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be acted upon by people, communities and governments. Students consider the interaction between these factors and learn that health and human development is complex and influenced by the settings in which people are born, grow, live, work and age.

Students consider Australian and global contexts as they investigate health outcomes and examine the Australian healthcare system to help evaluate what is being done to address health inequity and inequality. They examine and evaluate the work of global health 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 human lifespan. Students develop health literacy as they connect their learning to their lives, communities and world. They develop a capacity to critique and respond to health information, advertising and other media messages, which enables them to put strategies into action to address health and wellbeing at a personal, community and global level.

Unit 1: Understanding health and wellbeing (HH011)

Unit 2: Managing health and development (HH022)

Unit 3: Australia's health in a globalised world (HH033)

Unit 4: Health and human development in a global context (HH034)

ENTRY REQUIREMENTS

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2 Individual school decision on levels of achievement

Unit 3 School-Assessed Coursework 25%

Unit 4 School-Assessed Coursework 25%

End-of-year examination 50%

MORE INFORMATION

For greater detail and specific outcomes visit: [Pages – VCE Health & Human Development \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au/Pages/VCE-Health-and-Human-Development.aspx)

Health & Physical Education

VCE OUTDOOR & ENVIRONMENTAL STUDIES \$750

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to participate safely and sustainably in a range of outdoor experiences and environments. Through participation in outdoor experiences, students learn to respect and value these landscapes and their living cultural history.

VCE Outdoor and Environmental Studies enables students to critically analyse different human relationships with outdoor environments and their subsequent effects, including socio-ecological issues at local and national levels. This provides students with the knowledge and skills to participate in, and contribute to, contemporary society by supporting and creating solutions for the future health of outdoor environments.

Through its cross-disciplinary approach to studying outdoor environments, the study informs a range of future pathways, including formal study and involvement in areas where knowledge of, and interaction with, outdoor environments is central, such as natural resource management, nature-based tourism, conservation advocacy, outdoor leading and guiding, environmental research and policy, education and agriculture.

- Unit 1 – Connections with outdoor environments
- Unit 2 – Discovering outdoor environments
- Unit 3 – Relationships with outdoor environments
- Unit 4 - Sustainable outdoor environments

ENTRY REQUIREMENTS

Students wishing to undertake VCE Unit 1/2 Outdoor & Environmental Studies are advised to begin their studies in Year 10. There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Students who apply to take this course will need to complete a contract regarding work ethic, behaviour and attendance to be considered when students select this subject.

ASSESSMENT

Satisfactory Completion
Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2 Individual school decision on levels of achievement
Unit 3 School-Assessed Coursework 25%
Unit 4 School-Assessed Coursework 25%
End-of-year examination 50%

MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - Outdoor and Environmental Studies \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au/Pages-Outdoor-and-Environmental-Studies)

Health & Physical Education

VCE PHYSICAL EDUCATION

VCE Physical Education explores the complex interrelationships between biophysical (anatomical, biomechanical, physiological and skill acquisition) and psychosocial (psychological and sociocultural) principles to understand their role in producing and refining movement for participation and performance in physical activity, sport and exercise. Integrating theoretical understanding and practice is central to the study of VCE Physical Education. Theoretical knowledge and skills are developed and utilised in and through practical activities, which can be opportunistic, structured or investigative experiences. Practical activities challenge students to reflect on and share their participatory perspectives, while emphasising the educational value of human movement to develop theoretical understanding. These opportunities ultimately help students to develop deeper holistic connections that support their understanding of biophysical and psychosocial movement concepts.

Unit 1: The human body in motion (PE011)

Unit 2: Physical activity, sport, exercise and society (PE022)

Unit 3: Movement skills and energy for physical activity, sport and exercise (PE033)

Unit 4: Training to improve performance (PE034).

ENTRY REQUIREMENTS

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2 Individual school decision on levels of achievement

Unit 3 School-Assessed Coursework 20%

Unit 4 School-Assessed Coursework 30%

End-of-year examination 50%

MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - Physical Education \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au/Pages-Physical-Education)

The Arts

VCE ART CREATIVE PRACTICE \$200*

*\$200 subject cost is for VCE VM students enrolling in VCE VM Art Creative Practice Units 1/2

VCE Art Creative Practice introduces the role of art in contemporary and historical cultures and societies, and values the meaningful and unique impact of artists on the development of arts knowledge, tradition and experiences, both locally and globally. Students build an understanding of how artists, through their practice and the artworks they create, communicate personal experiences and ideas, and cultural values, beliefs and viewpoints. In this study, students view artworks and investigate the working practices of artists from different cultures and periods of time. Students are challenged to articulate their understanding of the meanings and messages contained within artworks and to examine the effects of artworks upon the viewers or audiences who experience them. Students learn to pose and solve problems, and work independently and collaboratively, to create and convey meaning through art making.

VCE Art Creative Practice uses inquiry through art practice to develop students' critical and creative thinking skills and individual responses through researching, exploring, experimenting, developing, reflecting, refining and resolving. Through Making and Responding, and through the presentation of artworks in different contexts, students understand and appreciate the role of visual art in past and present traditions, societies and cultures.

By building skills in visual literacy and creative and critical thinking, which are essential to both artist and viewer or audience, learning in VCE Art Creative Practice empowers young people to be discerning, and to engage with and make sense of what they see and experience. Students are equipped with practical and theoretical skills that enable them to follow pathways into tertiary art education, further training in art-related careers, as well as roles that require highly developed critical and conceptual engagement with ideas and issues. VCE Art Creative Practice also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in lifelong art-making practices.

Unit 1 – Interpreting artworks and exploring the Creative Practice

Unit 2 – Interpreting artworks and developing the Creative Practice

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

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

ENTRY REQUIREMENTS

There are no prerequisites for entry to Units 1, 2 and 3; however, Units 1 and 2 form the foundation of the key knowledge and key skills for Units 3 and 4. Students must undertake Unit 3 and Unit 4 as a sequence.

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2 Individual school decision on levels of achievement

Units 3 & 4 School-Assessed Coursework 10%

School-Assessed Task 60%

End-of-year examination 30%

MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - VCE Art Creative Practice \(vcaa.vic.edu.au\)](https://pages.vcaa.vic.edu.au)

The Arts

VCE MEDIA

This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms.

VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products.

VCE Media supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression valuable for participation in and contribution to contemporary society.

This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings, including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

Unit 1 – Media forms, representations and Australian stories

Unit 2 – Narrative across media form

Unit 3 – Media narratives and pre-production

Unit 4 – Media production; agency and control in and of the media

ENTRY REQUIREMENTS

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2 Individual school decision on levels of achievement

Unit 3 & 4 School-Assessed Coursework 20%

School-Assessed Task 40%

End-of-year examination 40%

MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - Media \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au/Pages/Media)

The Arts

VCE MUSIC

VCE Music is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators and music makers. Students explore, reflect on and respond to the music they listen to, create and perform. They analyse and evaluate live and recorded performances, and learn to incorporate, adapt and interpret musical practices from diverse cultures, times and locations into their own learning about music as both a social and cultural practice.

Students study and practise ways of effectively communicating and expressing musical ideas to an audience as performers and composers, and respond to musical works as an audience. The developed knowledge and skills provide a practical foundation for students to compose, arrange, interpret, reimagine, improvise, recreate and critique music in an informed manner. In this study students are offered a range of pathways that acknowledge and support a variety of student backgrounds and music learning contexts, including formal and informal.

VCE Music equips students with personal and musical knowledge and skills that enable them to focus on their musicianship in particular areas and follow pathways into tertiary music study or further training in a broad spectrum of music related careers. VCE Music also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in life-long music making.

Unit 1 – Organisation of music

Unit 2 – Effect in music

Unit 3 – Influence in Music, Contemporary and Repertoire Performance and Music Composition

Unit 4 – Music Inquiry Project, Contemporary and Repertoire Performance and Music Composition

ENTRY REQUIREMENTS

Although there are no specific prerequisites for entry to Units 1, 2 and 3, the College recommend that students should have completed a minimum of 2 years of music subjects to commence VCE Music. Students must undertake Unit 3 and Unit 4 as a sequence.

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2 Individual school decision on levels of achievement

Units 3 School-Assessed Coursework 30%

Unit 4 School-Assessed Coursework 5%

External end-of-year performance examination 50%

End-of-year aural and written examination 15%

MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - Music \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au/Pages/Music)

The Arts

VCE VISUAL COMMUNICATION DESIGN

The complex demands of 21st-century living have broadened the scope of the designer's work, and the potential of design to solve ill-defined problems is recognised across sectors including business, industry and education. In response, VCE Visual Communication Design moves beyond practices focusing largely on appearance and function, and views the work of designers as part of larger systems and services addressing problems in sustainable and strategic ways.

Contemporary designers understand that visual communication is viewed in increasingly fluid and rapidly changing contexts, and that today's consumers are often co-creators of content and form. In response, they engage deeply with human-centred research practices to uncover problems, opportunities and emerging trends, while empathising with stakeholders' needs, desires, behaviours and attitudes.

The study of VCE Visual Communication Design, therefore, seeks to cultivate future-ready designers who have a critical and reflective eye, a refined aesthetic sensibility, and who are equipped with the skills, knowledge and mindsets necessary to address the problems of life. Through exposure to the cultures and traditions of design practice, students learn how designers visually communicate ideas and information when designing for people, communities and societies. They develop the knowledge, skills and dispositions required of a multidisciplinary designer who is a reflective, responsible and empathetic practitioner equipped with agency and initiative.

- Unit 1 - Finding, reframing and resolving design problems
- Unit 2 - Design contexts and connections
- Unit 3 - Visual communication in design practice
- Unit 4 - Delivering design solutions

ENTRY REQUIREMENTS

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

ASSESSMENT

Satisfactory Completion
Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2 Individual school decision on levels of achievement
Units 3 School-Assessed course work 20%
Unit 4 School-Assessed Task 50%
End-of-year examination 30%

MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - Visual Communication Design \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

Technology

VCE FOOD STUDIES \$200

Australia has a varied and abundant food supply. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products in quantities that may harm their health. Also, food and cooking, and their central roles in our lives, have become prominent topics in digital media and publishing. This study examines the various factors for this increased exposure and the background to this abundance of food, and it explores reasons for our food choices.

VCE Food Studies is designed to build the capacities of students to make informed food choices and develop an understanding about food security, food sovereignty and food citizenship. Students develop

their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

Unit 1 – Food Origins

Unit 2 – Food Makers

Unit 3 – Food in daily life

Unit 4 – Food issues, challenges and futures

ENTRY REQUIREMENTS

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2 Individual school decision on levels of achievement

Units 3 School-Assessed Coursework 30%

Unit 4 School-Assessed Coursework 30%

End-of-year examination 40%

MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - VCE Food Studies \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

Technology

VCE PRODUCT DESIGN & TECHNOLOGY \$200

VCE Product Design and Technologies offers students a range of relevant practical and applied experiences that can support future career pathways in design fields. These include industrial design, textiles, jewellery, fashion, interior spaces and exhibitions, engineering, building and construction, furniture, and transport. Future pathways also include careers in specialised areas of arts and design at professional, industrial and vocational levels.

VCE Product Design and Technologies offers students a unique focus on creativity through the development and production of innovative and ethical products. Through the study of VCE Product Design and Technologies students become solution-focused and equipped to deal with both the interdisciplinary (interrelationship of multiple disciplines) and transdisciplinary (when disciplines interconnect to form new ideas) natures of design. This is achieved through collaboration (shared work) and teamwork (working on own tasks with a common goal to others), use of computer-aided manufacturing, work practice in designing and making, and development of speculative, critical and creative thinking skills. Students work with a variety of materials, tools and processes to develop their technacy and they employ innovative and ethical practices as they practice design. All of this contributes to the real-life industry relevance of this course.

Unit 1 – Design practices

Unit 2 – Positive impacts for end users

Unit 3 – Ethical product design and development

Unit 4 – Ethical production and evaluation

ENTRY REQUIREMENTS

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2 Individual school decision on levels of achievement

Unit 3 & 4 School-Assessed Coursework 20%

Unit 3 & 4 School-Assessed Task 50%

End-of-year examination 30%.

MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - Product Design and Technology \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au/Pages-Product-Design-and-Technology)

Technology

VCE SYSTEMS ENGINEERING \$80

VCE Systems Engineering integrates principles from mechanical and electrical/electronic engineering to enable students to understand, design, build and evaluate functioning systems. Students apply fundamental science and engineering knowledge, combined with innovative thinking and problem-solving skills, to create and improve systems that serve real-world needs. They develop an appreciation of the role of engineering in society and explore how technological advances shape and respond to human needs and global challenges.

Through a practical and project-based approach, students explore the design, construction, control and operation of mechanical and electro-mechanical systems. They gain hands-on experience with tools, components, and materials, and use programming, CAD and systems modelling techniques to prototype and refine their solutions. Students learn to work safely and independently, while also developing their ability to manage time, resources and processes in the development of engineered solutions.

VCE Systems Engineering fosters critical and creative thinking, systems and design thinking, and an iterative approach to problem solving. Students investigate technological systems and apply mathematical and scientific principles to understand how components interact. They analyse engineering problems, generate viable design options, and evaluate systems in terms of performance, efficiency and sustainability.

The study also supports pathways into further study and careers in engineering, mechatronics, robotics, product design, manufacturing, automotive technology, renewable energy systems, aerospace, defence technologies and other technical or applied science fields.

Unit 1 – Mechanical systems

Unit 2 – Electro technological systems

Unit 3 – Integrated and controlled systems

Unit 4 – Systems control and new and emerging technologies

ENTRY REQUIREMENTS

Entry into Units 1, 2 and 3 Systems Engineering is subject to students meeting the required standard on the Physics and Methods compulsory entrance test. In addition, relevant CAT and exam results, teacher feedback, work habits, and overall academic performance will also be considered when determining suitability for this subject. Students must undertake Unit 3 and Unit 4 as a sequence. Students entering Unit 3 without completing Units 1 and/or 2 may be required to undertake additional preparation as advised by their teacher.

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2 Individual school decision on levels of achievement

Unit 3 School-Assessed Coursework: 10%

Unit 3 School-Assessed Task: 20%

Unit 4 School-Assessed Coursework: 10%

Unit 4 School-Assessed Task: 30%

End-of-year examination: 30%

MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - Systems Engineering \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au/Pages-Systems-Engineering)

VCE Vocational Major

VM LITERACY

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

As students develop these skills, they engage with texts that encompass the everyday language of personal experience to the more abstract, specialised and technical language of different workplaces, including the language of further study. VM Literacy is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stages of their lives through experiential learning and authentic learning experiences.

Unit 1 – Literacy for Personal Use; Understanding and Creating Digital Texts

Unit 2 – Understanding Issues and Voices; Responding to Opinions

Unit 3 – Accessing and Understanding Informational, Organisational and Procedural Texts; Creating and Responding to Organisational, Informational or Procedural Texts

Unit 4 – Understanding and Engaging with Literacy for Advocacy; Speaking to Advise or to Advocate

ENTRY REQUIREMENTS

Students may only enrol in VM studies if they are completing a program that meets the specific program requirements for the VCE VM.

There are no prerequisites for entry into Units 1 and 2. Units 3 and 4 will be undertaken sequentially.

Students will be introduced to the outcomes for both units at the beginning of the year so they can effectively plan for the latter part of the year and take appropriate actions to be ready for those outcomes.

ASSESSMENT

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the use of assessment tools.

LEVELS OF ACHIEVEMENT

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit as S (Satisfactory) or N (Not Satisfactory)

MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - VM Literacy \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au/Pages-VM-Literacy)

VCE Vocational Major

VM NUMERACY

VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

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

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

VM Numeracy is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stage of their lives through experiential learning and authentic learning experiences.

Unit 1 – Number; Shape; Quantity and Measures; Relationships

Unit 2 – Dimensions and Directions; Data; Uncertainty; Systematics

Unit 3 – Number; Shape; Quantity and Measures; Relationships

Unit 4 – Dimensions and Directions; Data; Uncertainty; Systematics

ENTRY REQUIREMENTS

Students may only enrol in VM studies if they are completing a program that meets the specific program requirements for the VCE VM.

There are no prerequisites for entry into Units 1 and 2. Units 3 and 4 will be undertaken sequentially.

Students will be introduced to the outcomes for both units at the beginning of the year so they can effectively plan for the latter part of the year and take appropriate actions to be ready for those outcomes.

ASSESSMENT

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the use of assessment tools.

LEVELS OF ACHIEVEMENT

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit as S (Satisfactory) or N (Not Satisfactory)

MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - VM Numeracy \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

VCE Vocational Major

VM PERSONAL DEVELOPMENT SKILLS

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

This study provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways. PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.

Through independent and collaborative activities, PDS builds the capacity of students to set personal goals and participate in their communities with confidence, respect, safety and resilience.

VM Personal Development Skills is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stages of their lives through experiential learning and authentic learning experiences.

Unit 1 – Healthy Individuals

Unit 2 – Connecting with Community

Unit 3 – Leadership and Teamwork

Unit 4 – Community Project

ENTRY REQUIREMENTS

There are no prerequisites for entry into Units 1 and 2. Units 3 and 4 will be undertaken sequentially.

Students will be introduced to the outcomes for both units at the beginning of the year so they can effectively plan for the latter part of the year and take appropriate actions to be ready for those outcomes.

ASSESSMENT

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the use of assessment tools.

LEVELS OF ACHIEVEMENT

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit as S (Satisfactory) or N (Not Satisfactory).

MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - VM Personal Development Skills \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

VCE Vocational Major

VM WORK RELATED SKILLS

VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

Students preparing to transition to the workforce and to further education are best placed for success when they have confidence, self-awareness and the skills to interpret relevant information and make informed decisions about their future goals.

In VM Work Related Skills, students will develop the knowledge, skills and experiences to be active and engaged citizens and future members of the workforce, with the ability to communicate effectively, advocate for themselves and be adaptable to change. The study of WRS leads to opportunities across all industries and areas of work as well as in further education, and provides young people with the tools they need to succeed in the future.

VM Work Related Skills is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stages of their lives through experiential learning and authentic learning experiences.

Unit 1 – Careers and learning for the future

Unit 2 – Workplace skills and capabilities

Unit 3 – Industrial relations, workplace environment and practice

Unit 4 – Portfolio preparation and presentation

ENTRY REQUIREMENTS

There are no prerequisites for entry into Units 1 and 2. Units 3 and 4 will be undertaken sequentially.

Students will be introduced to the outcomes for both units at the beginning of the year so they can effectively plan for the latter part of the year and take appropriate actions to be ready for those outcomes.

ASSESSMENT

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the use of assessment tools.

LEVELS OF ACHIEVEMENT

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit as S (Satisfactory) or N (Not Satisfactory).

MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - VM Work Related Skills \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au/Pages-VM-Work-Related-Skills)



Carrum Downs
Secondary College