



**BORONIA**  
K-12 COLLEGE



# Senior School Subject Handbook 2027



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## At Boronia K-12 College, we *Empower Students for Success.*

We have re-designed our secondary learning programme to offer a unique personalised learning approach that empowers every student to follow their learning needs, interests and passions by personalising their learning programme. The Senior School curriculum provides students with a broad range of VCE subjects to maximise choices and opportunities to their chosen pathway.

We understand the importance of decisions being made at this critical stage of education. We provide a comprehensive range of resources and programs to guide, challenge and support every Senior School student, and their family. This includes daily support from the Tutor Teachers, Careers Practitioner and Sub School Team.

The world is changing at an incredible pace. Today's students will only succeed in the world of tomorrow if they are prepared for the challenges ahead. Therefore, I am deeply committed to creating a high performing school environment where students come first, teachers are passionate and highly effective and parents are highly satisfied. A culture of learning which, at its foundation, believes learning should be done with students, rather than to students. Our innovative approach to learning accords each student with a tailor-made educational Programme, ensuring that no student is held back and each student is **empowered** to reach their full potential.

Sincerely,

*Paul Broecker*

Paul Broecker  
Principal





# Year 10

Program & Subject  
Selection Guide

## Extra-Curricular Items and Activities

Please be aware that some Year 10 and VCE subjects have Extra-Curricular Items and Activities. These are items and activities that enhance or broaden the schooling experience of students and are additional to what the school provides for free to deliver the Curriculum. These materials and experiences are accessed on user-pays basis.

Extra-Curricular Items and Activities can include:

- optional alternative forms of instruction
- optional excursions and camps
- optional sporting programs
- optional music programs
- optional items and materials that are linked to the Curriculum but are additional to or outside what the school provides for free to deliver the Curriculum.

## Glossary of Terms

|               |                                             |
|---------------|---------------------------------------------|
| <b>ATAR</b>   | Australia Tertiary Admission Rank           |
| <b>DES</b>    | Derived Examination Score                   |
| <b>DoE</b>    | Department of Education                     |
| <b>EAL</b>    | English as an Additional Language           |
| <b>GA</b>     | Graded Assessment                           |
| <b>GAT</b>    | General Achievement Test                    |
| <b>MIPS</b>   | Managed Individual Pathways                 |
| <b>RTO</b>    | Registered Training Organisation            |
| <b>RPL</b>    | Recognition of Prior Learning               |
| <b>SAC</b>    | School Assessed Coursework                  |
| <b>SAT</b>    | School Assessed Task                        |
| <b>SBAT</b>   | School Based Apprenticeship & Traineeship   |
| <b>VCAA</b>   | Victorian Curriculum & Assessment Authority |
| <b>VCE</b>    | Victorian Certificate of Education          |
| <b>VCE VM</b> | VCE Vocational Major                        |
| <b>VPC</b>    | Victorian Pathways Certificate              |
| <b>VET</b>    | Vocational Education and Training           |
| <b>VTAC</b>   | Victorian Tertiary Admissions Centre        |

## Planning a Year 10 Program

This information booklet is designed to assist students in Years 10 and their parents/carers in making appropriate and informed choices about program, subject and unit selections.

There are a range of considerations that students should take into account when choosing pathways and/or subjects. These include:

- Selected subjects should reflect intended career pathways.
- Selected programs should also be as open and diverse as possible, to ensure a range of future options for the student post Boronia K-12 College.
- Many university courses have prerequisite subjects for entry into their courses. Students need to be mindful of this when selecting subjects.
- It is important for students to choose subjects that they are interested in, and in which they can achieve academic success.
- It is also important for students to maintain a balance between career interests and their educational journey. This should also be reflected in subject selections, by choosing subjects from a range of learning areas (such as The Arts, Humanities, Maths and Sciences).

### Commitment Required

It is expected that all students entering Senior Years will;

- Complete all coursework, CATs, SACs, SATs and Examinations on time and to the best of their ability.
- Spend at least the recommended time on homework and private study: 1.5 to 3 hours per week, per subject.
- Attend holiday and revision classes.
- Maintain a satisfactory level of attendance in all subjects – a 90 percent attendance requirement applies to all Senior School subjects
- Follow and model the College values and shared expectations.
- Participate fully in college activities.
- Treat all teachers and all other class members with respect.
- Inform their teacher and the Director of Senior School of any difficulties they may be experiencing in completing coursework or assessment tasks well before the due date and submit medical certificates where necessary.
- Complete all drafts of work as required and keep copies of all work required for assessment. This is important for authentication.
- Maintain awareness of the requirements and procedures of VCE and the College, to work within them, including attendance, uniform and behavioural requirements and expectations.

# Year 10 Certificate

The Year 10 Certificate has been developed by Boronia K-12 College to ensure students are appropriately prepared for the increased expectations of Senior School. The Certificate provides students and families with a clear indication of readiness for VCE or VCE VM by recognising consistent attendance, engagement and academic progress throughout Year 10.

The Year 10 Certificate is awarded based on academic progress, attendance, engagement, and learning habits.

To achieve the Year 10 Certificate, students must meet the following criteria:

- Attendance: Maintain a minimum 90% attendance rate across the school year.
- Engagement: Maintain an overall Engagement Score of at least 6.0, demonstrating consistent effort, positive learning behaviours, and adherence to College expectations.
- Academic Progress: Satisfactorily complete at least 8 of the 12 units undertaken in Year 10, including:
  - o Both units of English, and
  - o At least one unit of Mathematics.

Students who are identified as 'At Risk' of not meeting the requirements for the Year 10 Certificate will be supported through targeted interventions and redemption opportunities. These supports are designed to assist students in meeting attendance, engagement, and academic requirements wherever possible.

Achievement of the Year 10 Certificate enables automatic promotion into Year 11 at Boronia K-12 College, subject to pathway suitability and program availability. Students who do meet the requirements of the Year 10 Certificate will attend a meeting with the Sub-School team and their parent/carer to review and discuss their pathways and interventions required in order to achieve success the following year.

## VCE Acceleration & SWL (Year 10)

Some students in Year 10 may be offered the opportunity to undertake a VCE Unit 1 and 2 subject as part of an accelerated learning pathway.

VCE acceleration is offered where a student:

- Demonstrates strong academic ability,
- Shows a high level of commitment and independent learning skills, and
- Where there is capacity within the subject.

A VCE accelerated subject replaces two Year 10 elective subjects and contributes directly to the student's future VCE program. Participation in VCE acceleration is determined through a school-based selection process and is subject to ongoing review to ensure the pathway remains appropriate for the student.

Structured Workplace Learning (SWL) is a required component of the Year 10 Certificate and should be completed in accordance with approved arrangements to support students with their pathway planning.

## Year 10 Learning Structure

Curriculum programs at Boronia K-12 College are developed to suit the learning needs of students at the different levels of education and to provide students with opportunities to experience a breadth of areas, as well as enhancing the relevant pathway for each individual student. Our curriculum programs are designed to build responsibility, expectations and accountability within students to ensure that they are adequately prepared for the future.

Year 10 is the first year of a student's Senior School experience and therefore our curriculum is designed to prepare students for their studies in the final years of schooling in either the VCE, the VCE VM or the VPC. Therefore, the curriculum has been designed to allow students to experience the rigour of senior school pathways, whilst also maintaining a focus on core elements of schooling such as literacy and numeracy.

The curriculum structure for Year 10 students consists of both core and elective studies:

### Year 10 Weekly Program:

| Subject                                             | One Semester        | One Semester |
|-----------------------------------------------------|---------------------|--------------|
| <b>Core Subjects</b><br>Compulsory for all students |                     |              |
| Mentor                                              | 20 minutes each day |              |
| English                                             | 4 periods           |              |
| Mathematics                                         | 4 periods           |              |
| Be Ready                                            | 1 period            |              |
|                                                     |                     |              |
| <b>Guided Choice Electives</b> x 4                  |                     |              |
| A choice of:                                        |                     |              |
| Health and Physical Education x 2                   | 4 periods           | 4 periods    |
| Humanities x 1                                      | 4 periods           |              |
| Science x 1                                         | 4 periods           |              |
| <b>Free Choice Elective</b> x 4                     |                     |              |
| A choice from any Key Learning Area                 | 4 periods           |              |

The following subjects are available as electives to Year 10 students.

### Science

Biology / Psychology

Chemistry / Physics

### The Arts

Drama and Theatre Studies

Visual Art

Music

### Health & Physical Education

Health and Human Development

Outdoor Education

Physical Education

### Humanities

Business Management

Legal Studies

20th Century History

### Design & Technologies

Food Studies

Product Design and Technology - Multi Materials

Product Design and Technology - Textiles

### Mathematics

Mathematical Methods

## Acceleration Opportunities

Students commencing Year 10, may be offered the opportunity to undertake a **Unit 1 and 2 VCE subject**, providing the student demonstrates academic ability and commitment to their studies, and there is sufficient space available in a subject.

## VCE Acceleration Subjects

Undertaking a VCE Acceleration Subject would replace two of a student's Year 10 elective subjects. The table below indicates the VCE subjects that Year 10 students can undertake as a VCE Acceleration subject.

### VCE Acceleration subjects offered to Year 10 students

Unit 1&2 Biology

Unit 1&2 Business Management

Unit 1&2 Health and  
Human Development

Unit 1&2 Modern History

Unit 1&2 Psychology

Unit 1&2 Physical Education

To complete an application for a **VCE Acceleration subject** follow these instructions carefully:

Complete the **VCE Acceleration Application Form** (available from the Senior School Office) if you are interested in undertaking this option as a part of your Year 10 program. This form is to be submitted to the Senior School Office.

# YEAR 10 CORE SUBJECTS

## ENGLISH

### Study Summary

English in Year 10 prepares students for the rigors of VCE. Students participate in a range of activities designed to extend their abilities in the modes of English. Students strengthen their skills in analysis through wide reading of rich texts from diverse perspectives, exploring the contexts of their creations, the values expressed and the authors purpose for creating the text. Students continue to develop their skills in writing with a specific purpose and audience in mind, this work is guided by a central idea. Students continue to develop their critical lens through analysing issues that have been debated in the media, thinking about how the media shapes debates through the language used, an essential skill to tackle disinformation.

### How are students assessed?

- Examination
- A personal response to a set text
- Two student created texts, written with a consideration to purpose, context and audience and a commentary on one text describing the writing process
- Class activities
- An analytical response to a selected text in written form
- Analysis of argument and language techniques in media texts.
- Oral presentation of Point-of-View on a chosen issue
- Writing folios

### Pathways Subjects

#### Year 7

- Core English

#### Year 8

- Core English

#### Year 9

- Core English

#### Year 10

- Core English

#### Year 11

- VCE English/EAL Units 1 & 2
- VCE VM Literacy

#### Year 12

- VCE English/EAL Units 3 & 4
- VCE VM Literacy

# MATHEMATICS

## Study Summary

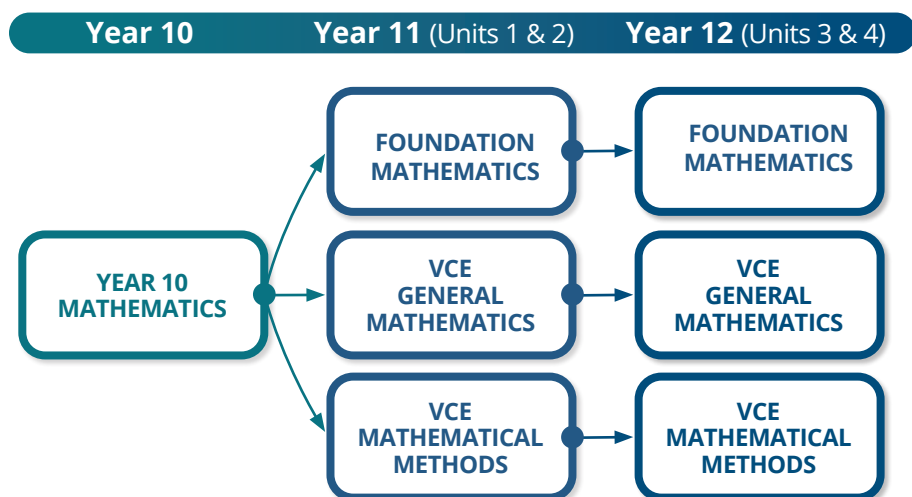
Year 10 Mathematics is a continuation of the Victorian curriculum that is studied in Years 7, 8 and 9, building on the skills learned in these years in preparation for mathematical studies in VCE or VCE-VM.

The proficiencies of Understanding, Fluency, Problem Solving and Reasoning are fundamental to learning mathematics and working mathematically and are applied across all six strands of Number, Algebra, Measurement, Space, Statistics and Probability. These are common aspects of most of people's mathematical experience in everyday situations. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people's understanding of the natural and human worlds, and the interaction between them.

## How are students assessed?

- Bookwork
- Problem-solving tasks
- Low-stakes quizzes
- Mathematical Investigations (CAT)
- Topic Tests (CAT)

## MATHEMATICS PATHWAYS



## Pathways Subjects

### Year 7

- Core Mathematics

### Year 8

- Core Mathematics

### Year 9

- Core Mathematics

### Year 10

- Year 10 Mathematics (see below)

### Year 11

- VCE Mathematics Units 1 & 2 (see below)
- VCE Foundational Mathematics

### Year 12

- VCE Mathematics Units 3 & 4 (see below)
- VCE Foundational Mathematics

# YEAR 10 ELECTIVES

## DESIGN & TECHNOLOGIES

### FOOD STUDIES

#### Study Summary

Students investigate the functional properties of food and the changes that occur during food preparation and cooking. They learn of the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements. Students demonstrate this understanding through a healthy meal design that they then produce and serve to primary students. Students also learn about the influences on food choice, how communities, families and individuals change their eating patterns over time. Students inquire into the role of food in shaping identity and connectedness and the ways in which food information can be altered and manipulated. They investigate behaviours which assist in the establishment of lifelong healthy dietary patterns.

#### How are students assessed?

- Class Activities
- Practical Class observations
- Healthy Meal Design, Production and service to Primary students.
- Research Projects

#### Pathways Subjects

Year 7

- Food Studies

Year 8

- Food Studies

Year 9

- Food Studies

Year 10

- Food Studies

Year 11

- VCE Food Studies  
Units 1 & 2

Year 12

- VCE Food Studies  
Units 3 & 4

### PRODUCT DESIGN & TECHNOLOGIES – MULTI MATERIALS

#### Study Summary

Challenged with design problems, students will further develop their design thinking skills. They are provided with opportunities to research design styles, identify factors that influence design and develop graphical product concepts, including CAD and technical drawings, to assist in the development of design solutions for their chosen end user. Students explore clothing design and production. Students will practise threading and operating a sewing machine and learn to follow pattern instructions to produce clothing or accessories. Students will develop skills in pinning, cutting and joining fabric. Students will research the factors that influence design, conduct risk assessments and develop a greater understanding of a range of materials, processes, techniques and quality measures required for production of bespoke products.

#### How are students assessed?

- Class Activities
- Research Inquiry
- Product Analysis
- Developmental Folio
- Practical competency, technacy & risk management.
- Product Development

#### Pathways Subjects

Year 7

- Multi Materials

Year 8

- Product Design &  
Technology - Multi-  
Materials

Year 9

- Product Design &  
Technology - Multi-  
Materials

Year 10

- Product Design &  
Technologies - Textiles
- Product Design &  
Technologies - Multi Materials

Year 11

- VCE Product Design &  
Technologies Units 1 & 2

Year 12

- VCE Product Design &  
Technologies Units 3 & 4

## PRODUCT DESIGN & TECHNOLOGIES – TEXTILES

### Study Summary

Students explore clothing design and production. Students will practise threading and operating a sewing machine and learn to follow pattern instructions to produce clothing or accessories. Students will develop skills in pinning, cutting and joining fabric. They will produce fashion illustrations to convey their design ideas. Students will explore the evolution of fashion throughout history and analyse the work of established fashion designers, then look to more sustainable design options for the future.

### How are students assessed?

- Class Activities
- Developmental folio / Production Journal
- Practical competency, technacy & risk management.
- Product Development

### Pathways Subjects

#### Year 7

- Multi Materials

#### Year 8

- Product Design & Technology - Multi-Materials

#### Year 9

- Product Design & Technology - Multi-Materials

#### Year 10

- Product Design & Technologies - Textiles
- Product Design & Technologies - Multi Materials

#### Year 11

- VCE Product Design & Technologies Units 1 & 2

#### Year 12

- VCE Product Design & Technologies Units 3 & 4

# YEAR 10 ELECTIVES

## MATHEMATICS

### MATHEMATICAL METHODS

#### Study Summary

Mathematical Methods explores the world of algebraic graphing and its applications to the real world. The subject is designed to equip students with the skills to complete VCE Mathematical Methods in Year 11 and Year 12, and encompasses the following topics:

- Algebraic manipulation and linear equations
- Linear graphs and their properties
- Indices and Surds
- Quadratic algebra and graphing
- Probability
- Circular functions

#### How are students assessed?

- Topic tests
- Application tasks
- Open-ended investigations

#### Pathways Subjects

##### Year 7

- Core Mathematics

##### Year 8

- Core Mathematics

##### Year 9

- Core Mathematics

##### Year 10

- Core Mathematics
- Mathematical Methods

##### Year 11

- VCE/VCE VM  
Mathematics Units 1 & 2

##### Year 12

- VCE/VCE VM  
Mathematics Units 3 & 4

# YEAR 10 ELECTIVES

## HEALTH & PHYSICAL EDUCATION

### HEALTH & HUMAN DEVELOPMENT

#### Study Summary

This semester long unit gives students the opportunity to view health and development holistically – across their lifespan. They will investigate factors that contribute to the outcomes of the health of individuals and populations, including many of the physical, emotional and neural changes that occur during adolescence and young adulthood. Students will look at healthy eating, physical activity, mental health, sexual health, accessibility to health care, as well as the importance of sustainable human development. Students will evaluate healthcare initiatives and interventions to discover both the government and non-government programs relating to youth health and wellbeing. The subject is strongly recommended for those wishing to study VCE Health and Human Development.

#### How are students assessed?

- Class Activities
- Research Presentations
- Portfolios of work
- End of semester test
- Case studies
- Interactive Quizzes

### PHYSICAL EDUCATION

#### Study Summary

Students will explore the different career opportunities that are available through the sporting industry. They will investigate the different career paths that are available in the sport and recreation industry including coaching, officiating, sports management, marketing and high performance through theory based learning and practical application. Students will have a fantastic opportunity to obtain a range of accreditations related to the industry including sport specific coaching and officiating certificates, suitable for part-time employment should they wish to pursue this. They will learn through practical activities within the College, including working with our primary students to develop their skills and confidence in the different units. This subject is strongly recommended for those wishing to study VET Sport and Recreation.

#### How are students assessed?

- Class Activities
- Coaching Courses
- Interactive Quizzes
- Collaborative Projects
- Case Studies
- Physical Practicals

#### Pathways Subjects

Year 7

- Core Health and Physical Education

Year 8

- Core Health and Physical Education

Year 9

- Core Health and Physical Education

Year 10

- Health & Human Development

Year 11

- VCE Health & Human Development Units 1 & 2

Year 12

- VCE Health & Human Development Units 3 & 4

#### Pathways Subjects

Year 7

- Core Health and Physical Education

Year 8

- Core Health and Physical Education

Year 9

- Core Health and Physical Education

Year 10

- Physical Education

Year 11

- VCE Physical Education Units 1 & 2

Year 12

- VCE Physical Education Units 3 & 4

# OUTDOOR EDUCATION

## Study Summary

Outdoor Education (formerly Get Wild) is an immersive subject focusing on outdoor recreation. Students delve into the fundamental principles of outdoor activities, covering risk management, technological applications, motivational factors, and activity planning. Emphasizing Australian environments, students explore environmental concepts crucial for understanding and preserving natural habitats. Mapping and navigation skills are honed, ensuring competency in traversing outdoor terrains safely and efficiently. A distinctive aspect of the course is its integration of outdoor education excursions, providing hands-on learning experiences. These excursions serve as a core component of the subject, allowing students to apply theoretical knowledge in real-world scenarios. By immersing themselves in nature and tackling challenges firsthand, students not only gain practical skills but also develop a profound appreciation for the outdoors and the importance of responsible recreation. Outdoor Education equips students with the tools and insights necessary to enjoy outdoor activities while respecting and protecting the environment.

## How are students assessed?

- Class Activities
- Outdoor Recreation Journal Entries
- Planning Outdoor Recreation Activities
- Practical Application of Skills
- Advertising Australian Environments
- Case Studies

## Pathways Subjects

### Year 7

- Core Health and Physical Education

### Year 8

- Core Physical Education

### Year 9

- Core Physical Education

### Year 10

- Outdoor Education

### Year 11

- VCE Physical Education Units 1 & 2

### Year 12

- VCE Physical Education Units 3 & 4

# YEAR 10 ELECTIVES

## HUMANITIES

### BUSINESS MANAGEMENT - FOOT OF THE HILLS CAFE

#### Study Summary

This elective provides students with an introduction to key business concepts and skills, preparing them for future studies in VCE Business Management (Units 1 & 2) and potential career pathways in VET. The course combines theoretical learning with practical application through a range of engaging activities.

A key feature of the subject is the operation of a student-led café, where students take on real-world business roles to plan, manage and run a small enterprise. This experience supports the development of financial literacy, customer service, and entrepreneurial thinking. This subject is ideal for students interested in building a foundation in business and enterprise before progressing to senior-level studies.

Students can participate in an optional Barrister training course for an additional fee.

#### How are students assessed?

- Case studies
- Written and oral reports
- A short-term school-based business activity (student-led café)
- Business research projects
- Simulation exercises
- Class activities

## HISTORY

#### Study Summary

In History at Year 10, students will explore key movements and conflicts that have shaped modern society, focusing on rights and freedoms in the USA and Australia, as well as significant global conflicts and persecution events. The study will cover the USA Civil Rights Movement and the Australian Indigenous Rights Movement, examining their historical contexts and impacts. Students will also delve into conflicts and persecution such as the Holocaust, the Korean War, the conflicts in Afghanistan, the Khmer Rouge in Cambodia, and the Rwandan Genocide. Throughout these topics, students will develop their research, inquiry, and source analysis skills using a range of primary and secondary sources.

#### How are students assessed?

- Source Analysis
- Extended Responses
- Research Tasks
- Historical Report Writing
- Creative Inquiry
- Class Activities

#### Pathways Subjects

##### Year 7

- Core Humanities

##### Year 8

- Core Humanities
- You and the Law

##### Year 9

- Core Humanities

##### Year 10

- Business Management

##### Year 11

- VCE Business Management Units 1 & 2

##### Year 12

- VCE Business Management Units 3 & 4

#### Pathways Subjects

##### Year 7

- Core Humanities

##### Year 8

- Core Humanities
- Pop Culture

##### Year 9

- Core Humanities
- World at War

##### Year 10

- Pre-VCE: History

##### Year 11

- VCE Modern History Units 1 & 2

##### Year 12

- VCE History Revolutions Units 3 & 4

# LEGAL STUDIES

## Study Summary

Students will investigate laws, sanctions and the principles of Australia's criminal court system. Students will explore the High Court of Australia and the Constitution, as well as Commonwealth Parliament and voting. Students will develop research and presentation skills by exploring Human Rights and the Universal Declaration of Human Rights.

## How are students assessed?

- Class Activities
- Research tasks
- Tests
- Case Studies
- Current Media articles
- Presentations

## Pathways Subjects

Year 7



- Core Humanities

Year 8



- Core Humanities
- You and the Law

Year 9



- Core Humanities
- You and the Law

Year 10



- Legal Studies

Year 11



- VCE Legal Studies  
Units 1 & 2

Year 12



- VCE Legal Studies  
Units 3 & 4



# YEAR 10 ELECTIVES SCIENCE

## BIOLOGY / PSYCHOLOGY

### Study Summary

In this elective, students will cover in greater detail some of the major concepts that will help them to undertake VCE Biology and Psychology. Students will study cell structure and function of cells; genetics and evolution; the nervous system and functioning of the brain; and the effect of neurotransmitters, hormones and drugs on the body. Students will also look at technology relating to DNA, Genes and Physiological responses, as well as Epigenetics and VR while on excursions.

### How are students assessed?

- Class Activities
- Practical Report Poster
- Experiments
- Research Assignment
- Exam
- Case Studies

### Pathways Subjects

#### Year 7

- Core Science

#### Year 8

- Core Science
- Being Human

#### Year 9

- Core Science
- Scientific Investigations

#### Year 10

- Biology
- Psychology

#### Year 11

- VCE Biology Units 1 & 2
- VCE Psychology Units 1 & 2

#### Year 12

- VCE Biology Units 3 & 4
- VCE Psychology Units 3 & 4

## CHEMISTRY / PHYSICS

### Study Summary

An elective that will allow students the opportunity to expand on the major concepts required to undertake VCE Chemistry or Physics. Students will study the Periodic Table of Elements, electron configurations, bonding and chemical equations, different hydrocarbon structures, and polymers. They will also look at forces, kinematics, work and energy, plus Newton's Laws of Motion.

Students will complete class work for theory, perform experiments for practice and present their findings as assignments, a report poster and an exam. They will also look at technology for measuring forces and analysing chemicals, including aspirin that students will make themselves.

### How are students assessed?

- Class Activities
- Practical Report Poster
- Experiments
- Research Assignment
- Exam

### Pathways Subjects

#### Year 7

- Core Science

#### Year 8

- Core Science
- Forensic Science

#### Year 9

- Core Science
- Scientific Investigations

#### Year 10

- Chemistry
- Physics

#### Year 11

- VCE Chemistry Units 1 & 2
- VCE Physics Units 1 & 2

#### Year 12

- VCE Chemistry Units 3 & 4
- VCE Physics Units 3 & 4

# YEAR 10 ELECTIVES

## THE ARTS

### DRAMA & THEATRE STUDIES

#### Study Summary

This semester-long course focusses on developing students' practical skills and theoretical understanding of drama and theatre studies. Students will gain insights into the history, forms, and significance of theatre through both practical and theoretical lenses. Students will examine various theatrical styles, movements, and practitioners, deepening their understanding of the art form. They will analyse scripts, study influential playwrights and directors, and explore the cultural and social contexts of theatre.

Throughout these units of work, students will be assessed on their understanding and critical thinking skills. By the end of the course, students will have developed a greater appreciation for theatre as a complex and dynamic art form, equipped with the knowledge and skills to engage with theatrical works both on and off the stage.

#### How are students assessed?

- Class Activities
- Script Analysis
- Research Projects
- Portfolios of Work
- Acting Workshops
- Peer Assessment and Feedback

### VISUAL ARTS

#### Study Summary

Painting (Watercolour and Oil), Mixed Media, Ceramics.

Students explore how artists manipulate materials, techniques and processes to develop and express ideas in artworks. They investigate three key concepts: still life, bust sculptures and collage. Students develop ideas, finding inspiration around a common theme. They experiment with a range of materials including watercolour, oil paint, clay, and mixed media before applying learned techniques to create resolved artworks. Students research and discuss how artists from different times and cultures make art and form connections with their own ideas. They use a visual art journal to progressively document their art making process.

#### How are students assessed?

- Material Exploration and Technical Development
- Documentation in a Visual Art Journal
- Finished Artworks – Bust Sculpture, Painting, Collage
- Art Critiques
- Reflection and Evaluation
- Class Activities

#### Pathways Subjects

Year 7

- Moving Arts

Year 8

- Drama

Year 9

- Drama

Year 10

- Drama & Theatre Studies

Year 11

- VCE Theatre Studies  
Units 1 & 2

Year 12

- VCE Theatre Studies  
Units 3 & 4

#### Pathways Subjects

Year 7

- Visual Arts

Year 8

- Visual Arts

Year 9

- Visual Arts

Year 10

- Visual Arts

Year 11

- VCE Art Making &  
Exhibiting Units 1 & 2

Year 12

- VCE Art Making &  
Exhibiting Units 3 & 4

# MUSIC

## Study Summary

In Year 10 Music, students refine their instrumental and ensemble skills on contemporary instruments, performing with greater control, expression and style. They rehearse and present planned performances of music they have learnt and/or composed, using appropriate techniques and performance conventions. Students compose and arrange original music using digital tools and notation, applying compositional devices and the elements of music to communicate meaning. They analyse and evaluate music across a range of styles and contexts, exploring how music reflects identity, challenges perspectives and responds to change. Through performance, composition and reflection, students deepen their creative and critical thinking, preparing for future music pathways.

## How are students assessed?

- Rehearsing and performing learned and original pieces using appropriate techniques and performance styles
- Participating in ensemble rehearsals, improvisation tasks and performance workshops
- Composing and arranging original music using digital tools, notation and compositional devices
- Presenting polished performances in class or informal audience settings
- Reflecting on their own and others' compositions and performances through discussion or written analysis

## Pathways Subjects

### Year 7

- Music

### Year 8

- Music - Live Performance and Composition

### Year 9

- Music - Live Performance and Composition

### Year 10

- Music

# Senior Years

## Program & Subject Selection Guide



## Extra-Curricular Items and Activities

Please be aware that some Year 10 and VCE subjects have Extra-Curricular Items and Activities. These are items and activities that enhance or broaden the schooling experience of students and are additional to what the school provides for free to deliver the Curriculum. These materials and experiences are accessed on user-pays basis.

Extra-Curricular Items and Activities can include:

- optional alternative forms of instruction
- optional excursions and camps
- optional sporting programs
- optional music programs
- optional items and materials that are linked to the Curriculum but are additional to or outside what the school provides for free to deliver the Curriculum.

## Glossary of Terms

|               |                                             |
|---------------|---------------------------------------------|
| <b>ATAR</b>   | Australia Tertiary Admission Rank           |
| <b>DES</b>    | Derived Examination Score                   |
| <b>DoE</b>    | Department of Education                     |
| <b>EAL</b>    | English as an Additional Language           |
| <b>GA</b>     | Graded Assessment                           |
| <b>GAT</b>    | General Achievement Test                    |
| <b>MIPS</b>   | Managed Individual Pathways                 |
| <b>RTO</b>    | Registered Training Organisation            |
| <b>RPL</b>    | Recognition of Prior Learning               |
| <b>SAC</b>    | School Assessed Coursework                  |
| <b>SAT</b>    | School Assessed Task                        |
| <b>SBAT</b>   | School Based Apprenticeship & Traineeship   |
| <b>VCAA</b>   | Victorian Curriculum & Assessment Authority |
| <b>VCE</b>    | Victorian Certificate of Education          |
| <b>VCE VM</b> | VCE Vocational Major                        |
| <b>VPC</b>    | Victorian Pathways Certificate              |
| <b>VET</b>    | Vocational Education and Training           |
| <b>VTAC</b>   | Victorian Tertiary Admissions Centre        |

## Planning a Senior School Program

This information booklet is designed to assist students in Years 11 and 12 and their parents/carers in making appropriate and informed choices about program, subject and unit selections. It provides an overview and information about the operation and structure of the Victorian Certificate of Education (VCE) Vocational Major (VCE VM) and the Victorian Pathways Certificate (VPC), along with information about Vocational Education and Training (VET) courses offered.

There are a range of considerations that students should consider when choosing pathways and/or subjects. These include:

- Selected subjects should reflect intended career pathways.
- Selected programs should also be as open and diverse as possible, to ensure a range of future options for the student post Boronia K-12 College.
- Many university courses have prerequisite subjects for entry into their courses. Students need to be mindful of this when selecting subjects.
- It is important for students to choose subjects that they are interested in, and in which they can achieve academic success.
- It is also important for students to maintain a balance between career interests and their educational journey. This should also be reflected in subject selections, by choosing subjects from a range of learning areas (such as The Arts, Humanities, Maths and Sciences).

### Commitment Required

It is expected that all students entering Senior Years will;

- Complete all coursework, CATs, SACs, SATs and Examinations on time and to the best of their ability.
- Spend at least the recommended time on homework and private study: 1.5 to 3 hours per week, per subject.
- Attend holiday and revision classes.
- Maintain a satisfactory level of attendance in all subjects – a 90 percent attendance requirement applies to all Senior School subjects.
- Follow and model the College values (Community, Achievement, Respect and Life-Long learning) and shared expectations.
- Participate fully in college activities.
- Treat all teachers and all other class members with respect.
- Inform their teacher and the Director of Senior School of any difficulties they may be experiencing in completing coursework or assessment tasks well before the due date and submit medical certificates where necessary.
- Complete all drafts of work as required and keep copies of all work required for assessment. This is important for authentication.
- Maintain awareness of the requirements and procedures of the VCE and the College and to work within them, including attendance, uniform and behavioural requirements and expectations.



# VICTORIAN CERTIFICATE OF EDUCATION (VCE)

The VCE is a senior secondary qualification, designed to be completed over a minimum of two years, and it can include both VCE Units as well as approved VET units.

The VCE is governed and administered by the VCAA. Students must consider the selection of subjects and units to fulfil the requirements of the VCE, as well as planning for the requirements of future pathways.

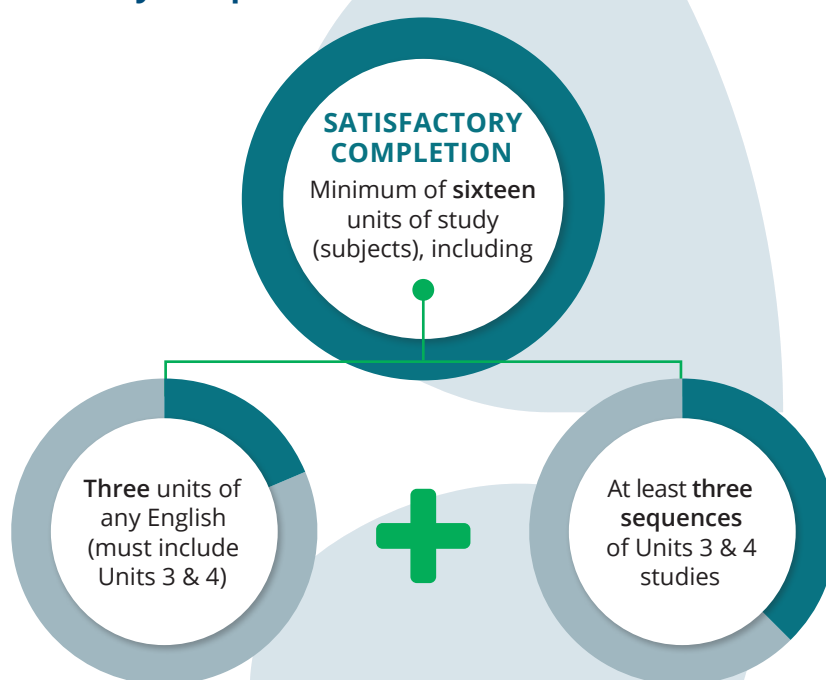
## VCE Subjects and Units

VCE subjects are designed to provide a two-year program through Units 1 & 2 (usually undertaken in Year 11) and Units 3 & 4 (usually undertaken in Year 12) sequences. Unit 1 & 2 subjects can be completed as single units or as a sequence. Unit 3 & 4 subjects **must** be taken as a sequence, in the one year.

VCE Units involve approximately 50 - 60 hours of classroom instruction per Unit, with an additional 50 hours of self-directed learning (such as homework, private study and revision).

Students may enter studies at the level of Unit 1, 2 or 3. In some studies, students are advised to complete either or both Units 1 & 2 before attempting the Unit 3 & 4 sequence or have equivalent experience. However, Units 3 & 4 are designed to be taken as a sequence and therefore students must undertake Unit 3 before commencing Unit 4 of a study.

## Satisfactory Completion of VCE



The minimum requirement to achieve the award of the VCE, is satisfactory completion of 16 Units which must include:

- Satisfactory completion of **three Units of English**, which **must include the Unit 3 & 4 sequence**
- Satisfactory completion of **at least three sequences of Unit 3 & 4 studies**, other than English

## Satisfactory Completion of VCE Units

In order to satisfactorily complete each VCE Unit, students must demonstrate the Learning Outcomes set for that Unit. Each VCE Unit has between two and four Learning Outcomes. Learning Outcomes are achieved through the completion of classwork, participation in classroom activities and **SACs/SATs**. Students must complete SACs/SATs as part of the formal assessment of each outcome for each Unit.

Satisfactory completion of Units at both Year 11 and Year 12 is determined by BK:12 College, as per the VCAA requirements. Students will receive information regarding assessment and expectations at the beginning of each Unit.

# VCE Assessment

## Assessment

Units 1 & 2 are assessed internally by Boronia K-12 College through coursework, class activities, hurdle tasks, homework and SACs/SATs.

Units 3 & 4 are assessed internally through SACs (and/or SATs) and externally by end-of-year written and performance-based examinations conducted by the VCAA. Students receive three graded assessments (GA's) based on these internal and external assessments, which are then used to calculate each subject specific **study score**. Subject specific study scores are then used as the basis for the calculation of the **ATAR**.

## School Assessed Coursework (SACs)

SACs are a form of school-based assessment and are developed using the designated outcomes specified in the VCAA Study Design for the subject. SAC results at Units 3 & 4 are reportable to the VCAA for the calculation of subject specific **study scores**. It is essential that SACs can be authenticated and therefore they must be completed mainly during class time (or as directed by the teacher) and must be completed within the allocated time frame. Students who are absent from a SAC must provide a medical certificate or have had their absence approved in advance by the Director of Senior School.

## School Assessed Tasks (SATs)

Some VCE subjects have School Assessed Tasks as part of their assessments. This includes Units 3 & 4 Food Studies, Units 3 & 4 Product Design and Technology (Timber) and Units 3 & 4 Art Making and Exhibiting.

SATs vary from subject to subject but tend to be made up of a folio of assessment pieces completed over an extended period.

## Examinations

College-based examinations will be held for all subjects during the mid-year examination period, and for all Unit 1 & 2 subjects during the end of year examination period.

Externally assessed written and/or performance-based examinations conducted by the VCAA will be held for all **Unit 3 and 4 subjects**, during October and November.

All students who undertake a Unit 3 and 4 subject must undertake the **General Achievement Test (GAT)** during the course of the year.

## VCE Acceleration

Students in Year 10 who have successfully undertaken a VCE Acceleration Subject at Unit 1 & 2 level, will have the opportunity to undertake Units 3 & 4 in that subject in Year 11. By undertaking a Unit 3 and 4 subject in Year 11, students will be able to experience the demands and expectations of a Year 12 subject and will receive an additional Unit 3 & 4 study score that can contribute to the calculation of their ATAR.

# VCE VOCATIONAL MAJOR (VCE VM)

The **VCE Vocational Major (VCE VM)** is an alternative pathway within the VCE that students can select to undertake if they feel that this better meets their needs.

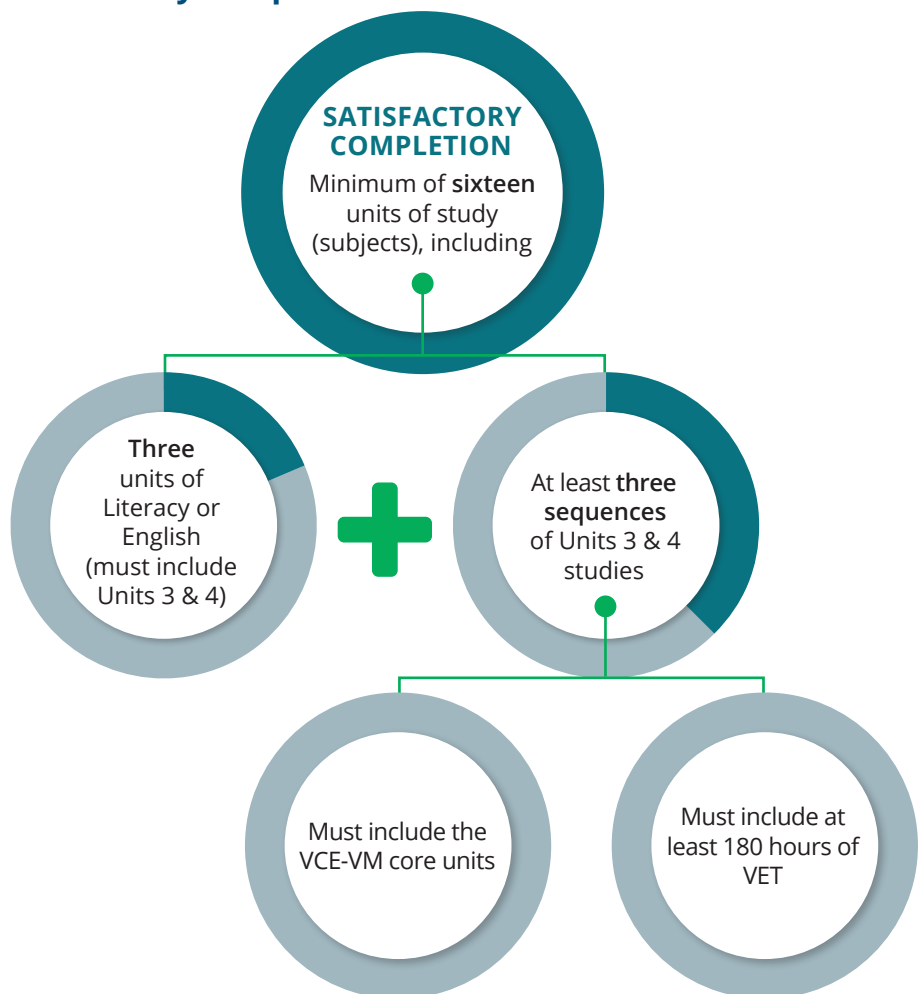
The VCE VM will enable transitions into apprenticeships, traineeships, further education and training and university (via non-ATAR pathways). As part of the VCE VM, students will apply knowledge and skills in practical settings such as workplaces. Students will undertake community-based activities and projects that involve working in a team.

Students who opt to undertake the VCE VM will be able to undertake four VCE subjects that have been added to the scope of VCE subjects offered. These four subjects will make up the core of a student's VCE VM program and include:

- VCE VM Literacy
- Foundation Mathematics
- VCE VM Work Related Skills
- VCE VM Personal Development Skills

These subjects each consist of four units (Units 1, 2, 3 & 4) which may be undertaken in sequence across the two years. Only students who choose to undertake the VCE VM will be able to select these four subjects. Students will also be able to undertake other VCE subjects as part of their VCE VM program, subject to availability.

## Satisfactory Completion



The minimum requirement to achieve the award of the VCE VM, is satisfactory completion of **16 Units** which must include:

- Satisfactory completion of **three Units of Literacy or English**, which must include the **Unit 3 & 4 sequence**
- Satisfactory completion of **at least three sequences of Unit 3 & 4 studies**, other than English
- Your course must include at least 2 units of each of the VCE VM core units which are Personal Development Studies, Foundation Mathematics and Work Related Skills
- Your course must include at least 2 units of VET at certificate II or III, equivalent to 180 nominal hours

To satisfactorily complete the VCE Vocational Major, students must successfully obtain at least **16 units**, including:

- 3 VCE VM Literacy units (including the Unit 3–4 sequence)
- 2 VCE Foundation Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units
- 2 VET units at Certificate II level or above (180 nominal hours)

Students must also complete at least 3 other unit 3–4 sequences. This means completing 3 other subjects at a Year 12 level.

At Boronia K–12 College, students are also required to complete Structured Workplace Learning (SWL) or School Based Apprenticeship or Traineeship (SBAT).

Students undertaking the VCE VM will not receive an ATAR. This is because students undertaking the VCE VM will not undertake external examinations, apart from the General Achievement Test.

Upon satisfactory completion of the program, students will receive a Victorian Certificate of Education with the additional words 'Vocational Major'.

## VCE VM Learning Structure

Students undertaking the VCE VM must undertake the following:

- Units 1 & 2 of VCE VM Literacy
- Units 1 & 2 of VCE VM Foundation Mathematics
- Units 1 & 2 of another VCE VM subject or Units 1 & 2 of a VCE subject (subject to availability)
- Units 1 & 2 of another VCE VM subject or Units 1 & 2 of a VCE subject (subject to availability)
- 2 VET units at Certificate II level or above
- Structured Workplace Learning (SWL) or School Based Apprenticeship or Traineeship (SBAT)

The following table outlines recommended VCE subjects for those students considering undertaking a VCE subject/s as part of their program:

### VCE VM Recommended VCE Subjects

Business Management

Health and Human Development

Product Design & Technology (Timber)

Students undertaking the VCE VM will attend Boronia K-12 College four days per week (typically Monday, Tuesday, Thursday and Friday) and will spend one day per week (typically Wednesday) at a TAFE or other educational provider undertaking a VET course.

## Sample VCE VM Program

### Year 11

VCE VM Literacy Units 1 and 2

Foundation Mathematics

VCE VM Personal Development Skills Units 1 & 2

VCE VM Work Related Skills Units 1 & 2

VET Certificate at Level II (for example, Certificate II in Allied Health)

Structured Workplace Learning or School Based Apprenticeship or Traineeship (SBAT)

### Year 12

VCE VM Literacy Units 3 and 4

Foundation Mathematics

VCE VM Work Related Skills Units 3 and 4

VCE VM Work Related Skills Unit 3 & 4

VET Certificate at Level III (for example, Certificate III in Allied Health)

Structured Workplace Learning School Based Apprenticeship or Traineeship (SBAT)

## Structured Workplace Learning

Structured Workplace Learning (SWL) **or** SWL Recognition is a compulsory requirement for students at BK12 College who opt to undertake the VCE VM. SWL involves spending a set number of days (hours) in a work setting undertaking on-the-job training where students are required to master a designated set of skills and competencies related to their VCE VM.

SWL will be undertaken one day a week throughout the year.

Students can receive Unit credits for undertaking SWL by undertaking SWL Recognition.

SWL recognition is available for students who undertake:

- A minimum 80 hours of SWL in an industry aligned to the VET course they are undertaking and complete a Workplace Learning Record
- A minimum 80 hours of SWL in any industry not aligned to their VET course and complete a Workplace Learning Record (General)

SWL complements the training students undertake as part of their VET course and is spread across the duration of the VCE VM program. SWL provides students with:

- enhanced skill development
- practical application of industry knowledge
- assessment of units of competency
- increased employment opportunities

Students will need to source their SWL placements themselves, although assistance may be provided through the College's Careers program.

Students need to discuss the requirements of their SWL with the Careers Counsellor at their earliest opportunity, as there is documentation and forms that need to be completed and signed by the student, parents/carers, the school and the employer before students can commence SWL.

## Application Process for VCE VM

To be successful within the VCE VM students need to be able to work independently and responsibly, as well as work cooperatively in group situations. They need to be able to follow instructions and participate enthusiastically and conscientiously in all aspects of the course – school, VET, and Structured Workplace Learning (SWL). VCE VM students must take responsibility for the manner in which they conduct themselves in these various settings. They need to recognise that as members of the Boronia K-12 College community, they must always behave in a manner which brings credit to themselves, their families and the school.

In order to be accepted into the VCE VM, students and parents / carers must complete the application form that is available from the Senior School. Students and parents / carers must acknowledge the expectations and responsibilities outlined and agree to abide by these.

# VICTORIAN PATHWAYS CERTIFICATE

The Victorian Pathways Certificate (VPC) is an inclusive Year 11 and 12 standards-based certificate that meets the needs of students who would benefit from a more individualised program at a more accessible level than a senior secondary certificate.

The purpose of the VPC is to:

- Equip students with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals.
- Empower students to make informed decisions about the next stages of their lives through authentic workplace experiences, providing them with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world.

The curriculum accommodates student aspirations and future employment goals, and learning programs connect students to industry experiences and active participation in the community.

Through participation in the VPC students will gain necessary foundation skills to allow them to make a post-schooling transition.

To be eligible to receive the VPC, students must satisfactorily complete a minimum of 12 units, including:

- at least two units of VPC Literacy
- at least two units of Foundation Maths
- at least two VPC Personal Development Skills units
- at least two VPC Work Related Skills units.

Many students will undertake more than 12 units over the VPC.

Possible future pathways for VPC students include:

- Employment
- Apprenticeships and traineeships
- Vocational education and training (VET) courses
- Completion of the VCE or VCE Vocational Major

# VCE and VCE-VM Redemption Process at Boronia K-12 College

At Boronia K-12 College, we have a structured Redemption Process in place to support students who have not satisfactorily completed a VCE or VCE-VM outcome. This process ensures that students have the opportunity to demonstrate their understanding and improve their performance, allowing students the opportunity to receive a satisfactory mark for school-based assessment.

## When is Redemption Required?

Students may be flagged for redemption by their classroom teachers in the following instances:

- **Unsatisfactory SAC Result:** A score below 40% on a School Assessed Coursework (SAC) task.
- **Unsatisfactory Coursework Completion:** Failure to complete coursework to the required standard.
- **Approved Absence from a SAC:** Absence due to extenuating circumstances such as bereavement, approved excursion, or medical reasons (with certificate).
- **Unapproved Absence from SAC:** Missing a SAC without valid approval.

## How Does the Redemption Process Work?

Once a student is flagged for redemption, an email notification will be sent to the student's parents. The email will specify:

- The subject
- The reason for the redemption
- The date of the redemption session

## Redemption Sessions

Redemption sessions are held weekly on Wednesdays during Period 5. These sessions are designed to give students the opportunity to address the areas of concern and complete either the outstanding coursework or SAC.

Students who are enrolled in a VET (Vocational Education and Training) course during Period 5 on Wednesdays will have an alternative time arranged for their redemption session. This will be managed by the Senior Sub-School Team.

# VOCATIONAL EDUCATION AND TRAINING (VET)

**Vocational Education and Training (VET)** is learning where students develop targeted and practical vocational skills. The skills students learn relate to a career pathway, so they can apply them at work or in further education and training. Students can add a VET course or certificate to their VCE studies, and those students undertaking the VCE VM **must** complete a VET course at Certificate II level or above.

VET courses:

- provide a nationally recognised qualification in a specific industry, or provide credit towards one
- can contribute towards the completion of the VCE, the VCE VM and VPC
- allow students to study through **School-Based Apprenticeships and Traineeships**, which are often paid positions.

From 2025, schools will have access to a priority set of VET programs. These priority programs offer training in high-demand areas. Students can choose a program that matches their strengths and interests.

Students can gain credit into their **VCE**, including the **VCE VM**, by undertaking:

- **VCE VET programs** that have been developed by the VCAA in consultation with stakeholders including industry.
- Approved **apprenticeships and traineeships** that are in the same industry areas as designated VCE VET programs
- Other VET qualifications, which provide credit into the VCE through **block credit recognition**

## How does VET contribute to the ATAR?

The contribution of VCE VET programs to the ATAR is as follows:

- Where a scored Units 3 and 4 sequence is available it will contribute directly to the ATAR, either as one of the student's primary four studies or as a fifth or sixth study. Students must complete additional scored assessments and an exam.
- For unscored VCE VET programs, students who successfully complete a Units 3 and 4 sequence can receive a 10% increment towards their overall ATAR.
- The Victorian Tertiary Admission Centre (VTAC) may award students who receive a Units 3 and 4 sequence through Block Credit Recognition a 10% increment towards their overall ATAR.

## VET credit towards the VCE and VCE VM

The following policies apply to VET credit towards the VCE, including the VCE VM:

- Students can accrue VCE credit achieved through VET qualifications at Certificate II level or above, up to a maximum of 180 nominal hours of completed units of competency (UoCs). This will give students two VCE units towards the VCE / VCE VM.
- Students who complete 180 nominal hours of UoCs in a Certificate II or above, then move into another Certificate III or above in the same industry\* will accrue VCE credit at Unit 3–4 level for the next 180 nominal hours of completed UoCs.

\* *Qualifications deemed to be in the same industry for VCE credit purposes are determined based on their Training Package Industry Code (e.g. BSB, SIT, AUR, etc.)*

## **VET Credit Towards the VPC**

Students will gain VET credit into the VPC in the following way:

- 90 nominal hours-worth of completed UoCs from a Certificate I qualification or above will provide one credit towards the VPC.
- Students can accrue credit across multiple VET qualifications, up to a maximum of 180 hours. This will give students two units towards the VPC.

## **Advantages of VET for Students**

- allows students to combine general and vocational studies which for many, provides a practical focus in a range of industry areas
- provides direct experience of business and industry
- enables students to explore training in areas that will enhance their pathway choices.

## **Advantages of VET for Employers**

- contributes to the development of entry level skills for their industry
- provides students with a practical and focused introduction to workplace requirements
- enhances the employability of students
- enables industry to contribute to educational programs in schools
- enables industry to participate in local community networks.

## **VET Provision**

Boronia K-12 College is part of the Mullum VET Cluster, which offers a range of VET courses. Students are required to discuss any VET applications with the Careers Coordinator and Director of Senior School.

## **Fees and Charges**

Students engaging in VET programs may also be required to purchase safety equipment, specific uniform and non-reusable items as part of the program.

## **Application Process**

To be eligible for a place all students must complete the relevant application forms and meet all deadlines. For further course information on VET subject offerings, you can visit [www.mullumcluster.com.au](http://www.mullumcluster.com.au)

# VCE, VCE VM AND VCE VET SUBJECTS OFFERED

The following VCE, VCE VM and VCE VET subjects are offered to students at Boronia K-12 College in 2027, subject to sufficient students selecting specific units.

| Title of VCE Unit                      | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|----------------------------------------|--------|--------|--------|--------|
| Art Making and Exhibiting              | ✓      | ✓      | ✓      | ✓      |
| Biology                                | ✓      | ✓      | ✓      | ✓      |
| Business Management                    | ✓      | ✓      | ✓      | ✓      |
| Chemistry                              | ✓      | ✓      | ✓      | ✓      |
| English                                | ✓      | ✓      | ✓      | ✓      |
| Food Studies                           | ✓      | ✓      | ✓      | ✓      |
| General Mathematics                    | ✓      | ✓      | ✓      | ✓      |
| Foundation Mathematics                 | ✓      | ✓      | ✓      | ✓      |
| Health and Human Development           | ✓      | ✓      | ✓      | ✓      |
| History: Modern History                | ✓      | ✓      |        |        |
| History Revolutions                    |        |        | ✓      | ✓      |
| Legal Studies                          | ✓      | ✓      | ✓      | ✓      |
| Mathematical Methods                   | ✓      | ✓      | ✓      | ✓      |
| Physical Education                     | ✓      | ✓      | ✓      | ✓      |
| Physics                                | ✓      | ✓      | ✓      | ✓      |
| Product Design and Technology (Timber) | ✓      | ✓      | ✓      | ✓      |
| Psychology                             | ✓      | ✓      | ✓      | ✓      |
| Theatre Studies                        | ✓      | ✓      |        |        |
| Media                                  | ✓      | ✓      | ✓      | ✓      |

| Title of VCE VM Unit   | Units 1 & 2 | Units 3 & 4 |
|------------------------|-------------|-------------|
| Literacy               | ✓           | ✓           |
| Foundation Mathematics | ✓           | ✓           |
| Work Related Skills    | ✓           | ✓           |
| Personal Development   | ✓           | ✓           |

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# SAMPLE VCE PROGRAMS

These are suggestions and are to be used as a guide for subject selection. For further information you can also check with your Course Advisor, University and TAFE websites or V+VTAC course link.

| Career Pathway                  |                               |                                               | Subject Selections                            |                          |                              |
|---------------------------------|-------------------------------|-----------------------------------------------|-----------------------------------------------|--------------------------|------------------------------|
| 1                               | 2                             | 3                                             | 4                                             | 5                        | 6                            |
| <b>Art/Design</b>               |                               |                                               |                                               |                          |                              |
| English                         | Art Making & Exhibiting       | Product Design & Technology (Multi-Materials) | History                                       | Free Choice              | Free Choice                  |
| <b>Arts / Humanities</b>        |                               |                                               |                                               |                          |                              |
| English                         | History                       | Legal Studies                                 | Psychology                                    | Free Choice              | Free Choice                  |
| <b>Carpenter</b>                |                               |                                               |                                               |                          |                              |
| English                         | General Maths                 | Business Management                           | Product Design & Technology (Multi-Materials) | Free Choice              | VET: Building & Construction |
| <b>Child Care Worker</b>        |                               |                                               |                                               |                          |                              |
| English                         | Food Studies                  | Health & Human Development                    | Art Making & Exhibiting                       | Free Choice              | VET: Child Care              |
| <b>Cyber Security</b>           |                               |                                               |                                               |                          |                              |
| English                         | Systems Engineering           | General Maths                                 | Media                                         | Physics                  | VET: Engineering or ICT      |
| <b>Dental Nurse</b>             |                               |                                               |                                               |                          |                              |
| English                         | Psychology                    | Health & Human Development                    | Food Studies                                  | Biology                  | VET: Allied Health           |
| <b>Engineering / Technology</b> |                               |                                               |                                               |                          |                              |
| English                         | General Maths                 | Systems Engineering                           | Chemistry                                     | VET: Engineering Studies | Free Choice                  |
| <b>Hospitality</b>              |                               |                                               |                                               |                          |                              |
| English                         | Food Studies                  | Product Design & Technology (Timber)          | Free Choice                                   | Free Choice              | VET: Kitchen Operations      |
| <b>Justice</b>                  |                               |                                               |                                               |                          |                              |
| English                         | Psychology                    | Legal Studies                                 | History                                       | Free Choice              | VET: Community Services      |
| <b>Media / Marketing</b>        |                               |                                               |                                               |                          |                              |
| English                         | Visual Communication & Design | Media                                         | Business Management                           | Free Choice              | Free Choice                  |
| <b>Mental Health</b>            |                               |                                               |                                               |                          |                              |
| English                         | Psychology                    | Health & Human Development                    | Legal Studies                                 | Physical Education       | VET: Allied Health           |
| <b>Personal Carer</b>           |                               |                                               |                                               |                          |                              |
| English                         | Food Studies                  | Health & Human Development                    | Biology                                       | Free Choice              | VET: Allied Health           |
| <b>Plumber</b>                  |                               |                                               |                                               |                          |                              |
| English                         | General Maths                 | Business Management                           | Chemistry                                     | Free Choice              | VET: Plumbing                |
| <b>Science</b>                  |                               |                                               |                                               |                          |                              |
| English                         | General Maths                 | Biology                                       | Chemistry                                     | Physics                  | Free Choice                  |
| <b>Youth Work</b>               |                               |                                               |                                               |                          |                              |
| English                         | Psychology                    | Legal Studies                                 | History                                       | Art Making & Exhibiting  | VET: Community Services      |

**VCE**

Subject  
Descriptors

## ENGLISH & EAL

### Study Summary

The study of English in Units 1 - 4 contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study develops students' ability to create texts, with consideration to purpose, context and audience in a variety of modes and to analyse texts, considering the values, concerns and ideas that are central to a text. Students move from application of persuasive writing to reflection and critical analysis of issues in the media, thinking about how language is used to position audiences. This study will build on the learning established through Victorian Curriculum English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

### What knowledge and skills do students learn?

#### UNIT 1

- Reading and Exploring Texts
- Crafting Texts
- Listening to texts (EAL only)

#### UNIT 2

- Reading and Exploring Texts
- Exploring Argument
- Listening to texts (EAL only)

#### UNIT 3

- Reading and Responding to Texts
- Creating Texts
- Listening to texts (EAL only)

#### UNIT 4

- Reading and Responding to Texts
- Analysing Argument

VCAA Study Design - *English*

### How are students assessed?

- Examination
- A personal response to a set text
- Two student created texts, written with a consideration to purpose, context and audience and a commentary on one text describing the writing process
- An analytical response to a selected text in written form
- Analysis of argument and language techniques in media texts.
- Oral presentation of Point-of-View on a chosen issue

### Pathways Subjects

#### Year 7

- Core English

#### Year 8

- Core English

#### Year 9

- Core English

#### Year 10

- Core English

#### Year 11

- VCE English
- VCE EAL

#### Year 12

- VCE English
- VCE EAL

#### NOTE

#### UNITS 1 & 2

*It is highly recommended that students should be At or Above Year 10 standard when undertaking Units 1 & 2. Students should be motivated to undertake and complete all required reading prior to the start of the units.*

#### UNITS 3 & 4

*To undertake Units 3 & 4 English students MUST have successfully completed Units 1 & 2. Students should be motivated to undertake and complete all required reading prior to the start of the units.*

## GENERAL MATHEMATICS

### Study Summary

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

### What knowledge and skills do students learn?

#### UNIT 1

- Data analysis, Probability, and Statistics
- Algebra, Number and Structure
- Functions, Relations and Graphs
- Discrete Mathematics

#### UNIT 2

- Data analysis, Probability and Statistics
- Discrete Mathematics
- Functions, Relations and Graphs

#### UNIT 3

- Data analysis, Probability and Statistics
- Recursion and Financial Modelling

#### UNIT 4

- Matrices and their Applications
- Networks and Decision Mathematics

VCAA Study Design - *General Mathematics*

### How are students assessed?

- Examination
- Structured Questions
- Investigation Task
- Bookwork (Jacaranda)
- Homework (EDROLO)

### This subject is great if you:

- Enjoy Problem-solving
- Aspire to study a range of university courses such as Nursing, Psychological Science and Accounting
- Want transferrable problem-solving skills to help with almost all areas of work

### Pathways Subjects

Year 7

- Core Mathematics

Year 8

- Core Mathematics

Year 9

- Core Mathematics

Year 10

- Core Mathematics

Year 11

- VCE General Mathematics

Year 12

- VCE General Mathematics

#### NOTE

#### UNITS 1 & 2

To undertake Units 1 and 2 General Mathematics students should be AT or ABOVE Year 10 standard.

# MATHEMATICAL METHODS

## Study Summary

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. The units are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'.

The focus of Unit 2 is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications. The areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'.

Mathematical Methods Units 3 and 4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, Relations and Graphs'. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2 and will be drawn on.

## What knowledge and skills do students learn?

### UNIT 1

- Area Study 1: Functions, relations and graphs
- Area Study 2: Algebra, number and structure
- Area Study 3: Calculus
- Area Study 4: Probability and Statistics

### UNIT 2

- Area Study 1: Functions, relations and graphs
- Area Study 2: Algebra, number and structure
- Area Study 3: Calculus
- Area Study 4: Probability and Statistics

### UNIT 3

- Area Study 1: Functions, relations and graphs
- Area Study 2: Algebra, number and structure
- Area Study 3: Calculus
- Area Study 4: Probability and Statistics

### UNIT 4

- Area Study 1: Functions, relations and graphs
- Area Study 2: Algebra, number and structure
- Area Study 3: Calculus
- Area Study 4: Probability and Statistics?

VCAA Study Design - *Mathematical Methods*

## How are students assessed?

- Examination
- Structured questions
- Modelling/problem solving tasks
- Course work
- Application Tasks
- Book work
- Homework(Edrolo)

## This subject is great if you:

- Have strong number skills
- Are comfortable with algebra
- Enjoy a challenge and are self motivated
- Have successfully completed an advanced maths course in Year 10

## Pathways Subjects

### Year 7

- Core Mathematics

### Year 8

- Core Mathematics

### Year 9

- Core Mathematics

### Year 10

- Core Mathematics

### Year 11

- VCE Mathematical Methods
- VCE General Mathematics

### Year 12

- VCE Mathematical Methods
- VCE General Mathematics

## NOTE

### UNITS 1 & 2

*To undertake Mathematical Methods students MUST be Above Year 10 standard.*

# FOUNDATION MATHEMATICS

## Study Summary

Foundation Mathematics Units 1 and 2 provide a practical and applied study of mathematics for everyday life, work, community and further learning. The units develop students' mathematical skills, knowledge and confidence through the application of mathematical concepts in familiar and real-world contexts. The areas of study include algebra, number, data, measurement, geometry, probability, financial mathematics and discrete mathematics.

The focus of Unit 1 is the development of mathematical skills and concepts used in everyday contexts, and the areas of study are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'.

The focus of Unit 2 is the application of mathematical skills and reasoning to practical and community contexts. The areas of study are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'.

Foundation Mathematics Units 3 and 4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'. These units build students' capacity to apply mathematics to practical situations involving personal, financial, civic, occupational and community contexts. Assumed knowledge and skills for Foundation Mathematics Units 3 and 4 are contained in Foundation Mathematics Units 1 and 2 and will be drawn on.

## What knowledge and skills do students learn?

### UNIT 1 and 2

- Area Study 1: Algebra, number and structure
- Area Study 2: Data analysis, probability and statistics
- Area Study 3: Discrete mathematics
- Area Study 4: Space and measurement

### UNIT 3 and 4

- Area Study 1: Algebra, number and structure
- Area Study 2: Data analysis, probability and statistics
- Area Study 3: Discrete mathematics
- Area Study 4: Space and measurement

## VCAA Study Design - *Foundation Mathematics*

### How are students assessed?

- Examination
- Structured questions
- Modelling/problem solving tasks
- Course work
- Application Tasks
- Book work
- Homework(Edrolo)

### This subject is great if you:

- Enjoy practical and real-world mathematics
- Want to build confidence with numeracy skills
- Prefer applied and hands-on learning
- Are interested in budgeting, finance, measurement and data
- Want mathematics skills that support everyday life, work and further study
- Have successfully completed a Year 10 mathematics course

## Pathways Subjects

### Year 7

- Core Mathematics

### Year 8

- Core Mathematics

### Year 9

- Core Mathematics

### Year 10

- Core Mathematics

### Year 11

- Foundation Mathematics

### Year 12

- Foundation Mathematics

## BIOLOGY

### Study Summary

The study of Biology explores the diversity of life as it has evolved and changed over time and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism and examines how life forms maintain and ensure their continuity.

Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries. An understanding of the complexities and diversity of biology provides students with the opportunity to appreciate the interconnectedness of concepts and areas both within biology, and across biology and the other sciences.

### What knowledge and skills do students learn?

#### UNIT 1

- How do Cells Function?
- How do plant and animal systems function?
- How do scientific investigations develop understanding of how organisms regulate their functions?

#### UNIT 2

- How is inheritance explained?
- How do inherited adaptations impact on diversity?
- How do humans use science to explore and communicate contemporary bioethical issues?

#### UNIT 3

- What is the role of nucleic acids and proteins in maintaining life?
- How are biochemical pathways regulated?

#### UNIT 4

- How do organisms respond to pathogens?
- How are species related over time?
- How is scientific inquiry used to investigate cellular processes and/or biological change?

#### VCAA Study Design - *Biology*

### How are students assessed?

- Examination
- Analysis and evaluation of a case study
- Analysis and evaluation of a bioethical issue
- Coursework, including; questions, summaries
- Analysis and evaluation of data
- Comparison and evaluation of concepts/methodologies and findings from practical activities
- Scientific Investigation Posters

### This subject is great if you are interested in:

- Working in a medical field
- Working with animals
- Understanding how the body works
- Tracing the origins of humans

### Pathways Subjects

#### Year 7

- Core Science

#### Year 8

- Core Science
- Being Human

#### Year 9

- Core Science
- Scientific Investigations

#### Year 10

- Biology
- Psychology

#### Year 11

- VCE Biology

#### Year 12

- VCE Biology

#### NOTE

### UNITS 1 & 2

*It is highly recommended that students undertaking Science Units 1 and 2 should have achieved AT the standard in the Year 10 equivalent subject.*

# CHEMISTRY

## Study Summary

VCE Chemistry involves investigating and analysing the composition and behaviour of matter, and the chemical processes involved in producing useful materials for society in ways that minimise adverse effects on human health and the environment. Chemistry underpins the generation of energy for use in homes/industry, the maintenance of clean air and water, the production of food, medicines and new materials, and waste treatment.

Students work on a range of scientific investigations involving controlled experiments, fieldwork, case studies, classification and identification, modelling, simulations, literature reviews, and the development of a product, process or system.

## What knowledge and skills do students learn?

### UNIT 1

- How do the chemical structures of materials explain their properties and reactions?
- How are materials quantified and classified?
- How can chemical principles be applied to create a more sustainable future?

### UNIT 2

- How do chemicals interact with water?
- How are chemicals measured and analysed?
- How do quantitative scientific investigations develop our understanding of chemical reactions?

### UNIT 3

- What are the current and future options for supplying energy?
- How can the rate and yield of chemical reactions be optimised?

### UNIT 4

- How are organic compounds categorised and synthesized?
- How are organic compounds analysed and used?
- How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

## VCAA Study Design - Chemistry

## How are students assessed?

- Examination
- Analysis and evaluation of data
- Analysis and evaluation of a chemical innovation, research, case study, issue, or media communication.
- Coursework, including: questions, summaries
- Comparison and evaluation of concepts/methodologies and findings from practical activities
- Problem-solving using chemistry concepts and skills applied to real-world contexts
- Scientific Investigation Posters

## This subject is great if you are interested in:

- Pharmaceuticals
- Sustainability and a circular economy
- Working in a medical field
- Researching nanotechnology

## Pathways Subjects

### Year 7

- Core Science

### Year 8

- Core Science
- Forensic Science

### Year 9

- Core Science
- Scientific Investigations

### Year 10

- Chemistry
- Physics

### Year 11

- VCE Chemistry

### Year 12

- VCE Chemistry

## NOTE

### UNITS 1 & 2

*It is highly recommended that students undertaking Science Units 1 and 2 should have achieved AT the standard in the Year 10 equivalent subject.*

## PHYSICS

### Study Summary

The study of VCE Physics enables students to continue development of skills to describe, explain, analyse and mathematically model diverse physical phenomena. Conceptual understanding is developed as students study topics including light, atomic physics, radiation, thermal physics, electricity, fields, mechanics, quantum physics and the nature of energy and matter. An important feature of undertaking Physics is the opportunity for students to engage in a range of scientific investigation methodologies, to develop key science skills, and to interrogate the links between theory, knowledge and practice.

### What knowledge and skills do students learn?

#### UNIT 1

- How are light and heat explained?
- How is energy from the nucleus utilised?
- How can electricity be used to transfer energy?

#### UNIT 2

- How is motion understood?
- How does physics inform contemporary issues and applications in society?
- How do physicists investigate questions?

#### UNIT 3

- How do physicists explain motion in two dimensions?
- How do things move without contact?
- How are fields used in electricity generation?

#### UNIT 4

- How has understanding about the physical world changed?
- How is scientific inquiry used to investigate fields, motion or light?

#### VCAA Study Design - *Physics*

### How are students assessed?

- Examination
- Analysis and evaluation of a case study
- Comparison and evaluation of concepts/methodologies and findings from practical activities
- Problem-solving using physics concepts and skills applied to real-world contexts
- Coursework, including; questions, summaries
- Analysis and evaluation of data
- Scientific Investigation Posters

### This subject is great if you are interested in:

- The way things work
- Engineering
- Problem solving
- Applied Mathematics

### Pathways Subjects

#### Year 7

- Core Science

#### Year 8

- Core Science
- Forensic Science

#### Year 9

- Core Science
- Scientific Investigations

#### Year 10

- Chemistry
- Physics

#### Year 11

- VCE Physics

#### Year 12

- VCE Physics

#### NOTE

#### UNITS 1 & 2

*It is highly recommended that students undertaking Science Units 1 and 2 should have achieved AT the standard in the Year 10 equivalent subject.*

# PSYCHOLOGY

## Study Summary

Psychology is the scientific study of mental processes and behaviour in humans. Biological, behavioural, cognitive and socio-cultural perspectives inform the way psychologists approach their research into the human condition and apply psychological principles to everyday situations such as workplace and social relations. Students explore the interactive influences of hereditary and environmental factors on psychological development over the lifespan. They develop empathetic understandings and an understanding of mental health and wellbeing in society, including neurodiversity. Students are given the opportunity to understand the role of the brain and neuroplasticity as well as social factors that influence behaviour. In units 3 and 4 students further explore the areas of stress, learning, memory, sleep and phobias. Where possible, engagement with Aboriginal and Torres Strait Islander ways of doing, being and knowing has been integrated into the study, providing students with the opportunity to contrast the Western paradigm of psychology with Indigenous psychology.

## What knowledge and skills do students learn?

### UNIT 1

- What influences psychological development?
- How are mental processes and behaviour influenced by the brain?
- How does contemporary psychology conduct and validate psychological research?

### UNIT 2

- How are people influenced to behave in particular ways?
- What influences a person's perception of the world?
- How do scientific investigations develop understanding of influences on perception and behaviour?

### UNIT 3

- How does the nervous system enable psychological functioning?
- How do people learn and remember?

### UNIT 4

- How are organic compounds categorised and synthesized?
- How does sleep affect mental processes and behaviour?
- What influences mental wellbeing?
- How is scientific inquiry used to investigate mental processes and psychological functioning?

## VCAA Study Design - Psychology

## How are students assessed?

- Examination
- Analysis and evaluation of data
- Analysis and comparison of two or more contemporary media texts
- Coursework, including: questions, summaries
- Analysis and evaluation of case studies
- Comparison and evaluation of concepts/methodologies and findings from practical activities
- Scientific Investigation Posters

## This subject is great if you are interested in:

- Why people think and behave the way they do
- How children and adults develop over time
- How the human body and mind works
- Mental wellbeing and the theories behind it

## Pathways Subjects

### Year 7

- Core Science

### Year 8

- Core Science
- Being Human

### Year 9

- Core Science
- Scientific Investigations

### Year 10

- Biology
- Psychology

### Year 11

- VCE Psychology

### Year 12

- VCE Psychology

## NOTE

### UNITS 1 & 2

*It is highly recommended that students undertaking Science Units 1 and 2 should have achieved AT the standard in the Year 10 equivalent subject.*

# VCE HUMANITIES

## BUSINESS MANAGEMENT

### Study Summary

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business.

Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources. 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 to contemporary challenges in establishing and maintaining a business.

### What knowledge and skills do students learn?

#### UNIT 1 Planning a business

- The business idea
- Internal business environment and planning
- External business environment and planning

#### UNIT 2 Establishing a business

- Legal requirements and financial considerations
- Marketing a business
- Staffing a business

#### UNIT 3 Managing a business

- Business foundations
- Human resource management
- Operations management

#### UNIT 4 Transforming a business

- Reviewing performance – the need for change
- Implementing change

#### VCAA Study Design - *Business Management*

### How are students assessed?

- Case study analysis
- Report in written format
- Examination
- A school-based, short-term business activity
- Structured questions
- Business research report
- A business simulation exercise
- Oral presentations

### This subject is great if you are interested in:

- Owning your own business.
- How successful businesses operate.
- Want to go on to study a business course at University or TAFE

### Pathways Subjects

#### Year 7

- Core Humanities

#### Year 8

- Core Humanities
- You and the Law

#### Year 9

- Core Humanities

#### Year 10

- Business Management

#### Year 11

- VCE Business Management

#### Year 12

- VCE Business Management

#### NOTE

#### UNITS 1 & 2

*It is recommended that to undertake Humanities subjects students should have AT standard literacy skills.*

# HISTORY: MODERN HISTORY AND REVOLUTIONS

## Study Summary

History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures. In Units 3 and 4, students examine revolutions – the great ‘disjuncture’ of modern times which mark deliberate attempts at new directions. Revolutions share the common aim of breaking with the past by destroying the regimes and societies that engender them and embarking on a program of political and social transformation.

## What knowledge and skills do students learn?

### UNIT 1 Modern History – Change and Conflict

- Ideology and conflict
- Social and cultural change

### UNIT 2 Modern History – The changing world order

- Causes, course, and consequences of the Cold War
- Challenge and change

### UNIT 3 The French Revolution

- Revolutionary ideas, leaders, movements and events
- Creating a new society

### UNIT 4 The Russian Revolution

- Revolutionary ideas, leaders, movements and events
- Creating a new society

## VCAA Study Design - *Revolutions*

## How are students assessed?

- Examination
- Research report
- Analysis of visual and/or written documents
- Historiographical exercise
- Essay
- Class activities
- Historical Inquiry

## This subject is great if you are interested in:

- Becoming a historian
- A career in education or teaching
- Working in museums
- Engaging in political analysis or public policy development

## Pathways Subjects

### Year 7

- Core Humanities

### Year 8

- Core Humanities
- Pop Culture
- The World at War

### Year 9

- Core Humanities
- Pop Culture
- The World at War

### Year 10

- 20th Century History

### Year 11

- VCE Modern History

### Year 12

- VCE History: Revolutions

## NOTE

### UNITS 1 & 2

*It is recommended that to undertake Humanities subjects students should have AT standard literacy skills.*

*Students undertaking Legal Studies and History should be motivated, organised and competent readers.*

# VCE HUMANITIES

## LEGAL STUDIES

### Study Summary

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

### What knowledge and skills do students learn?

#### UNIT 1 The Presumption of Innocence

- Legal foundations
- Proving guilt
- Sanctions

#### UNIT 2 Wrongs and Rights

- Civil liability
- Remedies
- Human rights

#### UNIT 3 Rights and Justice

- The Victorian criminal justice system
- The Victorian civil justice system

#### UNIT 4 The People, the Law and Reform

- The people and the law-makers
- The people and reform

#### VCAA Study Design - *Legal Studies*

### How are students assessed?

- Examination
- Case studies
- An essay
- Coursework
- Structured questions
- Report in written format

### This subject is great if you are interested in:

- Have an interest in current legal issues
- Enjoy analysing legal cases
- Enjoy participating in class discussion about legal issues
- Are interested in a career in policing, law, criminology or justice

### Pathways Subjects

#### Year 7

- Core Humanities

#### Year 8

- Core Humanities
- You and the Law

#### Year 9

- Core Humanities

#### Year 10

- Legal Studies

#### Year 11

- VCE Legal Studies

#### Year 12

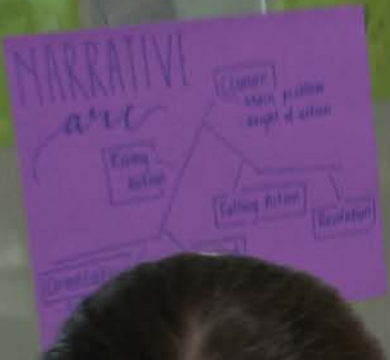
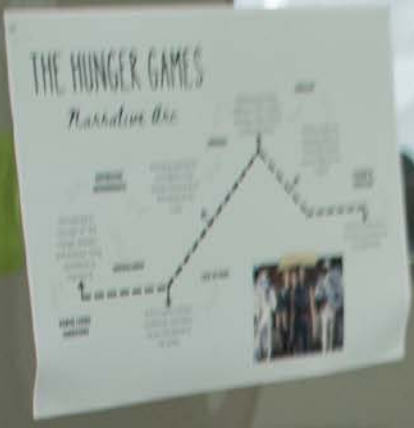
- VCE Legal Studies

#### NOTE

#### UNITS 1 & 2

*It is recommended that to undertake Humanities subjects students should have AT standard literacy skills.*

*Students undertaking Legal Studies and History should be motivated, organised and competent readers.*



## HEALTH AND HUMAN DEVELOPMENT

### Study Summary

This study enables students to understand the complex nature of health and wellbeing and human development and to develop a broad view of health incorporating physical, social, emotional, mental and spiritual dimensions of health as well as biological, sociocultural and environmental factors.

This study examines how health and wellbeing may be influenced across the lifespan by the conditions into which people are born, grow, live, work and age. Health and Human Development focuses on developing an understanding of the Australian healthcare system and the political and social values that underpin it. This course uses the objectives of the United Nations' Sustainable Development Goals to evaluate the effectiveness of health and wellbeing initiatives, strategies and global programs.

### What knowledge and skills do students learn?

#### UNIT 1 Understanding Health and Wellbeing

- Health perspectives and influences
- Health and nutrition
- Youth health and wellbeing

#### UNIT 2 Managing Health and Development

- Developmental transitions
- Health care in Australia

#### UNIT 3 Australia's Health in a Globalised World

- Understanding health and wellbeing
- Promoting health and wellbeing

#### UNIT 4 Health and Human Development in a Global Context

- Health and wellbeing in a global context
- Health and the Sustainable Development Goals

#### VCAA Study Design - *Health & Human Development*

### How are students assessed?

- Case study analysis
- Health issue research report
- Oral presentations
- Structured questions
- Health promotion investigation
- Examination

### This subject is great if you are interested in:

- Investigating personal, community and global health issues
- Maintaining and developing health & wellbeing
- Wanting to study a health or health science course at University or TAFE

### Pathways Subjects

#### Year 7

- Core Health & Physical Education

#### Year 8

- Core Health & Physical Education

#### Year 9

- Core Health & Physical Education

#### Year 10

- Healthy Bodies  
Healthy Mind

#### Year 11

- VCE Health and Human Development

#### Year 12

- VCE Health and Human Development

# PHYSICAL EDUCATION

## Study Summary

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity.

The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise. Through integrated physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation in sport, exercise and physical activity.

## What knowledge and skills do students learn?

### UNIT 1 The Human Body in Motion

- How does the musculoskeletal system work to produce movement?
- How does the cardiorespiratory system function at rest and during physical activity?

### UNIT 2 Physical Activity, Sport and Society

- What are the relationships between physical activity, sport, health and society?
- What are the contemporary issues associated with physical activity and sport?

### UNIT 3 Movement Skills and Energy for Physical Activity

- How do movement skills improve?
- How does the body produce energy?

### UNIT 4 Training to Improve Performance

- What are the foundations of an effective training program?
- How is training implemented effectively to improve fitness?

## VCAA Study Design - *Physical Education*

## How are students assessed?

- Examination
- Case Study Analysis
- Oral Presentations
- Lab Reports
- Structured Questions
- Contemporary Issues Analysis
- Physical Activity Portfolios
- Edrolo

## This subject is great if you are interested in:

- Learning how the body creates movements in sport contexts
- Developing training programs that promote optimal sports performance
- Wanting to pursue a career in the sport and recreation field

## Pathways Subjects

### Year 7

- Core Health & Physical Education

### Year 8

- Core Health & Physical Education

### Year 9

- Core Health & Physical Education

### Year 10

- Careers in Sport

### Year 11

- VCE Physical Education

### Year 12

- VCE Physical Education

## ART MAKING AND EXHIBITING

### Study Summary

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited. Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists.

Visiting and viewing exhibitions and displays of artwork is a necessary part of this study. It helps students understand how artworks are displayed and exhibitions are curated. It also has an influence on the students' own practice, and encourages them to broaden and develop their own ideas and thinking around their own art making. A strong focus on the way we respond to artworks in galleries, museums, other exhibition spaces and site-specific spaces is integral to study and research in VCE Art Making and Exhibiting. The way institutions design exhibitions and present artworks, and also how they conserve and promote exhibitions, are key aspects of the study.

### What knowledge and skills do students learn?

#### UNIT 1 Explore, Expand and Investigate

- Explore – materials, techniques and art forms
- Expand – make, present and reflect
- Investigate – research and present

#### UNIT 2 Understand, Develop and Resolve

- Understand – ideas, artworks and exhibition
- Develop – theme, aesthetic qualities and style
- Resolve – ideas, subject matter and style

#### UNIT 3 Collect, Extend and Connect

- Collect – inspirations, influences and images
- Extend – make, critique and reflect
- Connect – curate, design and propose

#### UNIT 4 Consolidate, Present and Conserve

- Consolidate – refine and resolve
- Present – plan and critique
- Conserve – present and care

#### VCAA Study Design - *Art Making and Exhibiting*

### How are students assessed?

- Examination
- Visual Arts journal
- Finished artworks
- Preparation of Information for an Exhibition
- Thematic Exhibition Proposal
- Experimental Artworks and Documentation
- Presentation on Conservation and Care of Artworks
- Art Critique and Reflection

### This subject is great if you are interested in:

- Conservation
- Curation
- Artists and Art Making
- Developing a Creative Portfolio

### Pathways Subjects

#### Year 7

- Visual Arts

#### Year 8

- 2D Art
- 3D Art

#### Year 9

- 2D Art
- 3D Art

#### Year 10

- Visual Arts

#### Year 11

- VCE Art Making & Exhibiting

#### Year 12

- VCE Art Making & Exhibiting

# THEATRE STUDIES

## Study Summary

In VCE Theatre Studies students interpret scripts from the pre-modern era to the present day and produce theatre for audiences. Through practical and theoretical engagement with scripts they gain an insight into the origins and development of theatre and the influences of theatre on cultures and societies. Students apply dramaturgy and work in the production roles of actor, director and designer, developing an understanding and appreciation of the role and place of theatre practitioners. Throughout the study, students work individually and collaboratively in various production roles to creatively and imaginatively interpret scripts and to plan, develop and present productions.

Students learn about innovations in theatre production across different times and places and apply this knowledge to their work. Through the study of plays and theatre styles, and by working in production roles to interpret scripts, students develop knowledge and understanding of theatre, its conventions and the elements of theatre composition.

## What knowledge and skills do students learn?

### UNIT 1 Pre-modern theatre styles and conventions (scripts from pre-1920)

- Interpreting scripts
- Analysing a play in performance

### UNIT 2 Modern theatre styles and conventions (scripts from 1920 onwards)

- Analysing and evaluating a theatre production

### UNIT 3 Staging theatre

- Interpreting a script
- Analysing and evaluating theatre

### UNIT 4 Researching and presenting theatrical possibilities

- Interpreting a monologue
- Analysing and evaluating a performance

## VCAA Study Design - *Theatre Studies*

## How are students assessed?

- Performance Examination
- Written Examination
- Analysis of a Play in Performance
- Structured Questions
- Research Report

## This subject is great if you enjoy:

- engaging deeply with all aspects of theatre
- as audience members
- actors
- directors
- designers

## Pathways Subjects

### Year 7

- Moving Arts

### Year 8

- Drama

### Year 9

- Drama

### Year 10

- Drama
- Theatre studies

### Year 11

- VCE Theatre Studies

### Year 12

- VCE Theatre Studies

## FOOD STUDIES

### Study Summary

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

Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems, and the many physical and social functions and roles of food. Students research sustainability and the legal, economic, psychological, sociocultural, health, ethical and political dimensions of food, and critically evaluate information, marketing messages and new trends.

Practical activities are integral to Food Studies and include comparative food testing, cooking, creating and responding to design briefs, demonstrations, dietary analysis, nutritional analysis, product analysis, scientific experiments and sensory analysis (including taste testing and use of focus groups).

### What knowledge and skills do students learn?

#### UNIT 1 Food Origins

- Food around the world
- Food in Australia

#### UNIT 2 Food Makers

- Australia's food systems
- Food in the home

#### UNIT 3 Food in Daily Life

- The science of food
- Food choices, health and wellbeing

#### UNIT 4 Food Issues, Challenges and Futures

- Navigating food information
- Environment and ethics

VCAA Study Design - *Food Studies*

### How are students assessed?

- Examination
- Design
- Research Inquiry
- Product Analysis
- Practical work and technacy
- Case Study Analysis
- Data Analysis
- Practical demonstrations

### This subject is great if you are interested in:

- Have an interest in Nutrition, food science, sustainability of our food supply and knowing where your food comes from.
- Enjoy problem solving and hands on practical tasks.
- Are interested in a career in Food science, design, Nutrition, Food manufacturing or Hospitality.

### Pathways Subjects

#### Year 7

- Food Studies

#### Year 8

- Food Studies

#### Year 9

- Food Studies

#### Year 10

- Food Studies

#### Year 11

- VCE Food Studies

#### Year 12

- VCE Food Studies

## PRODUCT DESIGN & TECHNOLOGIES

### Study Summary

In VCE Product Design and Technologies students are designer-makers who design solutions that are innovative and ethical. As designer-makers, they learn about the design industry, teamwork and the collaborative nature of teams, entrepreneurial activities, innovative technologies and enterprise. The development of designed solutions requires speculative, critical and creative thinking, problem-solving, numeracy, literacy, and technacy. Students participate in problem-based design approaches that trial, test, evaluate, critique and iterate product solutions. Students prototype and test using a variety of materials, tools and processes. Throughout the process of designing and testing, students learn that innovative and ethical solutions come from constructive failure and intentional evaluation.

Knowledge and use of technological resources are integral to product design. Designers safely and sustainably transform materials into products using a range of materials, tools and processes. In this study, students gain an understanding of both traditional and new and emerging materials, tools and processes. They study and experience a variety of design specialisations and use a range of materials, tools and processes as they demonstrate technacy.

### What knowledge and skills do students learn?

#### UNIT 1 Design Practices

- Developing and conceptualising designs
- Generating, designing and producing

#### UNIT 2 Positive Impacts for End Users

- Opportunities for positive impacts for end users
- Designing for positive impacts for end users
- Cultural influences on design

#### UNIT 3 Ethical Product Design and Development

- Influences on design, development and production of products
- Investigating opportunities for ethical design and production
- Developing a final proof of concept for ethical production

#### UNIT 4 Production and Evaluation of Ethical Designs

- Managing production for ethical designs
- Evaluation and speculative design

#### VCAA Study Design - *Product Design & Technologies*

### How are students assessed?

- Examination
- Developmental Folio – Multimodal evidence
- Research Inquiry
- Product Analysis
- Practical work and technacy
- Case Study Analysis
- Data Analysis
- Oral Presentations using multi-media

### This subject is great if you are interested in:

- Have an interest in creative and innovative design
- Enjoy problem solving and hands on practical tasks
- Are interested in a career in design, engineering, manufacturing or building and construction

### Pathways Subjects

#### Year 7

- Multi Materials

#### Year 8

- Product Design - Textiles
- Product Design - Timber & Plastics

#### Year 9

- Product Design - Textiles
- Product Design - Timber & Plastics

#### Year 10

- Product Design & Technologies Multi-materials

#### Year 11

- VCE Product Design & Technologies

#### Year 12

- VCE Product Design & Technologies

# MEDIA

## Study Summary

In Units 1 & 2 students explore how media products construct meaning and shape audience understanding of the world. They analyse representations, narratives and Australian stories across a range of media forms, including film, television, photography, print, audio and digital media. Students investigate how media creators use codes and conventions to communicate ideas and engage audiences, while also developing their own practical media productions.

In Units 3 & 4 students undertake detailed analysis of media narratives and the contexts in which they are produced and consumed. They research, design and plan an original media product before producing and refining it through industry-style production processes. Students also examine contemporary issues surrounding media influence, audience agency, regulation and ethical challenges in today's digital media landscape.

## What knowledge and skills do students learn?

### UNIT 1

- Media representations and audience interpretations
- Media codes and conventions
- Media production in a range of forms
- Australian fictional and non-fictional stories

### UNIT 2

- Narrative, style and genre
- Media production processes
- New media technologies and their impact on society
- Audience engagement and media change

### UNIT 3

- Analysis of media narratives and contexts
- Research and experimentation in media production
- Development of production skills
- Creation of a detailed media pre-production plan

### UNIT 4

- Production and refinement of an original media product
- Media influence and audience agency
- Media regulation and ethics
- Contemporary media issues and debates

VCAA Study Design - *Systems Engineering*

## How are students assessed?

- Examination
- Media analysis tasks
- Written reports and essays
- Video essay or multimedia presentation
- Research portfolio
- Production experiments and documentation
- Media pre-production plan (SAT)
- Original media product (SAT)

## This subject is great if you are interested in:

- Film, television and streaming media
- Photography and visual communication
- Journalism and content creation
- Social media and digital communication
- Marketing and advertising
- Media, screen and communication studies at tertiary level

## Pathways Subjects

### Year 7

- Digital Media - Photography

### Year 8

- Digital Media - Video & Animation

### Year 9

- Digital Media - Video & Animation

### Year 10

### Year 11

- VCE Media

### Year 12

- VCE Media

## LITERACY

### Study Summary

Students develop their everyday literacy skills through thinking, listening, speaking, reading, viewing and writing to meet the demands of the workplace, the community, further study and their own life skills, needs and aspirations. Students participate in discussion, exploration and analysis of the purpose, audience and language of text types and content drawn from a range of local and global cultures, forms and genres, including First Nations peoples' knowledge and voices, and different contexts and purposes. They discuss and debate the ways in which values of workplace, community and person are represented in different texts, and present ideas in a thoughtful and reasoned manner.

### What knowledge and skills do students learn?

#### UNIT 1 Understanding issues and voices

- The purpose, audience and main ideas of diverse arguments

#### UNIT 2 Responding to Opinions

- To interpret the values and opinions of others

#### UNIT 3 Procedural Texts

- Accessing and understanding informational, organisational and procedural texts

#### UNIT 4 Advocacy

- Understanding and engaging with literacy for advocacy

VCAA Study Design - VCE VM - Literacy

### How are students assessed?

- Oral Presentation
- Annotating informational texts
- Creating informational texts
- Report Writing
- Folio
- Creation of Digital Texts

### This subject is great if you are interested in:

- Moving into your chosen career
- Providing you with support to get a job
- Build your skills working with others

### Pathways Subjects

#### Year 7

- Core English

#### Year 8

- Core English

#### Year 9

- Core English

#### Year 10

- Core English

#### Year 11

- VCE VM Literacy
- VCE English/EAL

#### Year 12

- VCE VM Literacy
- VCE English/EAL

### NOTE

#### UNITS 1 & 2

*It is highly recommended that students should be At or Above Year 10 standard when undertaking Units 1 & 2. Students should be motivated to undertake and complete all required reading prior to the start of the units.*

#### UNITS 3 & 4

*To undertake Units 3 & 4 English students MUST have successfully completed Units 1 & 2. Students should be motivated to undertake and complete all required reading prior to the start of the units.*



# VCE VM FOUNDATION MATHEMATICS

## Study Summary

Foundation Mathematics Units 1 and 2 provide a practical and applied study of mathematics for everyday life, work, community and further learning. The units develop students' mathematical skills, knowledge and confidence through the application of mathematical concepts in familiar and real-world contexts. The areas of study include algebra, number, data, measurement, geometry, probability, financial mathematics and discrete mathematics.

The focus of Unit 1 is the development of mathematical skills and concepts used in everyday contexts, and the areas of study are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'.

The focus of Unit 2 is the application of mathematical skills and reasoning to practical and community contexts. The areas of study are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'.

Foundation Mathematics Units 3 and 4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'. These units build students' capacity to apply mathematics to practical situations involving personal, financial, civic, occupational and community contexts. Assumed knowledge and skills for Foundation Mathematics Units 3 and 4 are contained in Foundation Mathematics Units 1 and 2 and will be drawn on.

## What knowledge and skills do students learn?

### UNIT 1 and 2

- Area Study 1: Algebra, number and structure
- Area Study 2: Data analysis, probability and statistics
- Area Study 3: Discrete mathematics
- Area Study 4: Space and measurement

### UNIT 3 and 4

- Area Study 1: Algebra, number and structure
- Area Study 2: Data analysis, probability and statistics
- Area Study 3: Discrete mathematics
- Area Study 4: Space and measurement

### VCAA Study Design - *Foundation Mathematics*

#### How are students assessed?

- Examination
- Structured questions
- Modelling/problem solving tasks
- Course work
- Application Tasks
- Book work
- Homework(Edrolo)

#### This subject is great if you:

- Enjoy practical and real-world mathematics
- Want to build confidence with numeracy skills
- Prefer applied and hands-on learning
- Are interested in budgeting, finance, measurement and data
- Want mathematics skills that support everyday life, work and further study
- Have successfully completed a Year 10 mathematics course

## Pathways Subjects

### Year 7

- Core Mathematics

### Year 8

- Core Mathematics

### Year 9

- Core Mathematics

### Year 10

- Core Mathematics

### Year 11

- Foundation Mathematics

### Year 12

- Foundation Mathematics

## PERSONAL DEVELOPMENT SKILLS

### Study Summary

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. PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.

### What knowledge and skills do students learn?

#### UNIT 1 Healthy Individuals

- Area of Study 1: Personal identity and emotional intelligence
- Area of Study 2: Community health and wellbeing
- Area of Study 3: Promoting a healthy life

#### UNIT 2 Connecting with Community

- Area of Study 1: What is community?
- Area of Study 2: Community cohesion
- Area of Study 3: Engaging and supporting community

#### UNIT 3 Leadership and Teamwork

- Area of Study 1: Social awareness and interpersonal skills
- Area of Study 2: Effective leadership
- Area of Study 3: Effective teamwork

#### UNIT 4 Community Project

- Area of Study 1: Planning a community project
- Area of Study 2: Implementing a community project
- Area of Study 3: Evaluating a community project

VCAA Study Design - *VCE-VM Personal Development Skills*

### How are students assessed?

- Community projects
- Reflective journals
- Workshops
- Personal development portfolios
- Collaborative projects
- Class activities

### This subject is great if you are interested in:

- Moving into your chosen career
- Providing you with support to get a job
- Build your skills working with others

### Pathways Subjects

#### Year 7

- Core Health & Physical Education

#### Year 8

- Core Health & Physical Education

#### Year 9

- Core Health & Physical Education

#### Year 10

- WRS

#### Year 11

- VCE VM PDS

#### Year 12

- VCE VM PDS

## WORK RELATED SKILLS

### Study Summary

VCE VM 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 will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).

### What knowledge and skills do students learn?

#### UNIT 1 Careers and learning for the future

- Area of Study 1: Future careers
- Area of Study 2: Presentation of career and education goals

#### UNIT 2 Workplace skills and capabilities

- Area of Study 1: Skills and capabilities for employment and further education
- Area of Study 2: Transferable skills and capabilities

#### UNIT 3 Industrial relations, workplace environment and practice

- Area of Study 1: Workplace wellbeing and personal accountability
- Area of Study 2: Workplace responsibilities and rights
- Area of Study 3: Communication and collaboration

#### UNIT 4 Portfolio preparation and presentation

- Area of Study 1: Portfolio development
- Area of Study 2: Portfolio presentation

VCAA Study Design - VCE VM - Work Related Skills

### How are students assessed?

- Class and coursework
- A research task
- A career and education presentation
- Evidence of research into a variety of portfolios to identify purpose, characteristics, intended audience and appropriate artefacts.
- Presentation of a portfolio related to a target industry or target audience panel.
- Evaluation of presented portfolio
- A career and education report
- A mock interview

### This subject is great if you are interested in:

- Moving into your chosen career
- Providing you with support to get a job
- Build your skills working with others

### Pathways Subjects

Year 7



Year 8



Year 9



Year 10



- WRS

Year 11



- VCE VM WRS

Year 12



- VCE VM WRS

# SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS (SBAT)

The VCE or VCE Vocational Major can also include a **school-based apprenticeship or traineeship (SBAT)**.

An SBAT offers students the option of combining a senior secondary program (VCE VM) with part-time employment, school and training. The program is undertaken under a Training Contract with an employer and has a training plan registered with the Victorian Registration and Qualifications Authority (VRQA). The training must lead to a nationally recognised qualification.

Starting an apprenticeship or traineeship while at school means you can get paid on-the-job training that leads to a qualification. School-based apprenticeships and traineeships give you the confidence and vocational skills that employers need.

## Advantages of Undertaking an SBAT

By undertaking an SBAT while completing a senior secondary certificate, a student may:

- incorporate vocational training and work into their senior secondary program
- gain credit towards their VCE VM certificate
- complete a senior secondary certificate whilst experiencing the pathway of their choice
- get a jumpstart on their career
- gain valuable skills and knowledge in their chosen field
- get hands-on experience.

## Who is Eligible to Undertake an SBAT?

SBATs are open to students who are:

- at least 15 years of age
- enrolled in either the VCE VM

Students considering undertaking an SBAT need to discuss the requirements of this with the Careers Coordinator at their earliest opportunity, as there is documentation and forms that need to be completed and signed by the student, parents/carers, the school and the employer before students can commence an SBAT.









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