SUBJECT HANDBOOK

2027

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SENIOR PATHWAYS

Melbourne Archdiocese
Catholic Schools

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PRINCIPAL'S WELCOME

Welcome to the Curriculum Handbook for Years 7–12. This handbook is designed to guide students and families through the learning journey at our College and to support thoughtful decisions about subjects, pathways and future aspirations.

At our school, learning is at the heart of everything we do. We are committed to providing a rich, challenging and supportive curriculum that enables every student to grow in knowledge, confidence and character. From the early years of secondary schooling through to the senior pathways of VCE and VCE VM, our programs are designed to nurture curiosity, develop skills for the future, and encourage students to strive for their personal best.

Our curriculum reflects both the requirements of the Victorian Curriculum and the diverse interests and talents of our students. Across a broad range of subjects, students are invited to explore new ideas, ask meaningful questions, and develop the critical thinking, creativity and collaboration skills that will serve them well beyond school.

As a Catholic community inspired by the Josephite tradition and the example of Mary MacKillop, we believe education is about more than academic success.

It is about forming young people who are compassionate, resilient and committed to making a positive difference in the world. Our College theme, "I am because we are," reminds us that learning occurs within a community where each person's gifts contribute to the growth of all.

Choosing subjects can be an exciting time but also one that requires careful reflection. I encourage students to consider their strengths, interests and future goals, and to seek advice from teachers, learning leaders and families. Together we can ensure that each student's pathway is purposeful, balanced and aligned with their aspirations.

This handbook provides important information about subjects, expectations and pathways across Years 7–12. I hope it will serve as a helpful guide as students shape their learning journey.

At our College we remain committed to celebrating all life, challenging all people, and dreaming the new day. I wish every student success as they continue to grow in respect, courage and hope through their learning.

Chris Caldow

Chris Caldow
Principal

Our Vision Statement

Celebrating all life
Challenging all people
Dreaming the new day

Our Mission Statement

MacKillop is a Catholic college in the Josephite tradition. Inspired by the spirit of Saint Mary of the Cross MacKillop, we strive to:

- encourage individuals to reach their full potential as life-long learners by providing an innovative, challenging and collaborative learning and teaching environment in a rapidly evolving society
- enhance positive relationships in a supportive community by promoting justice and a sustainable future
- support wellbeing by affirming the intrinsic dignity of each individual, embracing diversity and empowering active citizenship
- foster leadership by empowering and developing all members of the school community
- witness to the presence of God amongst us by celebrating our Catholic heritage as a faith community In this, we seek to be disciples of Jesus, our model for authentic humanity.

Our Educational Principles

Education in Faith

- All that we do gives witness to the presence of God
- All are invited to respond to God's call to bring hope to our world
- Our Catholic heritage is celebrated in the tradition of Saint Mary of the Cross MacKillop

Teaching and Learning

- A positive teaching and learning environment is dynamic and adaptive
- Lifelong learners challenge themselves
- Effective teaching is responsive to a rapidly evolving society

School Community

- A sustainable future is the responsibility of all community members
- Diversity, equity and justice form the basis of a supportive community
- Genuine partnerships between students, families, staff and the wider community promote a positive school environment

Student Wellbeing

- Each student is a global citizen called to respond to the challenges of their time
- Affirming the intrinsic dignity of each person is fundamental to student wellbeing
- An environment that models Catholic values enhances student wellbeing

Leadership and Management

- Leadership takes many forms; all are called to leadership
- Leadership encourages, nurtures and supports
- Effective management enables all members to engage fully in their leadership roles

SUBJECT SELECTION TIMELINE

TERM 1

- 1ST April - Subject Handbook and Year Level specific Webinars available

TERM 2

- 30th April - Year 8-10 (2026) Subject Expo
- 1st May - Subject Taster selection opens for Year 8-10 (2026)
- 4th May - Subject Taster selection closes for Year 8-10 (2026)
- 14th May - Accelerated Studies applications open
- 16th June - Year 8-10 (2026) Subject Taster Day
- 17th June - Careers Expo (6pm)
- 22nd June - Year 8-10 (2026) Students submit proposed subject selection

TERM 3

- 14th July - Year 8 (2026) Subject Selection Counselling (online learning Year 8)
- 15th July - Year 9 (2026) Subject Selection Counselling (online learning Year 9)
- 16th July - Year 10 (2026) Subject Selection Counselling (online learning Year 10)
- 17th July - Year 11 (2026) and catch-up Subject Selection Counselling

TERM 4

- 18th November - Unit 1&3 Headstart classes (2027) begin
- 30th November - Year 8-10 Headstart classes (2027) begin

SENIOR PATHWAYS

Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is usually a two-year program of study.

The program is made up of semester length units (2 Terms each). At MacKillop, each student is expected to study at most 23 units over the course of their VCE years.

In order to complete the VCE, students must satisfactorily complete:

- A minimum of 16 VCE units
- at least three units from the English Group, two of which must be a Unit 3 & 4 sequence
- an additional three Unit 3 & 4 sequences of studies other than English, which may include any number of English sequences once the English requirement has been met (including VCE VET Units 3 & 4 sequences)
- Minimum of 50 hours class time per unit (as per VCAA requirements)

At MacKillop College, students are required to study Religious Education during each year of their VCE study. For students not studying either Religion and Society or Texts and Traditions, the Religious Education subject will be a school-based unit that is not accredited towards the VCE.

Victorian Certificate of Education: Vocational Major (VCE VM)

The Victorian Certificate of Education (Vocational Major) – VCE VM is a senior secondary pathway focused on applied and vocational learning. Like the VCE, it is a recognised senior secondary qualification and prepares students to make informed choices about further education, training (e.g., TAFE), apprenticeships, or employment.

In order to complete the VCE VM, students must satisfactorily complete:

- Meets all unit requirements.
- Competence must be demonstrated more than once and in different contexts.
- Assessment may be through one integrated activity or multiple activities, ensuring fairness, validity, and reliability.

Assessment methods

- a portfolio of accumulated evidence
- oral or written reports
- evidence accumulated through project or program participation
- awards from recognised programs
- teacher observation and/or checklists

Compulsory Subjects for the VCE VM

- Literacy and Numeracy Skills
- Work Related Skills (WRS)
- Personal Development Skills (PDS)
- Vocational Education and Training Delivered to Secondary Students (VETDSS)
- Religious Education and Additional Studies

Victorian Pathways Certificate (VPC)

The Victorian Pathways Certificate (VPC) is an accredited foundation secondary qualification designed to provide flexible pathways for students, particularly those whose schooling may have been disrupted or who have additional needs. It offers an enriched curriculum and strong support to develop skills, knowledge, values, and personal capabilities for success in personal, civic, and work life.

The VPC connects student aspirations to accredited curriculum, work and industry experiences, and community participation, helping students make informed choices about senior secondary study, vocational education and training (VET), or employment.

In order to complete VPC, students must satisfactorily complete:

- Meets all unit requirements.
- Competence must be demonstrated more than once and in different contexts.
- Assessment may be through one integrated activity or multiple activities, ensuring fairness, validity, and reliability.

Compulsory Subjects for the VPC

- Literacy and Numeracy Skills
- Work Related Skills (WRS)
- Personal Development Skills (PDS)
- Vocational Education and Training Delivered to Secondary Students (VETDSS)
- Religious Education and Additional Studies

VICTORIAN CERTIFICATE OF EDUCATION (VCE)

RECOMMENDED PRIOR STUDY FOR UNIT 1&2 SUBJECTS

The following provides a list of recommended subjects that students are highly encouraged to successfully complete before studying the corresponding Unit 1&2 subject.

Learning Area	Unit 1&2 Subject	Reommended Prior Study
Languages	Italian	Year 10 Italian
Languages	French	Year 10 French
Languages	Japanese	Year 10 Japanese
Mathematics	Specialist Mathematics	Year 10 Maths Methods
Mathematics	Mathematical Methods	Year 10 Maths Methods
Religious Education	Religion and Society	Subject Teacher Recommendation
Religious Education	Texts and Traditions	Subject Teacher Recommendation
Science	Chemistry	Year 9&10 Chemistry & Physics
Science	Physics	Year 9&10 Chemistry & Physics
The Arts - Performing	Music Performance	Year 9&10 Music or AMEB Grade 3 Music Language and Practical Equivelant
The Arts - Performing	Dance	Year 9&10 Dance and/or Dance Audition

RECOMMENDED PRIOR STUDY FOR UNIT 3&4 SUBJECTS

The following provides a list of recommended subjects that students are highly encouraged to successfully complete before studying the corresponding Unit 3&4 subject.

Learning Area	Unit 3&4 Subject	Reommended Prior Study
English	English Language	Englih Language
English	Literature	Literature
Humanities	Accounting	Accounting (Unit 1)
Humanities	Economics	Economics (Unit 1 &/or 2)
Languages	French	French
Languages	Italian	Italian
Languages	Japanese	Japanese
Mathematics	General Maths	General Maths or Mathematical Methods
Mathematics	Mathematical Methods	Mathematical Methods
Mathematics	Specialist Mathematics	Mathematical Methods or Specialist Mathematics
Religious Education	Religion and Society	Religion and Society Unit 1 &/or 2 or Texts and Traditions Unit 1 &/or 2
Religious Education	Texts and Traditions	Religion and Society Unit 1 &/or 2 or Texts and Traditions Unit 1 &/or 2
Science	Chemisty	Chemistry
Science	Physics	Physics
The Arts - Creative	Art Creative Practice	Art Creative Practice Unit 1&/or 2
The Arts - Creative	Media	Media Unit 1 &/or 2

Learning Area	Unit 3&4 Subject	Reommended Prior Study
The Arts - Creative	Visual Communication Design	Visual Communication Design Unit 1 &/or 2
The Arts - Performing	Dance	Dance Unit 1 &/or 2
The Arts - Performing	Drama	Drama Unit 1&/or 2 or Theatre Studies Unit 1&/or 2
The Arts - Performing	Music Performance	Music Performance
The Arts - Performing	Theatre Studies	Drama Unit 1&/or 2 or Theatre Studies Unit 1&/or 2
Technologies - Design	PDT - Textiles	PDT Unit 1 &/or 2
Technologies - Design	Food Studies	Food Studies Unit 1 &/or 2
Technologies - Digital	Data Analytics	Applied Computing Unit 1
Technologies - Digital	Software Development	Applied Computing Unit 1
VET	Music (Sound Production)	Year 11 Music (Sound Production)
VET	Sports, Aquatics & Recreation	Year 11 Sport, Aquatics & Recreation
VCE VM	Literacy Numeracy Work Related Skills Personal Development Skills	Literacy Numeracy Work Related Skills Personal Development Skills

VCE LEARNING AREAS

Click on the Learning Area to jump to each section

- RELIGIOUS EDUCATION
- ENGLISH
- MATHEMATICS
- SCIENCE
- HEALTH AND PHYSICAL ED
- LANGUAGES
- HUMANITIES
- ARTS
- TECHNOLOGY
- OUTDOOR ED

RELIGIOUS EDUCATION

LEARNING FOCUS

The Religious Education pathway encourages and enables students to develop an understanding of faith, ethics and action for justice expressed within scriptural, historical and contemporary contexts. Through inquiry, discussion and reflection, students explore how our Catholic Christian tradition and other religious traditions help to shape identity and the society in which we live; they develop and strengthen their ability to examine sources, analyse perspectives and articulate informed responses.

Year 7
Religious Education

Year 8
Religious Education

Year 9 (Main)
Religious Education

Year 9 (SMC)
RE/ Humanities

Year 10
Religious Education

Unit 1 & 2
VCE Religion and Society

Year 11
School Based RE

Unit 1 & 2
VCE Texts and Traditions

Unit 3 & 4
VCE Religion and Society

Year 12
School Based RE

Unit 3 & 4
VCE Texts and Traditions

Compulsory subjects

Elective subjects

VCE UNIT 1&2
RELIGION AND SOCIETY

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 1 – The Role of Religion in Society

Outcome 1: The Nature and Purpose of Religion

- Discuss the nature and purpose of religion and its role in shaping meaning for individuals and communities
- Examine the key aspects of religion and apply them to selected spiritualities, religious traditions or denominations

Outcome 2: Religion Through the Ages

- Discuss the changing roles of religion in response to social, political, scientific and cultural challenges
- Analyse the interrelationship between religion and society over time

Outcome 3: Religion in Australia

- Discuss the development and diversity of religion in Australia, past and present
- Analyse how religion has shaped personal identity, community life and social institutions in Australia

Unit 2 – Religion and Ethics

Outcome 1: Ethical Decision-Making and Moral Judgment

- Explain the range of influences on ethical decision-making in societies where multiple worldviews coexist
- Analyse key ethical approaches, including virtue, character, outcome and 'ought' ethics

Outcome 2: Religion and Ethics

- Analyse how ethical perspectives and moral judgments are formed within at least two religious traditions
- Evaluate the interaction between religious and philosophical understandings of ethics

Outcome 3: Ethical Issues in Society

- Examine public debates surrounding two or more contemporary ethical issues
- Apply religious and ethical frameworks to analyse diverse viewpoints in a pluralistic society

Assessment Type

- Written questions
- Tests
- Research tasks

Recommended Senior Pathway

- U3&4 Religion and Society

Future Pathways

- Journalism and media
- Legal practices
- Non-government organisations
- Travel and tourism
- Teaching

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/religion-and-society/vce-religion-and-society

VCE UNIT 3&4
RELIGION AND SOCIETY

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 3 – The Search for Meaning

Outcome 1: Responding to the Search for Meaning

- Analyse the nature and purpose of religion in humanity's search for meaning
- Examine key beliefs of one religious tradition and how they address the "big questions" of life

Outcome 2: Expressing Meaning

- Analyse how selected religious beliefs are expressed through other aspects of religion
- Evaluate how these expressions are intended to support and foster meaning for adherents

Outcome 3: Significant Life Experience, Religious Belief and Faith

- Analyse the relationship between significant life experiences and religious belief
- Evaluate how faith may be informed, reinforced or transformed through lived experience

Unit 4 – Religion, Challenge and Change

Outcome 1: Challenge and Response

- Analyse and compare stances taken by religious traditions or denominations in response to theological, ethical and societal challenges
- Evaluate how beliefs, authority, rituals and ethical principles shape these responses

Outcome 2: Interaction of Religion and Society

- Analyse the interaction between a religious tradition or denomination and society in response to a significant challenge
- Evaluate the impact of these stances and responses on both the religious tradition and wider society

Assessment Type

- Written questions
- Tests
- Research tasks

Contributions to Final Assessment

- Unit 3 School Assessed Coursework 25%
- Unit 4 School Assessed Coursework 25%
- Unit 3 & 4 Examination 50%

Future Pathways

- Journalism and media
- Legal practices
- Non-government organisations
- Travel and tourism
- Teaching

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/religion-and-society/vce-religion-and-society

VCE UNIT 1&2
TEXTS AND TRADITIONS

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 1 – Texts in Traditions

Outcome 1: The Importance of Sacred Texts to the Tradition

- Discuss and explain the development and acceptance of text in religious traditions
- Understand the history and formation of sacred texts

Outcome 2: The Exegesis of Texts

- Discuss sociocultural, political, religious and historical settings on a range of different religious texts
- Exegetical methods to explore texts through things like literary context, forms, themes and meaning for original audience

Outcome 3: Sacred Texts and Later Traditions

- Explore how religious traditions demonstrate understanding of texts through various social practices
- Analyse how religious texts have influenced art, literature, film, music, calligraphy, architecture and other artistic forms and intepretations

Unit 2 – Texts in Society

Outcome 1: Sacred Texts in the Past

- Understand the historical people, places and events that shaped social attitudes, culture and teachings in sacred texts
- Analyse attitudes, beliefs and teachings expressed in sacred texts related to the past and present

Outcome 2: Sacred Texts Today

- Explain the authority and uses of sacred texts in society today
- Explore how sacred texts are used to guide and inspire communities today in relation to societal issues

Outcome 3: Comparing Religious Traditions

- Compare similarities and differences related to common social issues, values and teachings from various religious traditions
- Identify challenges in comparing sacred texts from different religious traditions

Assessment Type

- Written questions
- Tests
- Research tasks
- Examination

Recommended Senior Pathway

- U3&4 Texts and Traditions
- U3&4 Religion and Society

Future Pathways

- Journalism and media
- Legal practices
- Non-government organisations
- Travel and tourism
- Teaching

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/texts-and-traditions/vce-texts-and-traditions

VCE UNIT 3&4
TEXTS AND TRADITIONS

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 3 – Texts and the Early Tradition

Outcome 1: The Background of the Tradition

- Analyse conditions and institutions based on the historical context that relate to the origin and early development of a religion
- Understand social, cultural, religious and political conditions that influenced the foundations of a religion

Outcome 2: Audience, purposes and Literary Aspects of the Set Texts

- Analyse purposes, structures, literary for and techniques of a set text.
- Evaluate the ways forms, structure and techniques are set for an intended audience

Outcome 3: Interpreting Texts

- Analyse the nature of exegesis including sociocultural and literary criticism alongside the conditions and institutions of the historical context
- Ideas, themes and the significance of passages for special study within the historical context and present

Unit 4 – Texts and Their Teachings

Outcome 1: Interpreting Texts

- Analyse and explain the relationship between purpose, meaning and teaching of texts to social and historical context
- Evaluate major ideas, themes and contextual placement of passages

Outcome 2: Religious Themes and their Teaching Purpose

- Analyse the these for special study to see how they reflect the original intended purpose and meaning
- Evaluate the purpose of the themes with special focus on the original audience

Outcome 3: Themes in the Later Tradition and the Later Use of Scripture

- Evaluate the relevance of sacred text themes over time and relevance in present society
- Analyse how religious traditions have been affected over time with different interpretations

Assessment Type

- Written questions
- Tests
- Research tasks
- Examination

Contributions to Final Assessment

- Unit 3 School Assessed Coursework 25%
- Unit 4 School Assessed Coursework 25%
- Unit 3 & 4 Examination 50%

Future Pathways

- Journalism and media
- Legal practices
- Non-government organisations
- Travel and tourism
- Teaching

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/texts-and-traditions/vce-texts-and-traditions

YEAR 11 & 12
SCHOOL BASED RE

COMPULSORY SUBJECT | ONE SEMESTER

Students may choose a School Based Religious Education unit instead of VCE RE (if eligible). One unit is completed in Year 11 and a different unit in Year 12. Each unit includes two assessment tasks and may only be selected once.

Subject Description

Option 1 – Are Feelings the Only Guide to Morality?

- Explore morality and ethical decision-making through philosophical, religious and social perspectives
- Analyse contemporary ethical issues using Catholic teachings and ethical theories

Option 2 – Pushed to the Margins: A Response to Social Injustice

- Investigate causes and impacts of social injustice in light of Church teachings
- Evaluate Christian responses and reflect on personal responsibility as a global citizen

Option 3 – Mindful or Mind Full? Be still and know that I AM God

- Explore mindfulness and creative expression as pathways to encountering God
- Analyse how spiritual traditions express the sacred and apply contemplative practices personally

Assessment Type

- Written questions
- Tests
- Oral presentations

Future Pathways

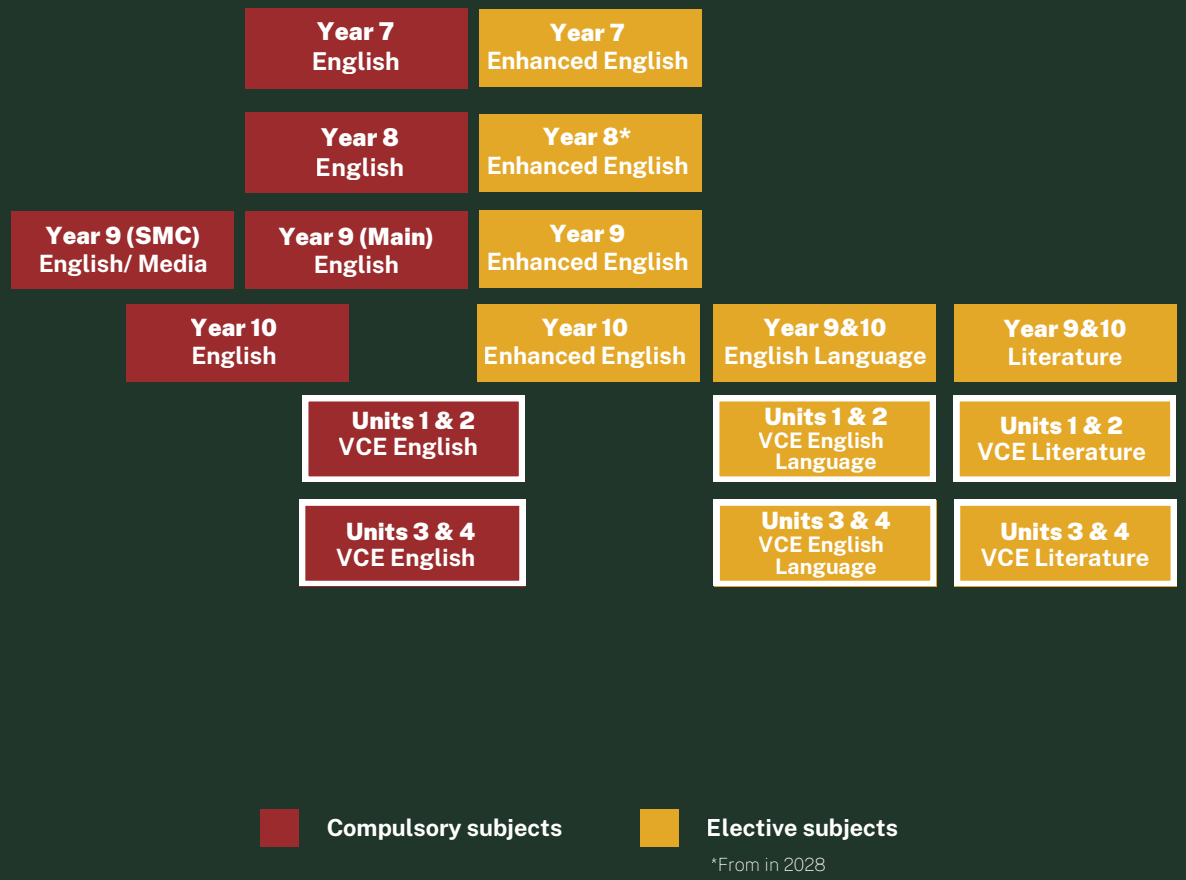
- Journalism and media
- Legal practices
- Non-government organisations
- Travel and tourism
- Teaching

ENGLISH

LEARNING FOCUS

The VCE English pathway enables students to refine their analytical and expressive voice across literary texts, non-literary texts and the study of language. Through close reading, critical analysis and purposeful writing, students examine how ideas, identities and social contexts are constructed and communicated.

Students strengthen their ability to interpret meaning, analyse language features, develop coherent arguments and craft sustained written and oral responses. The chart on the right outlines the subject sequence, demonstrating how students can progress through the pathway from junior studies into specialised VCE units.



VCE UNIT 1&2
ENGLISH

COMPULSORY SUBJECT | WHOLE YEAR

Subject Description

Unit 1

Outcome 1: Reading and Exploring Texts

- Analyse how vocabulary, text structures and language features create meaning in a text
- Develop analytical and personal responses to ideas, values and themes

Outcome 2: Crafting Texts

- Craft coherent imaginative, persuasive or informative texts for a specific purpose, audience and context
- Explain and justify language, structural and stylistic choices made during the writing process

Unit 2

Outcome 1: Reading and Exploring Texts

- Analyse how vocabulary, text structures, language features and ideas construct meaning in a text
- Evaluate how context, values and perspectives shape interpretations and representations

Outcome 2: Exploring Argument

- Analyse how contention, argument structure and persuasive language position an audience
- Construct and present a reasoned point of view on a contemporary issue using persuasive strategies

Assessment Type

- Text Response Writing
- Argument Analysis
- Oral Presentation
- Crafting Texts Response
- Examination

Recommended Senior Pathway

- Unit 3&4 English

Future Pathways

- Teaching and Education
- Journalism and Media
- Publishing and Writing
- Public Relations and International Relations

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/english-and-english-additional-language/english-and-english-additional-language-eal

VCE UNIT 3&4
ENGLISH

COMPULSORY SUBJECT | WHOLE YEAR

Subject Description

Unit 3

Outcome 1: Reading and Responding to Texts

- Analyse how authors construct meaning through vocabulary, text structures, language features and conventions
- Evaluate how ideas, concerns and values are shaped by historical, social and cultural context

Outcome 2: Creating Texts

- Craft cohesive and purposeful texts for a specific context, audience and purpose
- Explain and justify writing choices, including structure, language features and conventions

Unit 4

Outcome 1: Reading and Responding to Texts

- Analyse explicit and implicit ideas, concerns and values presented in a text
- Evaluate how vocabulary, text structures and language features construct meaning and position readers

Outcome 2: Analysing Argument

- Analyse how argument, language and visuals position audiences in persuasive texts
- Develop and present a sustained point of view on a contemporary media issue

Assessment Type

- Text Response Writing
- Argument Analysis
- Oral Presentation
- Crafting Texts Response
- Examination

Contribution to Final Assessment

- Unit 3 School Assessed Coursework 25%
- Unit 4 School Assessed Coursework 25%
- Unit 3 & 4 Examination 50%

Future Pathways

- Teaching and Education
- Journalism and Media
- Publishing and Writing
- Public Relations and International Relations

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/english-and-english-additional-language/english-and-english-additional-language-eal

VCE UNIT 3&4
ENGLISH (EAL)

SELECT ENTRY | WHOLE YEAR

Subject Description

EAL is integrated with the study of English. Students complete the same Units 3 & 4 Areas of Study as English, with the addition of a Listening component and modified assessment conditions.

Eligibility

Students may be eligible for EAL status if:

- They have been a resident in Australia for no more than seven years prior to 1 January of the year of Unit 3 & 4 study
- English has been their major language of instruction for no more than seven years prior to commencing Unit 3 & 4
- Special circumstances may also be considered by VCAA.

Unit 3&4 Additional Area of Study (EAL Only)

Outcome 3: Listening to Text

- Comprehend literal and inferential meaning in spoken texts
- Analyse how speakers use structure, language and delivery to convey ideas, attitudes and purpose

Assessment Type

- Text Response Writing
- Argument Analysis
- Oral Presentation
- Crafting Texts Response
- Examination

Contribution to Final Assessment

- Unit 3 School Assessed Coursework 25%
- Unit 4 School Assessed Coursework 25%
- Unit 3 & 4 Examination 50%

Future Pathways

- Teaching and Education
- Journalism and Media
- Publishing and Writing
- Public Relations and International Relations

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/english-and-english-additional-language/english-and-english-additional-language-eal

VCE UNIT 1&2
ENGLISH LANGUAGE

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 1 – Language and Communication

Outcome 1: The Nature and Functions of Language

- Identify and describe the key features and properties of human language
- Explain how language fulfils informational and expressive functions in communication

Outcome 2: Language Acquisition

- Describe the stages of child language development, including phonological and grammatical growth
- Discuss perspectives and theories explaining how children acquire language

Unit 2 – Language Change

Outcome 1: English Across Time

- Describe how English has changed across its subsystems from Old English to the present
- Analyse attitudes towards language change and the development of Standard English

Outcome 2: Englishes in Contact

- Explain the causes and consequences of the global spread of English
- Analyse the effects of language contact on cultural identity, conformity and diversity

Assessment Type

- Topic Test
- Short Answer Questions
- Analytical Commentary
- Expository Essay

Recommended Senior Pathway

- Unit 3&4 English Language

Future Pathways

- Speech and Language Health
- Education and Teaching English as a Second Language
- Language Services & Communication
- Corporate & Government
- Technology

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/english-language/english-language

VCE UNIT 3&4
ENGLISH LANGUAGE

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 3 – Language Variation and Social Purpose

Outcome 1: Informal Language

- Identify and analyse distinctive features of informal language in written and spoken texts
- Explain how informal language builds rapport, solidarity and in-group identity within specific social contexts

Outcome 2: Formal Language

- Identify and analyse distinctive features of formal language in written and spoken texts
- Evaluate how formal language achieves social purposes such as clarity, authority, politeness and the management of social taboos

Unit 4 – Language Variation and Identity

Outcome 1: Language Variation in Australian Society

- Investigate and analyse varieties of Australian English and their distinctive features
- Evaluate attitudes towards different language varieties and their contribution to shared and diverse identities

Outcome 2: Individual and Group Identities

- Analyse how language choices reflect and construct individual and group identities
- Evaluate how language variation can reinforce inclusion, exclusion and social disadvantage

Assessment Type

- Short Answer Questions
- Analytical Commentary
- Expository Essay
- Examination

Contribution to Final Assessment

- Unit 3 School Assessed Coursework 25%
- Unit 4 School Assessed Coursework 25%
- Unit 3 & 4 Examination 50%

Future Pathways

- Speech and Language Health
- Education and Teaching English as a Second Language
- Language Services & Communication
- Corporate & Government
- Technology

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/english-language/english-language

VCE UNIT 1&2
LITERATURE

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 1

Outcome 1: Reading Practices

- Analyse how language, structure and stylistic features shape meaning in a range of literary texts
- Develop close analysis responses that consider how context, values and perspectives influence interpretation

Outcome 2: Exploration of Literary Movements and Genres

- Analyse the conventions, ideas and stylistic features of a selected literary movement or genre
- Evaluate how shared concerns and representations are conveyed across at least one complete text and related works

Unit 2

Outcome 1: Voices of Country

- Analyse the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators
- Evaluate how texts explore connections to Country, identity, culture and the ongoing impacts of colonisation

Outcome 2: The Text in Its Context

- Analyse how a text represents a specific historical, social and cultural context
- Evaluate how contextual factors shape the ideas, concerns and perspectives conveyed in the text

Assessment Type

- Reading Journal / Multimodal Presentation
- Passage Analysis
- Analytical Essay
- Oral Presentation

Recommended Senior Pathway

- U3&4 Literature

Future Pathways

- Teaching and Education
- Journalism and Media
- Publishing and Writing
- Content Strategist / Manager
- Copywriter
- Public Relations and International Relations

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/literature/vce-literature

VCE UNIT 3&4
LITERATURE

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 3

Outcome 1: Adaptations and Transformations

- Analyse how the form and textual features of a set text contribute to its meaning
- Evaluate how meaning is reshaped when a text is adapted or transformed into a different form or context

Outcome 2: Developing Interpretations

- Develop and justify interpretations of a set text, considering ideas, views and values
- Compare and refine interpretations in response to a supplementary reading, using detailed textual evidence

Unit 4

Outcome 1: Creative Response to Texts

- Create a written transformation of a set text, informed by its language, form and underlying ideas
- Critically reflect on how meaning is constructed in both the original text and their own creative response

Outcome 2: Close Analysis of Texts

- Analyse how literary forms, features and language contribute to meaning in selected passages
- Develop a coherent interpretation of the whole text supported by detailed textual evidence

Assessment Type

- Passage Analysis
- Creative Writing
- Analytical Essay
- Oral Presentation
- Examination

Contribution to Final Assessment

- Unit 3 School Assessed Coursework 25%
- Unit 4 School Assessed Coursework 25%
- Unit 3 & 4 Examination 50%

Future Pathways

- Teaching and Education
- Journalism and Media
- Publishing and Writing
- Content Strategist / Manager
- Copywriter
- Public Relations and International Relations

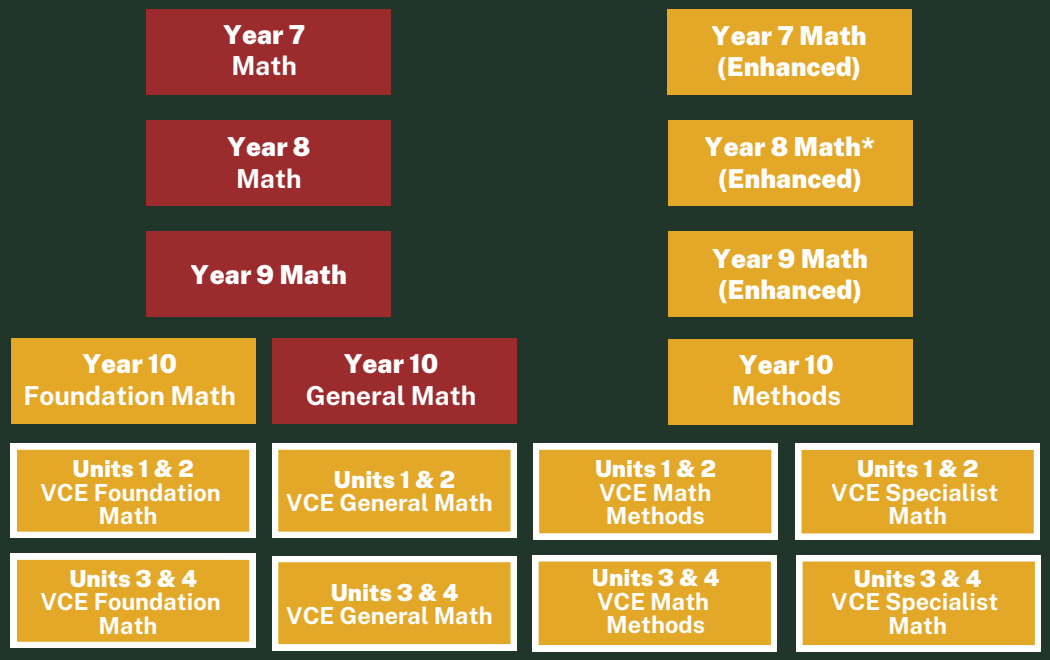
Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/literature/vce-literature

MATHEMATICS

LEARNING FOCUS

The VCE Mathematics pathway enables students to strengthen their conceptual understanding, procedural fluency and problem-solving skills across a range of mathematical contexts. Through analytical reasoning and application, students explore patterns, relationships and models that describe real-world phenomena.
Students refine their ability to interpret data, construct logical arguments and apply mathematical methods with precision and accuracy. The chart on the right outlines the subject sequence, demonstrating how students can progress through the pathway from junior studies into VCE units.



Compulsory subjects

Elective subjects

*From 2028

VCE UNIT 1&2
FOUNDATION MATHEMATICS

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

- **Course focus**: Developing practical mathematical knowledge and skills to solve real-world problems in workplace, personal, community, and further learning contexts.
- **Core skills:** Application of number, algebra, data, probability, statistics, measurement, geometry, equations, graphs, and algorithms using mental, by-hand, and technological methods.

Area of Study 1 – Algebra, Number and Structure: Estimation, number operations, and identifying patterns and generalisations in everyday and work-based situations

Area of Study 2 – Data Analysis, Probability and Statistics: Collecting, presenting, and analysing data from community, workplace, recreation, and media contexts using appropriate representations

Area of Study 3 – Discrete Mathematics: Applying numerical skills to understand and manage personal, local, and national financial matters

Area of Study 4 – Space and Measurement: Using measurement, shape, and location to solve problems in domestic, societal, industrial, and commercial contexts, with a scientific calculator required throughout the course

Assessment Type

- Mathematical investigation tasks
- Tests
- Assignments
- Examinations

Recommended Senior Pathway

- Unit 3+4 Foundation Mathematics

Future Pathways

- Book Keeper
- Logistics
- Retail Manager

Link to Study Design

https://www.vcaa.vic.edu.au/sites/default/files/2025-10/2023MathematicsSD.docx

VCE UNIT 3&4
FOUNDATION MATHEMATICS

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

- **Course focus:** Equips students with mathematical knowledge and skills to solve real-world problems across workplace, personal, community, further learning, and global contexts.
- **Core skills**: Application of arithmetic, algebra, data, probability, statistics, measurement, geometry, equations, graphs, algorithms, and computational thinking using mental, by-hand, and technological approaches.

Area of Study 1 – Algebra, Number and Structure: Estimation, number operations, algorithmic thinking, and representing mathematical processes to solve practical problems in business, community, and industry

Area of Study 2 – Data Analysis, Probability and Statistics: Collecting, presenting, analysing, and critically reflecting on data from various contexts, with an emphasis on communicating outcomes and implications

Area of Study 3 – Discrete Mathematics: Applying numbers and calculations to analyse and reflect on personal, local, national, and global financial, consumer, and societal issues

Area of Study 4 – Space and Measurement: Using the metric system and measurement concepts in domestic, societal, industrial, and commercial contexts, including accuracy, precision, and error, with all students required to have a scientific calculator

Assessment Type

- Mathematical investigation tasks
- Examinations

Contribution to Final Assessments

- Unit 3&4 School Assessed Coursework 60%
- Unit 3&4 Examination 40%

Future Pathways

- Book Keeper
- Logistics
- Retail Manager

Link to Study Design

https://www.vcaa.vic.edu.au/sites/default/files/2025-10/2023MathematicsSD.docx

VCE UNIT 1&2
GENERAL MATHEMATICS

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

- **Course focus**: Provides mathematics for a broad range of students, developing skills to solve practical problems using arithmetic, algebra, data, geometry, matrices, sequences, and graphs.
- **Core skills:** Competency in mental, by-hand, and technological approaches to estimation, computation, and problem-solving using a TI-Nspire CAS calculator.

Area of Study 1 – Data Analysis, Probability and Statistics: Study of univariate and bivariate data, including collection, analysis, and interpretation

Area of Study 2 – Algebra, Number and Structure: Exploration of sequences (arithmetic and geometric) represented by rules, tables, and graphs, including simple financial and applied contexts

Area of Study 3 – Discrete Mathematics: Investigation of matrices, graphs, and networks, and their use in modelling practical scenarios

Area of Study 4 – Functions, Relations and Graphs & Area of Study 5 – Space and Measurement: Study of linear and nonlinear functions, direct/inverse variation, transformations, and measurement in 2D and 3D, including composite shapes, navigation, and Pythagoras' theorem applications

Assessment Type

- Mathematical investigation tasks
- Tests
- Problem solving tasks
- Examinations

Recommended Senior Pathway

- Unit 3&4 General Mathematics

Future Pathways

- Accountant
- Mortgage Broker
- Nurse

Link to Study Design

https://www.vcaa.vic.edu.au/sites/default/files/2025-10/2023MathematicsSD.docx

VCE UNIT 3&4
GENERAL MATHEMATICS

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

- **Course focus:** Emphasises the real-life application of mathematics, developing skills in arithmetic, algebra, data, matrices, networks, equations, graphs, and recurrence relations.
- **Core skills**: Competency in mental, by-hand, and technological approaches to estimation, computation, and problem-solving, using a TI-Nspire CAS calculator.

Area of Study 1 – Data Analysis, Probability and Statistics: Investigation of data distributions, associations between two variables, linear modelling, and time series analysis

Area of Study 2 – Discrete Mathematics – Recursion and Financial Modelling: Use of first-order linear recurrence relations and time value of money (TVM) to model and solve financial problems, including interest, loans, annuities, and depreciation/appreciation

Area of Study 2 – Discrete Mathematics – Matrices: Definitions and operations of matrices, including first-order linear matrix recurrence relations to model and solve practical problems

Area of Study 2 – Discrete Mathematics – Networks and Decision Mathematics: Representation and analysis of directed and undirected graphs to solve problems involving travel, flow, matching, allocation, and scheduling

Assessment Type

- Application tasks
- Modelling or Problem-solving tasks
- Examinations

Contributions to Final Assessment

- Unit 3 & 4 School Assessed Coursework 40%
- Unit 3 & 4 Examination 1 30%
- Unit 3 & 4 Examination 2 30%

Future Pathways

- Accountant
- Mortgage Broker
- Nurse

Link to Study Design

https://www.vcaa.vic.edu.au/sites/default/files/2025-10/2023MathematicsSD.docx

VCE UNIT 1&2
MATHEMATICAL METHODS

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

- **Course focus:** Prepares students for Mathematical Methods Units 3 & 4 by introducing functions, algebra, calculus, probability, and statistics in practical and theoretical contexts.
- **Core skills:** Competency in arithmetic, algebraic manipulation, equations, graphs, differentiation, and the use of CAS technology for learning and assessments; a TI-Nspire CAS calculator is required.

Area of Study 1 – Functions, Relations and Graphs: Graphical representation of single-variable functions, exploring key features and behaviours in modelling and theoretical contexts

Area of Study 2 – Algebra, Number and Structure: Focus on polynomial algebra, transformations, exponential, logarithmic, and inverse functions, supporting other areas of study

Area of Study 3 – Calculus: Study of constant, average, and instantaneous rates of change; introduction to differentiation and anti-differentiation of polynomial functions with applications to graph analysis

Area of Study 4 – Data Analysis, Probability and Statistics: Introduction to probability theory, counting principles, and techniques for calculating probabilities in applied contexts

Assessment Type

- Mathematical investigation tasks
- Tests
- Problem solving tasks
- Examinations

Recommended Senior Pathway

- Unit 3&4 Mathematical Methods

Future Pathways

- Actuary
- Engineer
- Pharmacist

Link to Study Design

https://www.vcaa.vic.edu.au/sites/default/files/2025-10/2023MathematicsSD.docx

VCE UNIT 3&4
MATHEMATICAL METHODS

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

- **Course focus:** Extends knowledge from Units 1 & 2, covering advanced functions, algebra, calculus, probability, and statistics in practical and theoretical contexts.
- **Core skills**: Competency in arithmetic, algebra, equations, graphs, differentiation, anti-differentiation, and integration, using CAS technology and a TI-Nspire CAS calculator.

Area of Study 1 – Functions, Relations and Graphs: Transformations and behaviour of elementary functions, explored in modelling and theoretical contexts

Area of Study 2 – Algebra, Number and Structure: Algebra of functions, including composition, inverse functions, and solving equations and simultaneous systems

Area of Study 3 – Calculus: Graphical treatment of limits, continuity, differentiability, differentiation, anti-differentiation, and integration, with practical applications

Area of Study 4 – Data Analysis, Probability and Statistics: Study of discrete and continuous random variables, including parameters, properties, and application to probability distributions

Assessment Type

- Application tasks
- Modelling or Problem-solving tasks
- Examinations

Contributions to Final Assessment

- Unit 3 & 4 School Assessed Coursework 40%
- Unit 3 & 4 Examination 1 - Technology Free 20%
- Unit 3 & 4 Examination 2 40%

Future Pathways

- Actuary
- Engineer
- Pharmacist

Link to Study Design

https://www.vcaa.vic.edu.au/sites/default/files/2025-10/2023MathematicsSD.docx

VCE UNIT 1&2
SPECIALIST MATHEMATICS

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

- **Course focus:** Provides an in-depth study of mathematics, emphasising structure, modelling, problem-solving, reasoning, and proof, while preparing students for Specialist Mathematics Units 3 & 4.
- **Core skills:** Development of advanced mathematical concepts, processes, and applications, using a TI-Nspire CAS calculator.

Area of Study 1 – Algebra, Number and Structure: Formal mathematical notation, reasoning, proof, number systems, and arithmetic/algebra of complex numbers

Area of Study 2 – Discrete Mathematics: Sequences, series, first-order linear difference equations, and combinatorics

Area of Study 3 – Space and Measurement: Trigonometry, identities, plane transformations, vectors, and related applications

Area of Study 4 – Functions, Relations and Graphs: Partial fractions, reciprocal and inverse circular functions, locus definitions, and Cartesian, parametric, and polar forms

Area of Study 5 – Data Analysis, Probability and Statistics: Linear combinations of random variables, sampling distributions, and exploration of sample mean variability using technology

Assessment Type

- Mathematical investigation tasks
- Tests
- Problem solving tasks
- Examinations

Recommended Senior Pathway

- Unit 3&4 Specialist Mathematics

Future Pathways

- Physicist
- Pilot
- Data Analyst

Link to Study Design

https://www.vcaa.vic.edu.au/sites/default/files/2025-10/2023MathematicsSD.docx

VCE UNIT 3&4
SPECIALIST MATHEMATICS

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

- **Course focus**: Advanced study of mathematics in conjunction with Mathematical Methods Units 3 & 4, emphasising problem-solving, reasoning, proof, and applications across multiple contexts.
- **Core skills:** Competency in arithmetic (rational, real, complex), algebra, vectors, equations, graphs, calculus, and statistical inference, using a TI-Nspire CAS calculator.

Area of Study 1 – Discrete Mathematics: Development of mathematical argument and proof, with applications across other areas of study

Area of Study 2 – Functions, Relations and Graphs: Study of rational and quotient functions, graph sketching, and exploration of graphical properties

Area of Study 3 – Algebra, Number and Structure: Algebra of complex numbers, including polar form, polynomials over the complex field, and an informal introduction to the fundamental theorem of algebra

Area of Study 4 – Calculus: Advanced analytical and numerical differentiation and integration techniques, applied to theoretical and practical problems

Area of Study 5 – Space and Measurement & Area of Study 6 – Data Analysis, Probability and Statistics: Vectors, linear combinations of random variables, introductory statistical inference, confidence intervals, and hypothesis testing

Assessment Type

- Application tasks
- Modelling or Problem-solving tasks
- Examinations

Contributions to Final Assessment

- Unit 3 & 4 School Assessed Coursework 40%
- Unit 3 & 4 Examination 1 - Technology Free 20%
- Unit 3 & 4 Examination 2 40%

Future Pathways

- Physicist
- Pilot
- Data Analyst

Link to Study Design

https://www.vcaa.vic.edu.au/sites/default/files/2025-10/2023MathematicsSD.docx

SCIENCE

LEARNING FOCUS

The VCE Science pathway enables students to deepen their understanding of scientific concepts, inquiry processes and evidence-based reasoning across a range of disciplines. Through investigation, analysis and application, students explore how scientific knowledge explains natural phenomena and informs real-world decisions.
Students refine their ability to design investigations, interpret data and evaluate scientific claims with accuracy and critical insight. The chart on the right outlines the subject sequence, demonstrating how students can progress through the pathway from junior studies into specialised VCE units.

VCE UNIT 1&2
BIOLOGY

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 1 – How Do Organisms Regulate Their Functions?

Outcome 1: How Do Cells Function?

- Compare prokaryotic and eukaryotic cells, including the structure and function of cellular organelles
- Analyse the cell cycle, with emphasis on cell growth, death and differentiation

Outcome 2: How Do Plant and Animal Systems Function?

- Explain how cells are specialised and organised in plant/animal systems
- Analyse how homeostatic mechanisms regulate internal conditions in plants and animals

Outcome 3: How do scientific investigations develop understanding of how organisms regulate their functions?

- Design or adapt a scientific investigation related to cell/system function
- Analyse data and draw evidence-based conclusions from generated primary data

Unit 2: How Does Inheritance Impact on Diversity?

Outcome 1: How Is Inheritance Explained?

- Explain the distinction between chromosomes, genomes, genotypes and phenotypes
- Analyse and predict patterns of inheritance, including genetic crosses and pedigree charts

Outcome 2: How Do Inherited Adaptations Impact on Diversity?

- Analyse the advantages and disadvantages of reproductive strategies
- Evaluate how adaptations and interdependencies enhance survival within ecosystems

Outcome 3: How do humans use science to explore and communicate contemporary bioethical issues?

- Identify and analyse a contemporary bioethical issue related to genetics or reproduction
- Evaluate the scientific and ethical considerations surrounding the issue

Assessment Type

- Case study
- Data or media analysis
- Analysis and evaluation of practical activities
- Scientific poster
- Examination

Recommended Senior Pathway

- Unit 3&4 Biology

Future Pathways

- Agriculture
- Allied health
- Biomedicine
- Science Technician
- Veterinarian

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/biology/biology

VCE UNIT 3&4
BIOLOGY

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 3: How Do Cells Maintain Life?

Outcome 1: What Is the Role of Nucleic Acids and Proteins in Maintaining Life?

- Analyse the relationship between nucleic acids and proteins, including gene expression in prokaryotic and eukaryotic cells
- Evaluate how molecular tools and gene technologies are used to manipulate DNA, including ethical considerations

Outcome 2: How Are Biochemical Pathways Regulated?

- Analyse the structure and regulation of biochemical pathways, including photosynthesis and cellular respiration
- Evaluate how biotechnology can be used to address problems related to the regulation and efficiency of biochemical pathways

Unit 4: How Does Life Change and Respond to Challenges?

Outcome 1: How Do Organisms Respond to Pathogens?

- Analyse the immune response to specific antigens and compare ways immunity is acquired
- Evaluate strategies and challenges in disease treatment, including immunotherapies and global health responses

Outcome 2: How Are Species Related Over Time?

- Analyse evidence for genetic change and evolution in populations over time
- Evaluate evidence for relatedness between species and human evolutionary change

Outcome 3: How Is Scientific Inquiry Used to Investigate Cellular Processes and/or Biological Change?

- Design and conduct a scientific investigation related to cellular processes or biological change
- Present findings in a scientific poster, including aim, method, results, discussion and conclusion

Assessment Type

- Case study
- Data or media analysis
- Analysis and evaluation of practical activities
- Scientific poster
- Examination

Contributions to Final Assessment

- Unit 3 School Assessed Coursework 20%
- Unit 4 School Assessed Coursework 30%
- Unit 3 & 4 Examination 50%

Future Pathways

- Agriculture
- Allied health
- Biomedicine
- Science Technician
- Veterinarian

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/biology/biology

VCE UNIT 1&2
CHEMISTRY

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 1: How Can the Diversity of Materials Be Explained?

Outcome 1: How do chemical structures explain properties and reactions?

- Explain how elements form covalent, metallic and ionic structures, and the reactions between substances

Investigate separation of mixtures using chromatography

Outcome 2: How are materials quantified and classified?

- Calculate particle numbers using the mole
- Apply IUPAC nomenclature to classify organic compounds and explain polymer design and environmental impacts

Outcome 3: How can chemical principles support a sustainable future?

- Investigate a contemporary sustainability-related chemical innovation or issue
- Explain how chemistry enables sustainable and circular material practices

Unit 2: How Do Chemical Reactions Shape the Natural World?

Outcome 1: How do chemicals interact with water?

- Explain water's properties in terms of structure and bonding
- Investigate and analyse acid–base and redox reactions and their societal applications

Outcome 2: How are chemicals measured and analysed?

- Calculate solution concentrations and predict solubility using curves
- Apply gravimetric and volumetric analysis, stoichiometry and instrumental techniques to analyse acids, bases, salts and gases

Outcome 3: How do quantitative investigations deepen understanding of reactions?

- Design or adapt a quantitative investigation related to chemical reactions or analysis
- Analyse data and draw evidence-based conclusions

Assessment Type

- Case study
- Data or media analysis
- Analysis and evaluation of practical activities
- Scientific poster
- Examination

Recommended Senior Pathway

- U3&4 Chemistry

Future Pathways

- Agriculture and environmental science
- Allied health
- Biomedicine
- Science Technician
- Engineer

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/chemistry/chemistry

VCE UNIT 3&4
CHEMISTRY

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 3: How Can Design and Innovation Optimise Chemical Processes?

Outcome 1: What are current and future energy options?

- Compare fuels and electrochemical cells quantitatively, including energy output, combustion products and efficiency calculations
- Apply electrochemical series principles to evaluate the sustainability of chemical energy options

Outcome 2: How can reaction rate and yield be optimised?

- Distinguish between rate and extent of reactions and apply Le Chatelier's principle to determine factors affecting yield
- Evaluate optimal operating conditions for commercial electrolytic cells and trade-offs in energy efficiency

Unit 4: How Are Carbon-Based Compounds Designed for Purpose?

Outcome 1: How are organic compounds categorised and synthesised?

- Use IUPAC nomenclature to analyse structures and properties of organic families and determine synthesis pathways
- Calculate percentage yield and atom economy, explaining sustainability using green chemistry principles

Outcome 2: How are organic compounds analysed and applied?

- Apply qualitative, quantitative and instrumental techniques to identify functional groups and deduce structures
- Explain how structure and functional groups enable medicinal use and outline methods to extract and purify plant compounds

Outcome 3: How is scientific inquiry used to investigate sustainable production?

- Design and conduct an investigation related to organic synthesis, analysis or energy production
- Present findings in a scientific poster including aim, method, results, discussion and conclusion

Assessment Type

- Case study
- Data or media analysis
- Analysis and evaluation of practical activities
- Scientific poster
- Examination

Contributions to Final Assessment

- Unit 3 School Assessed Coursework 20%
- Unit 4 School Assessed Coursework 30%
- Unit 3 & 4 Examination 50%

Future Pathways

- Agriculture and environmental science
- Allied health
- Biomedicine
- Science Technician
- Engineer

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/chemistry/chemistry

VCE UNIT 1&2
ENVIRONMENTAL SCIENCE

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 1: How Are Earth's Dynamic Systems Interconnected to Support Life?

Outcome 1: How are Earth's systems organised and connected?

- Describe the movement of energy and matter across Earth's four interconnected systems
- Analyse how biotic/abiotic interactions support ecosystems and ecological integrity

Outcome 2: How do Earth's systems change over time?

- Use data and models to analyse changes across time and spatial scales in Earth's systems
- Evaluate strategies to manage environmental change using data, technologies, frameworks and stakeholders

Outcome 3: How do scientific investigations build understanding of Earth's systems?

- Design or adapt an investigation related to ecosystem monitoring or change
- Draw evidence-based conclusions from primary data to explain impacts on Earth's systems

Unit 2: What Affects Earth's Capacity to Sustain Life?

Outcome 1: How can pollution be managed to sustain Earth's systems?

- Explain how pollutant properties affect Earth's systems
- Recommend and justify strategies to reduce local and global environmental impacts

Outcome 2: How can food and water security be managed?

- Compare strengths/ limitations of agricultural systems in achieving food security
- Evaluate ecological footprint analysis and recommend strategies to improve food and/or water security in a nominated region

Outcome 3: How do scientific endeavours minimise human impacts?

- Investigate a contemporary scientific response to pollution and/or food or water security challenges
- Explain how scientific knowledge and innovation manage human impacts on Earth's systems

Assessment Type

- Case study
- Data or media analysis
- Analysis and evaluation of practical activities
- Scientific poster
- Examination

Recommended Senior Pathway

- U3&4 Environmental Science

Future Pathways

- Agriculture
- Meteorologist
- Surveyor
- Geologist
- Environmental and/or life scientist/engineer

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/environmental-science/environmental-science

VCE UNIT 3&4
ENVIRONMENTAL SCIENCE

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 3: How Can Biodiversity and Development Be Sustained?

Outcome 1: Why Is Maintaining Biodiversity Worth a Sustained Effort?

- Explain the importance of genetic diversity and biodiversity and assess natural and human-induced threats to ecosystems
- Evaluate biodiversity management strategies for a selected threatened endemic species

Outcome 2: When Is Development Sustainable?

- Explain how sustainability principles inform environmental management decisions
- Analyse stakeholder perspectives and evaluate management strategies in a selected environmental science case study

Unit 4: How Can Climate Change and the Impacts of Human Energy Use Be Managed?

Outcome 1: How Can We Respond to Climate Change?

- Analyse natural and human factors influencing Earth's climate and explain methods used to measure and model climate variability
- Evaluate mitigation and adaptation strategies for managing climate change in selected regions or contexts

Outcome 2: What Might Be a More Sustainable Mix of Energy Sources?

- Compare the advantages and disadvantages of renewable and non-renewable energy sources
- Evaluate the suitability and impacts of energy choices in terms of sustainability principles across different time scales

Outcome 3: How Is Scientific Inquiry Used to Investigate Contemporary Environmental Challenges?

- Design and conduct a scientific investigation related to biodiversity, climate change, environmental management and/or energy use
- Present findings in a scientific poster, including aim, method, results, discussion and conclusion

Assessment Type

- Case study
- Data or media analysis
- Analysis and evaluation of practical activities
- Scientific poster
- Examination

Contributions to Final Assessment

- Unit 3 School Assessed Coursework 20%
- Unit 4 School Assessed Coursework 30%
- Unit 3 & 4 Examination 50%

Future Pathways

- Agriculture
- Meteorologist
- Surveyor
- Geologist
- Environmental and/or life scientist/engineer

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/environmental-science/environmental-science

VCE UNIT 1&2
PHYSICS

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 1: How Is Energy Useful to Society?

Outcome 1: How are light and heat explained?

- Model and investigate the wave nature of light and the particle model of thermal energy
- Calculate interactions of thermal energy and electromagnetic radiation to evaluate energy transfers and climate applications

Outcome 2: How is nuclear energy utilised?

- Explain and apply concepts of nuclear radiation and radioactive decay, including medical radioisotopes
- Evaluate fusion and fission processes and the viability of nuclear energy in Australia

Outcome 3: How is electricity used to transfer energy?

- Investigate AC and DC circuits using practical and mathematical analysis
- Describe the safe and effective use of electricity in households and the community

Unit 2: How Does Physics Help Us Understand the World?

Outcome 1: How is motion understood?

- Investigate force, energy and motion using graphical, numerical and algebraic models
- Apply mathematical motion models to experiments and a case study

Outcome 2: How does physics inform contemporary issues?

- Investigate a selected physics topic linked to a contemporary issue or application
- Apply physics knowledge to justify and communicate an informed response

Outcome 3: How do physicists investigate questions?

- Design or adapt an investigation to generate qualitative and/or quantitative data
- Analyse data and draw evidence-based conclusions to answer a physics research question

Assessment Type

- Case study
- Data or media analysis
- Analysis and evaluation of practical activities
- Scientific poster
- Examination

Recommended Senior Pathway

- U3&4 Physics

Future Pathways

- Engineer
- Architect
- Radiographer
- Robotics and mechatronics
- Electrician

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/physics/physics

VCE UNIT 3&4
PHYSICS

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 3: How Do Fields Explain Motion and Electricity?

Outcome 1: How Do Physicists Explain Motion in Two Dimensions?

- Investigate motion and energy transformations experimentally using linear, circular and projectile motion
- Analyse motion in one and two dimensions using Newton's laws of motion

Outcome 2: How Do Things Move Without Contact?

- Investigate gravitational, electric and magnetic fields and compare their similarities and differences
- Apply field models to explain satellite motion, motors and particle accelerators

Outcome 3: How Are Fields Used in Electricity Generation?

- Analyse electricity generation and transmission using electric, magnetic and electromagnetic models
- Evaluate the efficiency of electricity distribution systems, including the role of transformers

Unit 4: How Have Creative Ideas and Investigation Revolutionised Thinking in Physics?

Outcome 1: How Has Understanding About the Physical World Changed?

- Analyse and apply models of light and matter, including wave–particle duality
- Use special relativity to explain observations such as time dilation, length contraction and mass–energy relationships

Outcome 2: How Is Scientific Inquiry Used to Investigate Fields, Motion or Light?

- Design and conduct a scientific investigation related to fields, motion or light using primary quantitative data
- Present findings in a scientific poster, including aim, method, results, discussion and conclusion

Assessment Type

- Case study
- Data or media analysis
- Analysis and evaluation of practical activities
- Scientific poster
- Examination

Contributions to Final Assessment

- Unit 3 School Assessed Coursework 30%
- Unit 4 School Assessed Coursework 20%
- Unit 3 & 4 Examination 50%

Future Pathways

- Engineer
- Architect
- Radiographer
- Robotics and mechatronics
- Electrician

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/physics/physics

VCE UNIT 1&2
PSYCHOLOGY

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 1: How Are Behaviour and Mental Processes Shaped?

Outcome 1: What influences psychological development?

- Discuss psychological development across the lifespan, including hereditary, environmental and cultural influences
- Evaluate ways of understanding development, including concepts of normality and neurotypicality

Outcome 2: How do brain structures influence behaviour and mental processes?

- Identify key brain structures and analyse their role in mental processes and behaviour
- Evaluate how brain plasticity, ageing and injury affect biological, psychological and social functioning

Outcome 3: How does contemporary psychology conduct and validate research?

- Identify and analyse evidence used to investigate psychological questions
- Evaluate research methods, findings and conclusions

Unit 2: How Do Internal and External Factors Influence Behaviour and Mental Processes?

Outcome 1: How are people influenced to behave in particular ways?

- Analyse how social cognition (heuristics, biases, dissonance) shapes decision-making and problem-solving
- Evaluate psychological and social influences on individual and group behaviour, including media, stereotypes and discrimination

Outcome 2: What influences perception?

- Explain the roles of attention and perception, with focus on vision and taste
- Analyse biological, psychological and social causes of perceptual distortions

Outcome 3: How do scientific investigations build understanding of behaviour and perception?

- Design or adapt an investigation into internal or external influences on behaviour or perception
- Analyse primary data and draw evidence-based conclusions

Assessment Type

- Case study
- Data or media analysis
- Analysis and evaluation of practical activities
- Scientific poster
- Examination

Recommended Senior Pathway

- U3&4 Psychology

Future Pathways

- Social or youth worker
- Human resources
- Criminologist
- Police officer
- Gallery/museum technician or curator

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/psychology/vce-psychology

VCE UNIT 3&4
PSYCHOLOGY

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 3: How Does Experience Affect Behaviour and Mental Processes?

Outcome 1: How Does the Nervous System Enable Psychological Functioning

- Analyse how the human nervous system, including neurotransmission and neuromodulation, enables processing and coordinating with the external world
- Evaluate stress as a psychobiological process, including its effects on mental wellbeing and strategies for coping

Outcome 2: How Do People Learn and Remember?

- Apply models of learning to explain behaviour in familiar and novel contexts
- Discuss memory as a psychobiological process, including encoding, storage, retrieval and the use of mnemonics

Unit 4: How Is Mental Wellbeing Supported and Maintained?

Outcome 1: How Does Sleep Affect Mental Processes and Behaviour?

- Analyse the demand for sleep, including REM and NREM sleep and regulation of the sleep–wake cycle
- Evaluate the effects of sleep disruption, including deprivation and circadian rhythm disorders, on behavioural and cognitive functioning

Outcome 2: What Influences Mental Wellbeing?

- Discuss mental wellbeing as a continuum, including social and emotional wellbeing (SEWB) and cultural perspectives
- Apply a biopsychosocial approach to explain phobia development and discuss protective factors supporting mental wellbeing

Outcome 3: How Is Scientific Inquiry Used to Investigate Mental Processes and Psychological Functioning?

- Design and conduct a scientific investigation related to mental processes or psychological functioning
- Present and interpret findings in a scientific poster, including aim, method, results, discussion and conclusion

Assessment Type

- Case study
- Data or media analysis
- Analysis and evaluation of practical activities
- Scientific poster
- Examination

Contributions to Final Assessment

- Unit 3 School Assessed Coursework 20%
- Unit 4 School Assessed Coursework 30%
- Unit 3 & 4 Examination 50%

Future Pathways

- Social or youth worker
- Human resources
- Criminologist
- Police officer
- Gallery/museum technician or curator

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/psychology/vce-psychology

HUMANITIES

LEARNING FOCUS

The VCE Humanities pathway enables students to deepen their understanding of human behaviour, societies and global systems across a range of disciplines. Through critical inquiry, analysis and evaluation, students explore how historical, political, economic and geographical forces shape our world.

Students refine their ability to interpret sources, construct evidence-based arguments and evaluate perspectives with clarity and insight. The chart on the right outlines the subject sequence, demonstrating how students can progress through the pathway from junior studies into specialised VCE units.

VCE UNIT 1&2
ACCOUNTING

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 1 – The Role of Accounting in Business

Outcome 1: The Role of Accounting

- Explore why businesses are established, different types of ownership, and factors influencing success or failure
- Examine the role of accounting in providing information for business, operational and investment decision-making

Outcome 2: Recording and Reporting Accounting Information

- Record financial data for a service business using manual and digital accounting methods
- Prepare, interpret and analyse accounting reports and performance indicators to assess business performance

Unit 2 – Accounting and Decision Making for a Trading Business

Outcome 1: Accounting for Inventory

- Record and report inventory movements using FIFO and Identified Cost methods
- Analyse financial, non-financial and ethical factors influencing inventory decisions

Outcome 2: Managing Accounts Receivable and Payable

- Record and report credit transactions for accounts receivable and accounts payable
- Analyse business performance indicators and the impact of ethical decision-making

Outcome 3: Accounting for Non-Current Assets

- Record and report non-current assets and depreciation using the straight-line method
- Evaluate how asset valuation and depreciation affect businesses

Assessment Type

- Structured Questions
- Examination

Recommended Senior Pathway

- Unit 3&4 Accounting

Future Pathways

- Accountant
- Accounts Management
- Auditing
- Banking and Finance
- Bookkeeping
- Events Management
- Portfolio and Estate Planning

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/accounting/accounting

VCE UNIT 3&4
ACCOUNTING

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 3 – Financial Accounting for a Trading Business

Outcome 1: Recording and Analysing Financial Data

- Record financial data using a double-entry system, including journals, ledgers and inventory cards
- Analyse accounting information to support business decision-making, including ethical considerations

Outcome 2: Preparing and Interpreting Accounting Reports

- Prepare accounting reports for a trading business using the accrual method
- Interpret and analyse accounting reports to evaluate business performance

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

Outcome 1: Extension of Recording and Reporting

- Record balance day adjustments and apply alternative depreciation methods using a double-entry system
- Evaluate the impact of adjustments and depreciation methods on accounting reports, business performance and ethical decision-making

Outcome 2: Budgeting and Decision-Making

- Prepare budgeted and variance reports using manual and digital accounting methods
- Analyse business strategies and decisions to improve performance, including ethical considerations

Assessment Type

- Structured Questions
- ICT Exercises
- Examination

Contribution to Final Assessment

- Unit 3 School Assessed Coursework 25%
- Unit 4 School Assessed Coursework 25%
- Unit 3 & 4 Examination 50%

Future Pathways

- Accountant
- Accounts Management
- Auditing
- Banking and Finance
- Bookkeeping
- Events Management
- Portfolio and Estate Planning

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/accounting/accounting

VCE UNIT 1&2
BUSINESS MANAGEMENT

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 1 – Planning a Business

Outcome 1: The Business Idea

- Explore how business ideas are created and developed, including innovation and entrepreneurship
- Explain how conditions and culture foster business innovation within a nation

Outcome 2: The Internal Environment

- Describe the internal environment of a business, including structure, staffing and business models
- Analyse how internal factors influence business planning and success

Outcome 3: The External Environment

- Describe the external environment of a business, including macro and operating factors
- Explain how external influences affect business planning and decision-making

Unit 2 – Establishing a Business

Outcome 1: Legal and Financial Considerations

- Explain the importance of legal compliance, financial record keeping, and effective policies when establishing a business
- Analyse implications when legal and financial requirements are not met

Outcome 2: Marketing a Business

- Explain the importance of building a customer base and marketing presence to achieve objectives
- Analyse and apply marketing and public relations strategies using case studies

Outcome 3: Staffing a Business

- Discuss staffing needs, including recruitment, selection and induction
- Evaluate management strategies from employer and employee perspectives, including legal obligations and workplace relationships

Assessment Type

- Case studies
- Business plans
- Structured questions
- Reports
- Presentations
- Tests

Recommended Senior Pathway

- U3&4 Business Management

Future Pathways

- General Management
- Finance
- Human Resources
- Marketing
- Operations
- Supply Chain Management
- Logistics
- Banking
- Consulting
- Change Management and Entrepreneurship

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/business-management/vce-business-management

VCE UNIT 3&4
BUSINESS MANAGEMENT

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 3 – Managing a Business

Outcome 1: Business Foundations

- Discuss key characteristics of businesses and stakeholders, including competing demands
- Analyse the relationship between corporate culture, management styles and management skills

Outcome 2: Human Resource Management

- Explain theories of motivation and apply them to employee management contexts
- Analyse and evaluate human resource strategies, including workplace relations and dispute resolution

Outcome 3: Operations Management

- Analyse the relationship between business objectives and operations management
- Propose and evaluate strategies to improve efficiency and effectiveness in business operations

Unit 4 – Transforming a Business

Outcome 1: Reviewing Performance – The Need for Change

- Explain why business change occurs, using performance indicators and forces for change
- Evaluate management strategies for future positioning

Outcome 2: Implementing Change

- Evaluate change management strategies, including leadership approaches and change models
- Discuss the impact of change on stakeholders, including corporate social responsibility

Assessment Type

- Short Answer Tasks
- Case Study
- Examination

Contributions to Final Assessment

- Unit 3 School Assessed Coursework 25%
- Unit 4 School Assessed Coursework 25%
- Unit 3 & 4 Examination 50%

Future Pathways

- General Management
- Finance
- Human Resources
- Marketing
- Operations
- Supply Chain Management
- Logistics, Banking
- Consulting

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/business-management/vce-business-management

VCE UNIT 1&2
ECONOMICS

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 1 – Economic Decision-Making

Outcome 1: Thinking Like an Economist

- Describe the basic economic problem and the roles of consumers, businesses and government
- Analyse how incentives and decision-making affect economic outcomes and living standards

Outcome 2: Decision-Making in Markets

- Explain how demand, supply and relative prices influence resource allocation
- Analyse market structures and competition in Australian and global markets

Outcome 3: Behavioural Economics

- Explain how behavioural economics complements traditional economic models
- Analyse the impact of behavioural insights on consumers, businesses and government policy

Unit 2 – Economic Issues and Living Standards

Outcome 1: Economic Activity

- Explain the purpose of economic activity, economic growth, and the distinction between material and non-material living standards
- Evaluate the costs and benefits of economic growth using alternative measures of living standards

Outcome 2: Applied Economic Analysis

- Explain the factors influencing contemporary economic issues at local, national and international levels
- Evaluate policy responses and actions to address economic issues

Assessment Type

- Structured Questions
- Examination

Recommended Senior Pathway

- Unit 3&4 Economics

Future Pathways

- Policy Analyst
- Research Assistant
- Data Analyst
- Economic Consultant
- Commercial Analyst
- Strategy Analyst
- Pricing Analyst
- Supply Chain Analyst

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/economics/vce-economics

VCE UNIT 3&4
ECONOMICS

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 3 – Australia's Living Standards

Outcome 1: An Introduction to Microeconomics: The Market System, Resource Allocation and Government Intervention

- Explain how markets allocate resources through demand and supply
- Evaluate the role of government intervention in addressing market failure and improving efficiency

Outcome 2: Domestic Macroeconomic Goals

- Analyse Australia's domestic macroeconomic goals and the factors influencing them
- Examine how aggregate demand and supply affect living standards

Outcome 3: Australia and the International Economy

- Analyse exchange rates, terms of trade and international competitiveness
- Discuss how international transactions influence domestic macroeconomic goals and living standards

Unit 4 – Managing the Economy

Outcome 1: Aggregate Demand Policies and Domestic Economic Stability

- Explain the operation of monetary and budgetary policy in influencing aggregate demand
- Analyse the effectiveness of aggregate demand policies in achieving domestic macroeconomic goals and improving living standards

Outcome 2: Aggregate Supply Policies

- Explain how aggregate supply policies promote productivity, efficiency and competitiveness
- Analyse the impact of aggregate supply policies on domestic macroeconomic goals and living standards

Assessment Type

- Structured Questions
- Examination

Contributions to Final Assessment

- Unit 3 School Assessed Coursework 25%
- Unit 4 School Assessed Coursework 25%
- Unit 3 & 4 Examination 50%

Future Pathways

- Policy Analyst
- Research Assistant
- Data Analyst
- Economic Consultant
- Commercial Analyst
- Strategy Analyst
- Pricing Analyst
- Supply Chain Analyst

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/economics/vce-economics

VCE UNIT 1&2
GEOGRAPHY

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 1 – Hazards and Disasters

Outcome 1: Characteristics of Hazards

- Analyse the nature of hazards and hazard events at a range of scales
- Examine the impacts of hazard events using spatial data, maps and fieldwork

Outcome 2: Responses to Hazards and Disasters

- Analyse responses to hazards and disasters, including prediction, preparedness and recovery
- Evaluate the effectiveness of responses across different locations and contexts

Unit 2 – Tourism

Outcome 1: Characteristics of Tourism

- Analyse the nature, location and distribution of tourism at a range of scales
- Investigate tourism destinations using fieldwork, maps and a range of data sources

Outcome 2: Impacts of Tourism

- Analyse the environmental, economic, social and cultural impacts of tourism
- Evaluate strategies for managing tourism, including ethical and sustainable practices

Assessment Type

- Structured questions
- Case study
- Research report
- Analysis of geographic data
- Multimedia presentation
- Examination

Recommended Senior Pathway

- Unit 3&4 Geography

Future Pathways

- Strategic/Urban planner
- Volcanologist
- Surveyor/Draftsperson
- Software Engineer
- Cartographer
- GIS analyst

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/geography/geography

VCE UNIT 3&4
GEOGRAPHY

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 3 – Changing the Land

Outcome 1: Land Cover Change

- Analyse processes that drive land cover change, including deforestation and melting ice
- Evaluate the impacts of land cover change and global responses in different locations

Outcome 2: Land Use Change

- Analyse land use change using fieldwork and secondary data
- Evaluate the impacts of land use change on people, places and environments

Unit 4 – Human Population – Trends and Issues

Outcome 1: Population Dynamics

- Analyse global population distribution and change, including fertility, mortality and migration
- Discuss population dynamics using models such as the Demographic Transition Model and Malthusian theory

Outcome 2: Population Issues and Challenges

- Analyse population trends and challenges in selected countries with growing and ageing populations
- Evaluate strategies used to respond to population issues, including government and non-government approaches

Assessment Type

- Analysis of geographic data
- Research report
- Case study
- Multimedia presentation
- Fieldwork report
- Examination

Contributions to Final Assessment

- Unit 3 School Assessed Coursework 25%
- Unit 4 School Assessed Coursework 25%
- Unit 3 & 4 Examination 50%

Future Pathways

- Strategic/Urban planner
- Volcanologist
- Surveyor/Draftsperson
- Software Engineer
- Cartographer
- GIS analyst

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/geography/geography

VCE UNIT 1&2
HISTORY: EMPIRES

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 1 – Spanish Empire (1492 – 1713)

Outcome 1: The Rise of Empires

- Explain the key features of empires and the conditions that contributed to their rise
- Analyse how social, political, economic, cultural, environmental and technological factors drove imperial expansion

Outcome 2: Encounters, Challenges and Change

- Analyse the challenges and changes faced by empires during the age of imperialism
- Evaluate the consequences of imperial expansion, particularly for Indigenous peoples and colonised societies

Unit 2 – British Empire (1583 – 1788)

Outcome 1: The Rise of Empires

- Explain the key features of empires and the conditions that contributed to their rise
- Analyse how social, political, economic, cultural, environmental and technological factors drove imperial expansion

Outcome 2: Encounters, Challenges and Change

- Analyse the challenges and changes faced by empires during the age of imperialism
- Evaluate the consequences of imperial expansion, particularly for Indigenous peoples and colonised societies

Assessment Type

- Evaluation of sources
- Extended response
- Historical inquiry
- Essay
- Examination

Recommended Senior Pathway

- U3&4 Australian History
- U3&4 Revolutions

Future Pathways

- International relations/diplomat
- Journalist/media reporter
- History-based game developer
- Tour guide
- Intelligence officer
- Archaeologist/Historian

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/history/history

VCE UNIT 1&2
HISTORY: MODERN

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 1 – Change and Conflict

Outcome 1: Ideology and Conflict

- Explain how events, ideologies and individuals contributed to political and economic change in the early 20th century
- Analyse how post–World War I treaties, instability and totalitarianism contributed to the causes of World War II

Outcome 2: Social and Cultural Change

- Explain patterns of social and cultural change in everyday life during the inter-war period
- Analyse how technological, political and economic conditions influenced cultural expression and society

Unit 2 – The Changing World Order

Outcome 1: Causes and Consequences of the Cold War

- Explain the causes of the Cold War, including competing ideologies, events and individuals
- Analyse the consequences of the Cold War for nations and people, including its end and legacy

Outcome 2: Challenge and Change

- Explain how individuals and groups challenged ideas, values and structures of power
- Evaluate the extent of continuity and change in social, political and economic contexts

Assessment Type

- Evaluation of sources
- Extended response
- Historical inquiry
- Essay
- Examination

Recommended Senior Pathway

- U3-4 Australian History

Future Pathways

- International relations/diplomat
- Journalist/media reporter
- History-based game developer
- Tour guide
- Intelligence officer
- Archaeologist/Historian

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/history/history

VCE UNIT 3&4
HISTORY: AUSTRALIAN

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 3 – From Custodianship to the Anthropocene (60 000 BCE-2010)

Outcome 1: Foundations – From Custodianship to the Anthropocene (60 000 BCE–1901)

- Analyse continuity and change in the relationship between people and the Australian environment
- Evaluate the contributions of Aboriginal and Torres Strait Islander peoples, colonisers and settlers to environmental change

Outcome 2: Transformations – From Custodianship to the Anthropocene (1950–2010)

- Analyse changes in environmental perspectives and land use in post-1950 Australia
- Evaluate the extent of continuity and change, including the role of Indigenous voices and environmental movements

Unit 4 – War and Upheaval (1909-1992)

Outcome 1: Foundations – War and Upheaval (1909–1950)

- Analyse continuity and change in Australian society during World War I and World War II
- Evaluate the impact of war on national cohesion, including perspectives on enlistment, conscription and lived experiences

Outcome 2: Transformations – War and Upheaval (1950–1992)

- Analyse changes in Australia's involvement in post-war conflicts and the reasons for participation
- Evaluate the extent of continuity and change in Australian society in response to conflict and debate

Assessment Type

- Evaluation of sources
- Extended response
- Historical inquiry
- Essay
- Examination

Contributions to Final Assessment

- Unit 3 School Assessed Coursework 25%
- Unit 4 School Assessed Coursework 25%
- Unit 3 & 4 Examination 50%

Future Pathways

- International relations/diplomat
- Journalist/media reporter
- History-based game developer
- Tour guide
- Intelligence officer
- Archaeologist/Historian

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/history/history

VCE UNIT 3&4
HISTORY: REVOLUTIONS

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 3 – The French Revolution

Outcome 1: Causes of Revolution (1774–4 August 1789)

- Analyse the long-term causes and short-term triggers of the French Revolution
- Evaluate the contribution of ideas, events, individuals and popular movements to the outbreak of revolution

Outcome 2: Consequences of Revolution (5 August 1789–1795)

- Analyse the challenges faced by the new regime and its attempts to consolidate power
- Evaluate the extent of change brought to French society and the achievement of revolutionary ideals

Unit 4 – The Russian Revolution

Outcome 1: Causes of Revolution (1896–26 October 1917)

- Analyse the long-term causes and short-term triggers of the Russian Revolution
- Evaluate the contribution of ideas, events, individuals and popular movements to the outbreak of revolution

Outcome 2: Consequences of Revolution (26 October 1917–1927)

- Analyse the consolidation of power by the new regime and the experiences of those living through the revolution
- Evaluate the extent of change in Russian society and the outcomes of revolutionary ideology

Assessment Type

- Evaluation of sources
- Extended response
- Historical inquiry
- Essay
- Examination

Contributions to Final Assessment

- Unit 3 School Assessed Coursework 25%
- Unit 4 School Assessed Coursework 25%
- Unit 3 & 4 Examination 50%

Future Pathways

- International relations/diplomat
- Journalist/media reporter
- History-based game developer
- Tour guide
- Intelligence officer
- Archaeologist/Historian

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/history/history

VCE UNIT 1&2
LEGAL STUDIES

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 1: The presumption of Innocence

Outcome 1: Legal Foundations

- Describe the sources and types of law and the roles of parliament and courts
- Evaluate the effectiveness of laws using the principles of justice

Outcome 2: Proving Guilt

- Explain the purposes and key concepts of criminal law, including the presumption of innocence
- Apply legal reasoning to determine criminal culpability in case scenarios

Outcome 3: Sanctions

- Explain sanctions and alternative sentencing approaches within the criminal justice system
- Discuss the effectiveness of sanctions in achieving the principles of justice

Unit 2 – Wrongs and Rights

Outcome 1: Civil Liability

- Explain the purposes and key concepts of civil law, including areas such as negligence and contracts
- Apply legal reasoning to determine civil liability in actual and hypothetical scenarios

Outcome 2: Remedies

- Explain methods of resolving civil disputes and the purposes and types of remedies
- Discuss the effectiveness of remedies in achieving the principles of justice

Outcome 3: Human Rights

- Explain a contemporary human rights issue in Australia
- Evaluate how human rights are protected in Australia and consider possible reforms

Assessment Type

- Structured questions
- Examination

Recommended Senior Pathway

- Unit 3&4 Legal Studies

Future Pathways

- Solicitor
- Barrister
- Police officer
- Registrar
- Paralegal
- Conveyancer
- Law Clerk
- Government departments

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/legal-studies/legal-studies

VCE UNIT 3&4
LEGAL STUDIES

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 3: Rights and Justice

Outcome 1: The Victorian Criminal Justice System

- Explain key principles and processes of the criminal justice system, including rights, sanctions and sentencing
- Evaluate the ability of the criminal justice system to achieve the principles of justice in criminal cases

Outcome 2: The Victorian Civil Justice System

- Explain key principles and processes of the civil justice system, including dispute resolution and remedies
- Evaluate the ability of the civil justice system to achieve the principles of justice in civil disputes

Unit 4 – The People, the Law and Reform

Outcome 1: The People and the Law Makers

- Explain the roles of parliament and courts in law-making, including statutory interpretation and precedent
- Evaluate how the Australian Constitution limits law-making, including its effectiveness as a check on parliament

Outcome 2: The People and Reform

- Explain the reasons for law and constitutional reform, including key referendums and inquiries
- Evaluate the ability of individuals, groups and law reform bodies to influence changes in the law

Assessment Type

- Structured questions
- Folio exercises
- Exam

Contributions to Final Assessment

- Unit 3 School Assessed Coursework 25%
- Unit 4 School Assessed Coursework 25%
- Unit 3 & 4 Examination 50%

Future Pathways

- Solicitor
- Barrister
- Police officer
- Registrar
- Paralegal
- Conveyancer
- Law Clerk
- Government departments

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/legal-studies/legal-studies

VCE UNIT 1&2
POLITICS

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 1: Politics, Power and Political Actors

Outcome 1: Power and National Political Actors

- Explain the sources of power and legitimacy of national political actors
- Analyse the use and political significance of power in a contested Australian political issue

Outcome 2: Power and Global Political Actors

- Analyse the power, interests and perspectives of global political actors
- Evaluate the political significance of global actors in a contemporary global issue

Unit 2 – Democracy: Stability and Change

Outcome 1: Issues for Australia's Democracy

- Analyse a contemporary Australian political issue and its impact on democratic institutions and processes
- Evaluate the extent to which democratic principles are upheld in Australia

Outcome 2: Global Challenges to Democracy

- Analyse a global challenge to democracy, including its causes and consequences
- Evaluate the political significance of this challenge for democratic principles

Assessment Type

- Short Answer Questions
- Extended Response
- Research Task
- Examination

Recommended Senior Pathway

- Unit 3&4 Politics

Future Pathways

- Human Rights Lawyer
- Politician
- Intelligence Officer
- Ministerial Adviser

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/politics/vce-politics

VCE UNIT 3&4
POLITICS

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 3: Global Cooperation and Conflict

Outcome 1: Global Issues, Global Responses

- Analyse the causes and consequences of a contemporary global issue
- Evaluate the effectiveness of global actors' responses in addressing the issue

Outcome 2: Contemporary Crises, Conflict, Stability and Change

- Analyse the causes and consequences of a contemporary humanitarian crisis
- Discuss how global actors' responses have contributed to political stability and/or change

Unit 4: Power in the Indo-Pacific

Outcome 1: Power and National Interests

- Analyse the sources of power and national interests of one Indo-Pacific state
- Evaluate the effectiveness of the state's actions in pursuing its national interests

Outcome 2: Australia in the Indo-Pacific

- Analyse Australia's national interests and actions in the Indo-Pacific region
- Evaluate the political significance of Australia's responses for regional stability and change

Assessment Type

- Short Answer Questions
- Extended Response
- Research Task
- Examination

Contributions to Final Assessment

- Unit 3 School Assessed Coursework 25%
- Unit 4 School Assessed Coursework 25%
- Unit 3 & 4 Examination 50%

Future Pathways

- Human Rights Lawyer
- Politician
- Intelligence Officer
- Ministerial Adviser

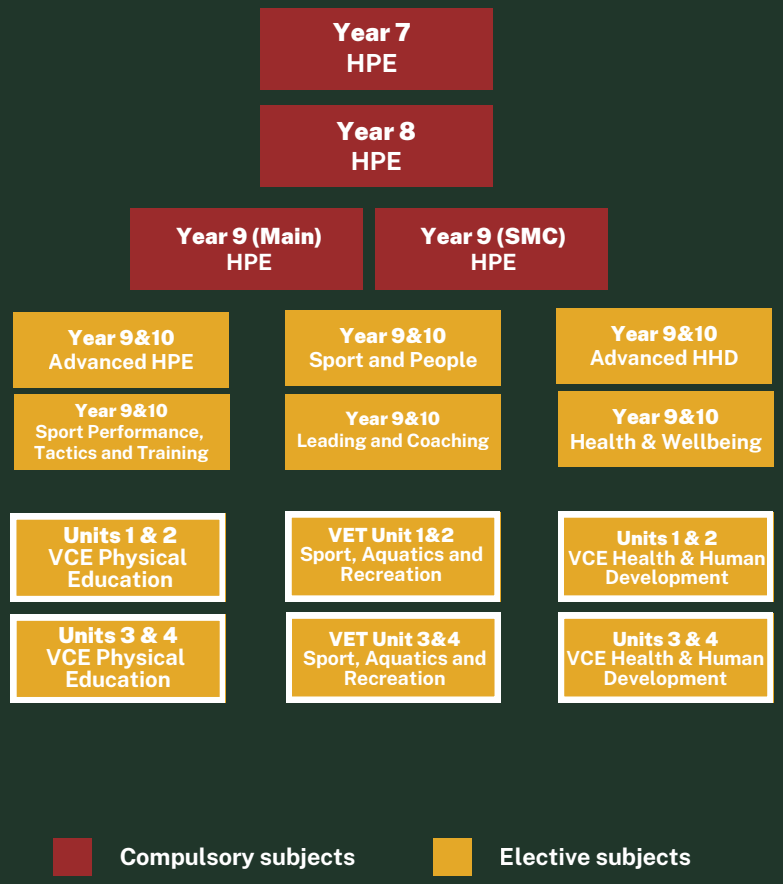
Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/politics/vce-politics

HEALTH AND PHYSICAL EDUCATION

LEARNING FOCUS

The VCE Health and Physical Education pathway enables students to deepen their understanding of health, human development and physical performance across a range of contexts. Through inquiry, analysis and application, students explore how biological, psychological and social factors influence wellbeing and participation.
Students refine their ability to interpret data, evaluate strategies and apply theoretical knowledge to real-world health and performance scenarios. The chart on the right outlines the subject sequence, demonstrating how students can progress through the pathway from junior studies into specialised VCE units.



VCE UNIT 1&2
HEALTH AND HUMAN DEVELOPMENT

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 1

Outcome 1: Health Perspectives and Influences

- Explain dimensions of health and wellbeing and indicators of population health
- Analyse factors (age, culture, gender, SES) contributing to variations in youth health

Outcome 2: Health and Nutrition

- Apply nutrition knowledge to make healthy food choices
- Evaluate influences on food practices and critically assess nutrition information

Outcome 3: Youth Health and Wellbeing

- Investigate and analyse health inequalities and priorities among youth
- Use data and research to plan strategies for improving youth health and wellbeing

Unit 2

Outcome 1: Developmental Transitions

- Explain physical, social, and behavioural changes from youth to adulthood
- Analyse factors supporting healthy development in prenatal and early childhood stages
- Understand health and wellbeing as an intergenerational concept

Outcome 2: Health Care in Australia

- Describe access to health services and how they promote community health
- Analyse issues related to new and emerging health technologies and procedures

Assessment Type

- Case study analysis
- Data analysis
- Visual presentation
- Blog
- Oral presentation
- Test
- Written response
- Examination

Recommended Senior Pathway

- U3&4 Health and Human Development

Future Pathways

- Nursing and allied health
- Public health and health promotion
- Sport science and human movement
- Psychology
- Teaching and education
- Community services and social work
- Youth work and wellbeing support roles

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/health-and-human-development/health-and-human-development

VCE UNIT 3&4
HEALTH AND HUMAN DEVELOPMENT

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 3

Outcome 1: Understanding Health and Wellbeing

- Explain the complex, dynamic, and global nature of health and wellbeing
- Interpret health status data and analyse variations between population groups in Australia

Outcome 2: Promoting Health and Wellbeing

- Analyse approaches to public health and health promotion in Australia and globally
- Describe the roles of government and non-government organisations in promoting health and wellbeing

Unit 4

Outcome 1: Health and Wellbeing in a Global Context

- Analyse global similarities and differences in health status and disease burdens
- Examine factors contributing to health inequalities and global health trends

Outcome 2: Health and the Sustainable Development Goals (SDGs)

- Analyse the SDGs' role in promoting health and human development
- Evaluate global aid programs and consider individual actions to support health initiatives

Assessment Type

- Case study analysis
- Data analysis
- Media Analysis
- Reports - written and oral
- Structured questions
- Examination

Contribution to Final Assessment

- Unit 3 School Assessed Coursework 25%
- Unit 4 School Assessed Coursework 25%
- Unit 3 & 4 Examination 50%

Future Pathways

- Nursing and allied health
- Public health and health promotion
- Sport science and human movement
- Psychology
- Teaching and education
- Community services and social work
- Youth work and wellbeing support roles

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/health-and-human-development/health-and-human-development

VCE UNIT 1&2
PHYSICAL EDUCATION

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 1

Outcome 1: Musculoskeletal System & Movement

- Examine how muscles and bones work together to produce movement
- Evaluate the use of performance enhancement substances and methods

Outcome 2: Cardiorespiratory System & Movement

- Investigate how the heart, lungs, and blood vessels function during activity
- Evaluate the use of performance enhancement substances and methods

Unit 2

Outcome 1: Physical Activity, Sport and Healthy Lifestyles

- Explore the physical, social, mental, emotional, and spiritual benefits of regular activity and the risks of inactivity
- Analyse sociocultural influences, barriers, and enablers; conduct a Functional Movement Assessment (FMA) and design a personalised activity plan

Outcome 2: Contemporary Issues in Physical Activity and Sport

- Investigate intrapersonal and interpersonal factors affecting participation, inclusion, and performance
- Examine one contemporary issue in depth and its impact on individuals and society, considering historical and current perspectives

**This course begins with Unit 2 in Semester 1*

Assessment Type

- Tests
- Practical Laboratory Reports
- Case Study Analysis
- Written Report
- Exam

Recommended Senior Pathway

- Unit 3&4 Physical Education

Future Pathways

- Coach
- Nurse
- Physiotherapist
- PE teacher

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/physical-education/physical-education

VCE UNIT 3&4
PHYSICAL EDUCATION

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 3

Outcome 1: Improving Movement Skills

- Analyse and refine movement skills using biomechanical and skill-acquisition principles
- Apply coaching and practical activities to enhance performance and participation

Outcome 2: Body Energy Systems

- Examine how the cardiovascular, respiratory, and muscular systems produce energy for movement
- Analyse fatigue factors and recovery strategies using practical data

Unit 4

Outcome 1: Foundations of Training

- Analyse activity requirements and assess fitness to inform a training program
- Determine physiological needs and factors affecting fitness components

Outcome 2: Effective Training Implementation

- Apply and evaluate training principles and methods to improve fitness
- Monitor and adjust programs, and explain performance improvements via chronic adaptations

Outcome 3: Integrated Movement Experiences

- Analyse the interplay of skill acquisition, biomechanics, energy systems, and training
- Use practical data to connect theory and practice for performance improvement

Assessment Type

- Tests
- Practical Laboratory Reports
- Reflective folio of participation
- Case Study and/or Data Analysis
- Visual and/or multimedia presentations
- Exam

Contribution to Final Assessment

- Unit 3 School Assessed Coursework 25%
- Unit 4 School Assessed Coursework 25%
- Unit 3 & 4 Examination 50%

Future Pathways

- Coach
- Nurse
- Physiotherapist
- PE teacher
- Personal trainer

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/physical-education/physical-education

VCE VET UNIT 1&2
SPORT, AQUATICS & RECREATION

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

The Certificate III in Sport, Aquatics & Recreation is part of a Vocational Education and Training in Schools program. Sport, Aquatics & Recreation is studied in conjunction with the full VCE or VCE VM allowing students to achieve their VCE and their VET certificate concurrently.

The Certificate in Sport, Aquatics & Recreation is designed to provide students with a range of competencies which are considered by the Sport and Recreation Industry to be a relevant and useful preparation for employment in the industry. Students develop a wide-ranging foundation in entry level training for all sectors of the Sport and Recreation industry. For this VET program, MacKillop College has partnered with IVET Institute Pty Ltd (RTO 40548)

Units 1 & 2 – Certificate III in Sport, Aquatics & Recreation (SIS30122) Dual Qualification
On successful completion of year 1 the program students are eligible for:

- Certificate II in Sport, Aquatics & Recreation (SIS30122)
- Recognition for two VCE VET at Unit 1 & 2 level

Assessment Type

- Practical application
- Theory based outcomes

Recommended Senior Pathway

- U3&4 Certificate III in Sport & Recreation (SIS30122)

Future Pathways

- Recreation Officer
- Sport & Recreation Attendant
- Activity Operations Officer
- Sports coach or assistant coach
- Sports facility customer service roles
- Certificate III in Fitness (SIS30321)
- Diploma of Sport (SIS50321)
- PE Teaching

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/vce-vet-sport-and-recreation

VCE VET UNIT 3&4
SPORT, AQUATICS & RECREATION

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Certificate III in Sport, Aquatics and Recreation provides students with the skills and knowledge to work in the Sport, Aquatics and Recreation industry in areas such as maintaining grounds and playing surfaces, providing customer service, recreation officer and sports administrative services. Possible job outcomes for a student with this qualification may include the provision of sport and recreation programs, grounds and facilities maintenance and working in the service industry in locations such as a fitness centre, outdoor sporting ground or aquatic centres.

For this VET program, MacKillop College has partnered with IVET Institute Pty Ltd (RTO 40548)

Units 3 & 4 – Certificate III in Sport & Recreation (SIS30122)

On successful completion of this program students will:

- Receive the award of SIS30122 Certificate III Sport, Aquatics & Recreation
- Receive the award of SIS30122 Certificate III Sport, Aquatics & Recreation
- Receive recognition for four VCE VET Units:
  - two at Unit 1 & 2 and two at Unit 3 & 4

Assessment Type

- Coursework Tasks
- Written Examination

Contribution to Final Assessment

- Coursework tasks 66%
- End-of-year examination 34%

Future Pathways

- Recreation Officer
- Sport & Recreation Attendant
- Activity Operations Officer
- Sports coach or assistant coach
- Sports facility customer service roles
- Certificate III in Fitness (SIS30321)
- Diploma of Sport (SIS50321)
- PE Teaching

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/vce-vet-sport-and-recreation

LANGUAGES

LEARNING FOCUS

The VCE Languages pathway enables students to deepen their linguistic proficiency while expanding their understanding of the cultures and communities in which the language is spoken. Through spoken, written and interpretive communication, students develop the confidence to exchange ideas, analyse texts and present informed perspectives in authentic contexts.

Students refine their ability to negotiate meaning, interpret cultural nuance and communicate for a range of purposes and audiences. The chart on the right outlines the subject sequence, demonstrating how students can progress from junior language study into specialised VCE units.

Year 7 French	**Year 7** Italian	**Year 7** Japanese
Year 8 French	**Year 8** Italian	**Year 8** Japanese
Year 9 (Main/SMC) French	**Year 9 (Main/SMC)** Italian	**Year 9 (Main/SMC)** Japanese
Year 10 (Sem 1) French	**Year 10** (Sem 1) Italian	**Year 10** (Sem 1) Japanese
Year 10 (Sem 2) French	**Year 10** (Sem 2) Italian	**Year 10** (Sem 2) Japanese
Unit 1+2 VCE French	**Unit 1+2** VCE Italian	**Unit 1+2** VCE Japanese
Unit 3+4 VCE French	**Unit 3+4** VCE Italian	**Unit 3+4** VCE Japanese

Compulsory subjects Elective subjects

VCE UNIT 1&2
FRENCH

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 1

Outcome 1: Interpersonal Communication

- Exchange meaning in an informal spoken interaction on a selected subtopic
- Use appropriate language and cultural understanding to maintain and develop the conversation

Outcome 2: Interpretive Communication

- Interpret and synthesise information from two texts in French on the same subtopic
- Respond in writing in both French and English, demonstrating understanding of language and culture

Outcome 3: Presentational Communication

- Present information, ideas and concepts in written French for a specific audience and purpose
- Incorporate relevant cultural products or practices from French-speaking communities

Unit 2

Outcome 1: Interpersonal Communication

- Respond in writing in French to spoken, written or visual stimulus texts
- Apply appropriate language and cultural understanding for purpose and audience

Outcome 2: Interpretive Communication

- Analyse and synthesise information from written, spoken or visual texts in French
- Produce an extended written response in French using relevant ideas and perspectives

Outcome 3: Presentational Communication

- Research and organise information about a cultural product or practice
- Deliver an oral presentation in French for a specific audience and purpose

Assessment Type

- Speaking Tasks
- Writing Tasks
- Response to Spoken, Written and Visual Texts
- Examination

Recommended Senior Pathway

- Unit 3+4 French

Future Pathways

- Translator/Interpreter
- Language Teacher
- Diplomat
- International Business Manager
- Journalist/Foreign Correspondent

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/languages/french/french

VCE UNIT 3&4
FRENCH

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 3

Outcome 1: Interpersonal Communication

- Negotiate and resolve a personal issue through a spoken exchange in French
- Use culturally appropriate language to acknowledge viewpoints and influence outcomes

Outcome 2: Interpretive Communication

- Synthesise key ideas and perspectives from three or more written, spoken or visual texts
- Compose structured written responses in French demonstrating accurate interpretation

Outcome 3: Presentational Communication

- Develop an extended personal, informative or imaginative text in French
- Adapt language, structure and cultural references to suit purpose and audience

Unit 4

Outcome 1: Interpersonal Communication

- Research and present a cultural product or practice in a spoken exchange
- Compare cultural perspectives and respond to questions in an extended discussion

Outcome 2: Interpretive Communication

- Examine and compare key ideas and viewpoints from written, spoken and viewed texts
- Construct an extended written response in French using synthesised information

Outcome 3: Presentational Communication

- Develop a persuasive or evaluative extended written text in French
- Tailor language, structure and cultural references to suit audience and purpose

Assessment Type

- Speaking Tasks
- Writing Tasks
- Response to Spoken, Written and Visual Texts
- Examination

Contributions to Final Assessment

- Unit 3 School Assessed Coursework 25%
- Unit 4 School Assessed Coursework 25%
- Unit 3 & 4 Examination 50%

Future Pathways

- Translator/Interpreter
- Language Teacher
- Diplomat
- International Business Manager
- Journalist/Foreign Correspondent

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/languages/french/french

VCE UNIT 1&2
ITALIAN

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 1

Outcome 1: Interpersonal Communication

- Exchange meaning in an informal spoken interaction on a selected subtopic
- Use appropriate language and cultural understanding to maintain and develop the conversation

Outcome 2: Interpretive Communication

- Interpret and synthesise information from two texts in Italian on the same subtopic
- Respond in writing in both Italian and English, demonstrating understanding of language and culture

Outcome 3: Presentational Communication

- Present information, ideas and concepts in written Italian for a specific audience and purpose
- Incorporate relevant cultural products or practices from Italian-speaking communities

Unit 2

Outcome 1: Interpersonal Communication

- Respond in writing in Italian to spoken, written or visual stimulus texts
- Apply appropriate language and cultural understanding for purpose and audience

Outcome 2: Interpretive Communication

- Analyse and synthesise information from written, spoken or visual texts in Italian
- Produce an extended written response in Italian using relevant ideas and perspectives

Outcome 3: Presentational Communication

- Research and organise information about a cultural product or practice
- Deliver an oral presentation in Italian for a specific audience and purpose

Assessment Type

- Speaking Tasks
- Writing Tasks
- Response to Spoken, Written and Visual Texts
- Examination

Recommended Senior Pathway

- Unit 3+4 Italian

Future Pathways

- Translator/Interpreter
- Language Teacher
- Diplomat
- International Business Manager
- Journalist/Foreign Correspondent

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/languages/italian/italian

VCE UNIT 3&4
ITALIAN

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 3

Outcome 1: Interpersonal Communication

- Negotiate and resolve a personal issue through a spoken exchange in Italian
- Use culturally appropriate language to acknowledge viewpoints and influence outcomes

Outcome 2: Interpretive Communication

- Synthesise key ideas and perspectives from three or more written, spoken or visual texts
- Compose structured written responses in Italian demonstrating accurate interpretation

Outcome 3: Presentational Communication

- Develop an extended personal, informative or imaginative text in Italian
- Adapt language, structure and cultural references to suit purpose and audience

Unit 4

Outcome 1: Interpersonal Communication

- Research and present a cultural product or practice in a spoken exchange
- Compare cultural perspectives and respond to questions in an extended discussion

Outcome 2: Interpretive Communication

- Examine and compare key ideas and viewpoints from written, spoken and viewed texts
- Construct an extended written response in Italian using synthesised information

Outcome 3: Presentational Communication

- Develop a persuasive or evaluative extended written text in Italian
- Tailor language, structure and cultural references to suit audience and purpose

Assessment Type

- Speaking Tasks
- Writing Tasks
- Response to Spoken, Written and Visual Texts
- Examination (Oral and Written)

Contributions to Final Assessment

- Unit 3 School Assessed Coursework 25%
- Unit 4 School Assessed Coursework 25%
- Unit 3 & 4 Examination 50%

Future Pathways

- Translator/Interpreter
- Language Teacher
- Diplomat
- International Business Manager
- Journalist/Foreign Correspondent

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/languages/italian/italian

VCE UNIT 1&2
JAPANESE

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 1

Outcome 1: Interpersonal Communication

- Exchange meaning in an informal spoken interaction on a selected subtopic
- Use appropriate language and cultural understanding to maintain and develop the conversation

Outcome 2: Interpretive Communication

- Interpret and synthesise information from two texts in Japanese on the same subtopic
- Respond in writing in both Japanese and English, demonstrating understanding of language and culture

Outcome 3: Presentational Communication

- Present information, ideas and concepts in written Japanese for a specific audience and purpose
- Incorporate relevant cultural products or practices from Japanese-speaking communities

Unit 2

Outcome 1: Interpersonal Communication

- Respond in writing in Japanese to spoken, written or visual stimulus texts
- Apply appropriate language and cultural understanding for purpose and audience

Outcome 2: Interpretive Communication

- Analyse and synthesise information from written, spoken or visual texts in Japanese
- Produce an extended written response in Japanese using relevant ideas and perspectives

Outcome 3: Presentational Communication

- Research and organise information about a cultural product or practice
- Deliver an oral presentation in Japanese for a specific audience and purpose

Assessment Type

- Speaking Tasks
- Writing Tasks
- Response to Spoken, Written and Visual Texts
- Examination

Recommended Senior Pathway

- Unit 3+4 Japanese

Future Pathways

- Translator/Interpreter
- Language Teacher
- Diplomat
- International Business Manager
- Journalist/Foreign Correspondent

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/languages/japanese-second-language/japanese-second-language

VCE UNIT 3&4
JAPANESE

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 3

Outcome 1: Interpersonal Communication

- Negotiate and resolve a personal issue through a spoken exchange in Japanese
- Use culturally appropriate language to acknowledge viewpoints and influence outcomes

Outcome 2: Interpretive Communication

- Synthesise key ideas and perspectives from three or more written, spoken or visual texts
- Compose structured written responses in Japanese demonstrating accurate interpretation

Outcome 3: Presentational Communication

- Develop an extended personal, informative or imaginative text in Japanese
- Adapt language, structure and cultural references to suit purpose and audience

Unit 4

Outcome 1: Interpersonal Communication

- Research and present a cultural product or practice in a spoken exchange
- Compare cultural perspectives and respond to questions in an extended discussion

Outcome 2: Interpretive Communication

- Examine and compare key ideas and viewpoints from written, spoken and viewed texts
- Construct an extended written response in Japanese using synthesised information

Outcome 3: Presentational Communication

- Develop a persuasive or evaluative extended written text in Japanese
- Tailor language, structure and cultural references to suit audience and purpose

Assessment Type

- Speaking Tasks
- Writing Tasks
- Response to Spoken, Written and Visual Texts
- Examination (Oral and Written)

Contributions to Final Assessment

- Unit 3 School Assessed Coursework 25%
- Unit 4 School Assessed Coursework 25%
- Unit 3 & 4 Examination 50%

Future Pathways

- Translator/Interpreter
- Language Teacher
- Diplomat
- International Business Manager
- Journalist/Foreign Correspondent

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/languages/japanese-second-language/japanese-second-language

ARTS - CREATIVE

LEARNING FOCUS

The VCE Creative Arts pathway enables students to develop their creative voice across art, media and design disciplines. Through practical making, critical analysis and reflective practice, students explore how ideas are generated, refined and communicated in response to personal, social and cultural contexts.

Students strengthen technical skills while engaging in experimentation, conceptual thinking and creative problem-solving. The chart on the right outlines the subject sequence, demonstrating how students can progress through the pathway from junior studies into specialised VCE units.

Year 7
Art

Year 9&10 Studio Art - Painting & Ceramics	**Year 9&10** Media - Photography	**Year 9+10** VCD - Industrial/ Interior Design
Year 9+10 Creative Art - Sculpture & Photography	**Year 9+10** Media - Film Analysis and Production	**Year 9+10** VCD - Brand identity & Architectural Design
Units 1 & 2 VCE Art Creative Practice	**Unit 1 & 2** VCE Media	**Unit 1 & 2** VCE Visual Communication Design
Units 3 & 4 VCE Art Creative Practice	**Unit 3 & 4** VCE Media	**Unit 3 & 4** VCE Visual Communication Design

Compulsory subjects Elective subjects

VCE UNIT 1&2
ART CREATIVE PRACTICE

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 1 – Visual Arts

Outcome 1: Artists, Artworks and Audiences

- Analyse artists and artworks using the Structural and Personal Lenses
- Interpret meanings and support views with evidence

Outcome 2: The Creative Practice

- Experiment with materials and techniques to develop personal visual responses
- Explore ideas and build visual language through guided activities

Outcome 3: Documenting and Reflecting

- Record, reflect on, and evaluate the creative process
- Use documentation to support development of artworks

Unit 2 – Visual Arts

Outcome 1: The Artist, Society and Culture

- Analyse and compare artworks using the Cultural and other Interpretive Lenses
- Explore how art reflects values, beliefs, and traditions across cultures

Outcome 2: The Collaborative Creative Practice

- Create and present collaborative artworks exploring social and cultural ideas
- Consider context, audience, and relationships between artwork and viewers

Outcome 3: Documentation of Collaboration

- Reflect on, evaluate, and document the collaborative creative process
- Use feedback and visual language to develop and resolve artworks

Assessment Type

- Folio
- Critique
- Written Assessment
- Exam

Recommended Senior Pathway

- Unit 3+4 Creative Arts

Future Pathways

- Fine Arts
- Art History
- Art Curatorship
- Art Therapy
- Advertising
- Design and Marketing.

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/art-creative-practice/vce-art-creative-practice

VCE UNIT 3&4
ART CREATIVE PRACTICE

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 3 – Visual Arts

Outcome 1: Investigation and Presentation

- Research an artist and artwork to develop personal ideas and produce a finished artwork
- Reflect on and discuss the use of materials, techniques, and the Creative Practice in a critique

Outcome 2: Personal Investigation using the Creative Practice

- Explore and develop personal ideas or interests through the Creative Practice
- Experiment with materials, techniques, and processes to extend a Body of Work

Unit 4 – Visual Arts

Outcome 1: Documentation and Critique of the Creative Practice

- Document and reflect on the Creative Practice through critique to refine ideas
- Use feedback to develop and resolve a Body of Work

Outcome 2: Resolution and Presentation of a Body of Work

- Refine and complete a Body of Work using ongoing experimentation and feedback
- Present artworks that demonstrate resolved ideas and visual language

Outcome 3: Comparison of Artists, Their Practice and Artworks

- Research and compare historical and contemporary artists and their practices
- Analyse and interpret meanings and messages in artworks using Interpretive Lenses

Assessment Type

- Folio
- Critique
- Written Assessment
- Exam

Contributions to Final Assessment

- Unit 3&4 SAC 10%
- SAT 60%
- Exam 30%

Future Pathways

- Artist- Fine Arts
- Art History
- Art Curatorship
- Art Conservator
- Art Therapy
- Gallery Director
- Art Teacher
- Advertising
- Design and Marketing.

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/art-creative-practice/vce-art-creative-practice

VCE UNIT 1&2
MEDIA

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 1 – Media

Outcome 1: Media Representations

- Explain how media representations are constructed and interpreted by audiences
- Explore how audiences engage with and read media products

Outcome 2: Media Forms in Production

- Design, produce, and evaluate media representations for specific audiences
- Apply codes, conventions, and the media production process

Outcome 3: Australian Stories

- Analyse how Australian fictional and non-fictional narratives are structured
- Examine how audiences engage and interpret Australian media texts

Unit 2 – Media

Outcome 1: Narrative, Style and Genre

- Analyse how media creators develop narrative style using codes and conventions
- Examine how narratives influence audience understanding

Outcome 2: Narratives in Production

- Apply the media production process to create and develop media narratives
- Use narrative concepts influenced by culture, history, and context

Outcome 3: Media and Change

- Investigate the impact of new media technologies on individuals and society
- Evaluate changes to audiences, industries, and media institutions

Assessment Type

- Audio-visual/video sequences
- Print layouts
- Written responses
- Sequences/presentations using digital technologies
- Radio or audio sequence
- Oral reports
- Photographs
- Posters

Recommended Senior Pathway

- Unit 3&4 Media

Future Pathways

- Film, TV & Radio
- Digital & Social Media
- Journalism
- Interactive Media & Tech
- Audio & Broadcasting
- Visual Media
- Marketing

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/media/media

VCE UNIT 3&4
MEDIA

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 3 – Media

Outcome 1: Narratives and Their Contexts

- Analyse how media narratives are constructed and shaped by their contexts
- Examine how audiences engage with, consume and interpret narratives

Outcome 2: Research, Development and Experimentation

- Research media forms, narratives, genres, styles, and practitioner influences
- Experiment with media technologies and processes to inform a production plan

Outcome 3: Pre-production Planning

- Develop and document an industry-style pre-production plan
- Clearly communicate narrative intentions for a specified audience and media form

Unit 4 – Media

Outcome 1: Media Production

- Produce, refine and resolve a media product based on the Unit 3 plan
- Apply post-production processes and distribute the product to a specified audience

Outcome 2: Agency and Control in and of the Media

- Analyse the relationship between media, audiences and power
- Discuss media influence, audience agency, regulation, and ethical and legal issues

Assessment Type

- Video Essay
- Short and extended written responses
- One production piece e.g. Photographs, Short film, Magazine\Newspaper

Contributions to Final Assessment

- Unit 3&4 SAC 20%
- SAT 40%
- Exam 40%

Future Pathways

- Film & TV - Director, Editor, Producer
- Journalism & Communication - Journalist, Media Advisor
- Advertising & Marketing - Advertiser, Marketer, PR
- Digital Media - Content Creator, Social Media Manager
- Creative Design - Graphic or Multimedia Designer

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/media/media

VCE UNIT 1&2
VISUAL COMMUNICATION DESIGN

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 1 – Visual Communication Design

Outcome 1: Reframing Design Problems

- Use human-centred research to understand problems and identify communication needs
- Collaborate and synthesise insights to define design opportunities

Outcome 2: Solving Communication Design Problems

- Apply the Develop and Deliver stages of the design process to create visual solutions
- Refine concepts through critique and convergent thinking

Outcome 3: Design's Influence and Influences on Design

- Analyse how cultural, social, economic, technological, and environmental factors shape design
- Develop a sustainable 3D object using circular design principles

Unit 2 – Visual Communication Design

Outcome 1: Design, Place and Time

- Research environmental design problems and contextual factors to inform design
- Present solutions inspired by place and design style

Outcome 2: Cultural Ownership and Design

- Apply ethical and culturally appropriate design practices in Indigenous contexts
- Understand legal and ethical responsibilities

Outcome 3: Designing Interactive Experiences

- Design visual interfaces that enhance user experience and accessibility
- Apply the VCD design process to create inclusive digital solutions

Assessment Type

- Report
- Presentation
- Written brief
- Exam

Recommended Senior Pathway

- U3&4 Visual Communication Design

Future Pathways

- Design
- Industrial Design
- Environmental Design
- UX Design
- Architecture
- Interior Design
- Fashion
- Motion Design

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/visual-communication-design/visual-communication-design

VCE UNIT 3&4
VISUAL COMMUNICATION DESIGN

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 3 – Visual Communication Design

Outcome 1: Professional Design Practice

- Compare the ways in which visual communication practices are used by contemporary designers, using research methods and practical exploration

Outcome 2: Design Analysis

- Compare and analyse design examples from selected field(s) of design practice, describing how aesthetic considerations contribute to the effective communication of information or ideas

Outcome 3: Design Process: Defining Problems and Developing Ideas

- Identify two communication needs for a client, prepare a brief and develop design ideas, while applying the VCD design process and design thinking strategies

Unit 4 – Visual Communication Design

Outcome 1: Design Process: Refining and Resolving Design Concepts

- Refine and resolve distinct design concepts for each communication need, and devise and deliver a pitch to communicate concepts to an audience or users, evaluating the extent to which these meet the requirements of the brief

Outcome 2: Presenting Design Solutions

- Produce a design solution for each communication need defined in the brief, satisfying the specified design criteria

Assessment Type

- Extended written response
- Short-answer responses supported by visual references
- Practical design tasks
- Folio

Contributions to Final Assessment

- Unit 3 SACs 20%
- SAT 50%
- Exam 30%

Future Pathways

- Graphic Designer
- Architect
- Industrial Designer
- Product Designer
- Automotive / Transport Designer

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/visual-communication-design/visual-communication-design

ARTS - PERFORMING

LEARNING FOCUS

The VCE Performing Arts pathway enables students to develop their expressive voice, technical skills and artistic understanding across a range of performance disciplines. Through rehearsal, performance and critical analysis, students explore how meaning is created and communicated to audiences. Students refine their ability to interpret scripts, devise original work and evaluate performance using appropriate terminology and reflection. The chart on the right outlines the subject sequence, demonstrating how students can progress through the pathway from junior studies into specialised VCE units.

		Year 7 Music		
Year 8 Drama		Year 8 Music		
Year 9&10 Drama	Year 9&10 Theatre Studies	Year 9&10 Music Performance	Year 9&10 Music Recording and Mixing	Year 9&10 Dance
Units 1 & 2 VCE Drama	Units 1 & 2 VCE Theatre Studies	Units 1 & 2 VCE Music Performance	Units 1 & 2 VCE VET Music (Sound Production)	Units 1 & 2 VCE Dance
Units 3 & 4 VCE Drama	Units 3 & 4 VCE Theatre Studies	Units 3 & 4 VCE Music Performance	Units 3 & 4 VCE VET Music (Sound Production)	Units 3 & 4 VCE Dance

Compulsory subjects Elective subjects

VCE UNIT 1&2
DANCE

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 1 – Dance

Outcome 1: Dance Perspectives

- Analyse choreographers' intentions, expressive movement, and physical skills
- Describe and document features of dance works

Outcome 2: Choreography and Performance

- Choreograph and perform solo, duo, or group dance works
- Communicate intention through movement and structured improvisation

Outcome 3: Dance Technique and Performance

- Rehearse and perform learnt dance works safely and expressively

Outcome 4: Awareness and Maintenance of the Dancer's Body

- Apply health, wellbeing, and safe body-use practices for dancers
- Demonstrate understanding of physiology and body maintenance

Unit 2 – Dance

Outcome 1: Dance Perspectives

- Analyse how movement categories and elements are used to communicate intention
- Examine movement in different dance traditions, styles, and works

Outcome 2: Choreography and Performance

- Choreograph and perform solo, duo, or group dance works
- Complete structured improvisations to communicate intention

Outcome 3: Dance Technique and Performance

- Safely and expressively perform learnt dance works
- Demonstrate artistry while executing a range of movement actions

Assessment Type

- Multimedia
- Oral
- Written analysis
- Performance

Recommended Senior Pathway

- U3&4 Dance

Future Pathways

- Choreographer
- Dance teacher
- Dancer

Link to Study Design

https://www.vcaa.vic.edu.au/sites/default/files/2026-01/2019VCEDanceStudyDesign.pdf

VCE UNIT 3&4
DANCE

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 3

Outcome 1 - Dance perspectives

- Analyse phrasing in selected works with reference to the choreographers' uses of movement categories, physical skills, choreographic devices and manipulations of the elements of movement. Analyse the dance design of each work and consider influences on the choreographer's choices

Outcome 2 - Choreography, performance and analysis of a skills-based solo dance work

- Choreograph and perform a solo dance work that demonstrates the safe use of a wide range of physical skills

Outcome 3 - Dance technique, performance and analysis of a learnt dance work

- Learn, rehearse and perform a duo or group dance work created by another choreographer

Unit 4

Outcome 1 - Dance perspectives

- Analyse a twentieth or twenty-first century group dance work. Examine ways choreographers communicate their intention through creating spatial relationships and manipulating group structures and the elements of spatial organisation

Outcome 2 - Choreography, performance and dance-making analysis

- Choreography and performance of a solo dance work. The intention for this work should focus on communicating ideas through movement

Assessment Type

- Written analysis
- Performance
- Reflective journals

Contributions to Final Assessment

- Unit 3 School Assessed Coursework 15%
- Unit 4 School Assessed Coursework 10%
- End of year performance examination 50%
- End of year written examination 25%

Future Pathways

- Performing Arts
- Dance teacher
- Arts Therapy
- Film and Television

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/dance/dance

VCE UNIT 1&2
DRAMA

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 1 – Drama

Outcome 1: Creating a Devised Performance
- Devise and document ensemble drama using play-making techniques

Outcome 2: Presenting a Devised Performance
- Perform a devised ensemble drama work to an audience

Outcome 3: Analysing a Devised Performance
- Analyse and reflect on the development and performance of devised drama

Outcome 4: Analysing a Professional Drama Performance
- Analyse and evaluate ideas, stories, and characters in professional drama

Unit 2 – Drama

Outcome 1: Using Australia as Inspiration
- Devise and document solo drama based on Australian people, events, issues, or icons

Outcome 2: Presenting a Devised Performance
- Perform a devised drama work for an audience based on an Australian context

Outcome 3: Analysing and Evaluating a Devised Performance
- Analyse and evaluate the development and performance of devised drama

Outcome 4: Analysing an Australian Drama Performance
- Analyse and evaluate professional Australian drama performances

Assessment Type

- Drama journal
- Practical Workshops
- Performance
- Written analysis and evaluation

Recommended Senior Pathway

- U3&4 Drama
- U3&4 Theatre Studies

Future Pathways

- Performing Arts & Entertainment
- Education & Teaching
- Media, Film & Television
- Communication, Public Speaking & Leadership
- Creative Industries & Arts Management
- Psychology, Wellbeing & Community Services

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/drama/drama

VCE UNIT 3&4
DRAMA

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 3 – Drama

Outcome 1: Devising and Presenting an Ensemble Performance

- Devise and perform an ensemble drama that extends beyond realistic representation

Outcome 2: Analysing and Evaluating a Devised Ensemble Performance

- Analyse and evaluate play-making processes and performance techniques

Outcome 3: Analysing and Evaluating a Professional Drama Performance

- Analyse and evaluate a prescribed professional drama performance

Unit 4 – Drama

Outcome 1: Demonstrating Solo Performance-Making Techniques

- Apply play-making techniques, symbol, and transformation in a solo performance

Outcome 2: Devising a Solo Performance

- Create, develop, and perform an extended solo performance using a prescribed structure

Outcome 3: Analysing and Evaluating a Devised Solo Performance

- Analyse and evaluate the creative processes used in a solo performance

Assessment Type

- Drama journal
- Practical Workshops
- Performance
- Written analysis and evaluation.

Contributions to Final Assessment

- Unit 3 Coursework 30%
- Unit 4 Coursework 10%
- End of Year Solo Performance Examination 35%
- End of Year Written Examination 25%

Future Pathways

- Performing Arts & Entertainment
- Education & Teaching
- Media, Film & Television
- Communication, Public Speaking & Leadership
- Creative Industries & Arts Management
- Psychology, Wellbeing & Community Services

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/drama/drama

VCE UNIT 1&2
MUSIC PERFORMANCE

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 1

Outcome 1: Performance

- Rehearse and perform solo and ensemble works with technical control, expression, and stylistic understanding
- Develop individual musicianship and ensemble skills

Outcome 2: Creating

- Create short musical works demonstrating understanding of musical organisation
- Reflect on the creative process and use of music elements and compositional devices

Outcome 3: Analysing and Responding

- Analyse and respond to how music is organised across different styles and approaches
- Identify, recreate, and document music elements, concepts, and language

Unit 2

Outcome 1: Performing

- Rehearse and perform solo and group works, conveying musical meaning or emotion
- Apply technical control, expression, and stylistic understanding while demonstrating effect

Outcome 2: Creating

- Create short music works/responses that demonstrate understanding of musical effect
- Reflect on the creative process and use of music elements, concepts, and compositional devices

Outcome 3: Analysing and Responding

- Analyse how performers and composers create musical effect
- Identify, recreate, and document music elements and concepts in context and isolation

Assessment Type

- Performances (at least one ensemble/group work)
- Analysis
- Aural, oral, written and practical tasks
- Composition and/or improvisation exercises

Recommended Senior Pathway

- U3&4 Music Performance Contemporary Stream
- U3&4 Music Performance Repertoire Stream

Future Pathways

- Bachelor of Music (Contemporary Performance)
- Bachelor of Music (Composition)
- Bachelor of Music (Music Production / Technology)
- Bachelor of Music Education
- Diploma of Music
- Advanced Diploma of Music
- Certificate IV in Music Industry

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/music/music

VCE UNIT 3&4
MUSIC PERFORMANCE

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Two stream options:

- Music Performance: Repertoire
- Music Performance: Contemporary

Unit 3

Outcome 1: Performing

- explain the artistic and practical considerations used to select a program of works for performance
- prepare and present a program of works that demonstrates a wide range of music styles and characters

Outcome 2: Analysing for Performance

- describe the use of the music elements, concepts and compositional devices in works being prepared for performance
- identify the expressive and technical challenges in selected works

Outcome 3: Responding

- Discuss how performers interpret and manipulate music elements/ concepts
- Identify, recreate, and notate music language concepts in context and isolation

Unit 4

Outcome 1: Performing

- Perform a program of works for assessment, including a reimagined existing work and an original Australian work
- Apply technical skills, style, and interpretation relevant to the selected works

Outcome 2: Analysing for Performance

- Analyse and refine performance techniques, including approaches to reimagining works
- Develop a personal voice in performance

Outcome 3: Responding

- Discuss how performers interpret and manipulate music elements/ concepts
- Identify and transcribe short music examples using appropriate notation

Assessment Type

- Performance
- Creation and/or arrangement of music
- Analysis
- Listening and responding
- Examination

Contributions to Final Assessment

- Unit 3 School Assessed Coursework 20%
- Unit 4 School Assessed Coursework 10%
- End of Year Performance Examination 50%
- End of Year Aural and Written Examination 20%

Future Pathways

- Bachelor of Music (Contemporary Performance)
- Bachelor of Music (Composition)
- Bachelor of Music (Music Production / Technology)
- Bachelor of Music Education
- Diploma of Music
- Advanced Diploma of Music
- Certificate IV in Music Industry

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/music/vce-music-repertoire-performance-units-3-and-4

VCE VET UNIT 1&2
MUSIC (SOUND PRODUCTION)

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

- Introduces the technical and creative foundations of audio production and the contemporary music industry
- Develop practical skills in sound editing and recordings
- Gain an understanding of copyright requirements and professional industry practices
- Supports career exploration within the creative arts sector and provides a pathway into further study or entry-level roles in music and sound production

VET Units

- Implement copyright arrangements
- Perform basic sound editing
- Develop basic audio skills and knowledge
- Assist with sound recordings
- Work effectively in the music industry
- Plan a career in the creative arts industry

Assessment Type

- In person practicals
- Audio submissions
- Written plans
- Evaluation meeting
- Research project
- Quiz
- Presentation

Recommended Senior Pathway

- VCE VET Unit 3&4 Music (Sound Production)

Future Pathways

TAFE / Vocational Training (most direct continuation)
- Certificate IV or Diploma in Sound Production
- Diploma of Music (Sound Engineering, Electronic Music, etc.)
- Live production / event technology courses

Entry-Level Industry Roles
- Studio assistant / runner
- Live sound crew (bump in/out, FOH assistant)
- Podcast editor
- Freelance mixing/mastering engineer

Link to Study Design

https://www.vcaa.vic.edu.au/assessment/vet/vce-vet-examination-specifications-past-examinations-and-examination-reports/vce-vet-music-sound-production

VCE VET UNIT 3&4
MUSIC (SOUND PRODUCTION)

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

- Throughout your studies, you will gain the skills and knowledge that reflect the role of individuals who apply a broad range of competencies in various work contexts in the music industry. They use some discretion, judgement and theoretical knowledge, and may undertake routine activities and provide support to a team or work group. They may work in music performance, sound production, music creation and composition, music business.
- The job roles that relate to this qualification may include assistant sound technician, assistant music manager, musician, sound assistant and road crew.

VET Units

- Mix music in studio environments
- Manage audio input sources
- Operate sound reinforcement systems
- Install and disassemble audio equipment
- Record and mix basic music demos

- Outcome 1 – Portfolio
- Outcome 2 – Work Performance
- Outcome 3 – Product

Assessment Type

- Written Tasks
- Practical Tasks
- Research Tasks

Contribution to Final Assessments

- School Assessed Coursework 66%
- End-of-year Written and Aural Examination 34%

Future Pathways

TAFE / Vocational Training (most direct continuation)
- Certificate IV or Diploma in Sound Production
- Diploma of Music (Sound Engineering, Electronic Music, etc.)
- Live production / event technology courses

Entry-Level Industry Roles
- Studio assistant / runner
- Live sound crew (bump in/out, FOH assistant)
- Podcast editor
- Freelance mixing/mastering engineer

Link to Study Design

https://www.vcaa.vic.edu.au/assessment/vet/vce-vet-examination-specifications-past-examinations-and-examination-reports/vce-vet-music-sound-production

VCE UNIT 1&2
THEATRE STUDIES

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 1 – Theatre Studies

Outcome 1: Exploring Theatre Styles and Conventions Pre-1945

- Identify and describe features and scripts of two or more pre-1945 theatre styles

Outcome 2: Interpreting Scripts

- Work in production roles to interpret and perform scripts from pre-1945 theatre styles

Outcome 3: Analysing a Theatre Production in Performance

- Analyse a professional theatre performance, including acting, directing, and design

Unit 2 – Theatre Studies

Outcome 1: Exploring Theatre Styles Post-1945

- Identify and describe features, scripts, and conventions of two or more post-1945 theatre styles

Outcome 2: Interpreting Scripts

- Work in production roles to interpret and perform scripts from post-1945 theatre styles

Outcome 3: Analysing a Theatre Production in Performance

- Analyse a professional theatre performance, focusing on acting, directing, and design

Assessment Type

- Theatre styles research and reflection booklet
- Practical workshops
- Performance
- Written analysis and evaluation.

Recommended Senior Pathway

- U3&4 Theatre Studies
- U3&4 Drama

Future Pathways

- Performing Arts & Entertainment
- Education & Teaching
- Media, Film & Television
- Communication, Public Speaking & Leadership
- Creative Industries & Arts Management
- Psychology, Wellbeing & Community Services

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/theatre-studies/vce-theatre-studies-study-design

VCE UNIT 3&4
THEATRE STUDIES

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 3 – Theatre Studies

Outcome 1: Exploring Contemporary Theatre Styles and/or Movements

- Identify and describe features of scripts from theatre styles or movements from 1945 to present

Outcome 2: Interpreting Scripts

- Work in production roles (actor, director, designer) to realise scripts from contemporary styles or movements

Outcome 3: Analysing and Evaluating a Theatre Production

- Analyse and evaluate a professional theatre performance, including acting, direction, and design

Unit 4 – Theatre Studies

Outcome 1: Producing a Theatre Performance

- Plan, develop, and perform a solo or group theatre work for a specific audience

Outcome 2: Analysing and Evaluating Theatre Performance

- Analyse and evaluate the processes and performance of the created work

Assessment Type

- Research and reflection journal
- Practical workshops
- Performance
- Written analysis and evaluation.

Contributions to Final Assessment

- Unit 3 School Assessed Coursework 30%
- Unit 4 School Assessed Coursework 15%
- End of Year Monologue Performance Examination 25%
- End of Year Written Examination 30%

Future Pathways

- Performing Arts & Entertainment
- Education & Teaching
- Media, Film & Television
- Communication, Public Speaking & Leadership
- Creative Industries & Arts Management
- Psychology, Wellbeing & Community Services

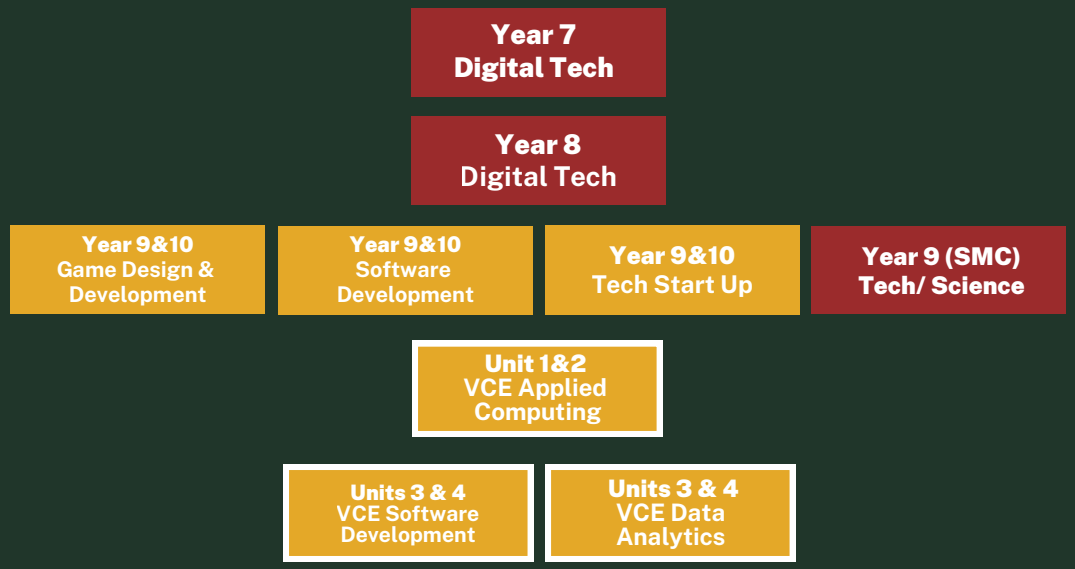
Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/theatre-studies/vce-theatre-studies-study-design

TECHNOLOGY - DIGITAL

LEARNING FOCUS

The VCE Digital Technologies pathway enables students to deepen their understanding of data, digital systems and computational thinking in contemporary contexts. Through analysis, design and development, students explore how digital solutions are created to solve real-world problems.
Students refine their ability to apply programming skills, manage data ethically and evaluate the effectiveness of digital systems.
The chart on the right outlines the subject sequence, showing progression into specialised VCE Digital Technologies studies across Units 1–4.



Compulsory subjects Elective subjects

VCE UNIT 1&2
APPLIED COMPUTING

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 1

Outcome 1: Data Analysis

- Use software tools to collect, interpret, and manipulate data
- Create data visualisations and solutions (databases, spreadsheets, graphics) to communicate findings

Outcome 2: Programming

- Apply Python programming language to design, develop, and evaluate a software solution
- Use problem-solving, testing, and debugging techniques to ensure functionality

Unit 2

Outcome 1: Innovative Solutions

- Work collaboratively to analyse, design, develop, and evaluate a digital solution for a real-world need or opportunity
- Apply the full problem-solving methodology to create a prototype, proof of concept, or product

Outcome 2: Cyber Security

- Investigate networks, including hardware, software, and communication technologies
- Analyse cyber security threats, vulnerabilities, and risks, considering legal, ethical, and industry-standard practices
- Propose strategies to protect data and information on networks

Assessment Type

- Folio of exercises
- Software solution
- A report in written or multimedia format
- Visual, multimedia or oral presentations
- A case study with structured questions
- Exam

Recommended Senior Pathway

- Unit 3+4 Data Analytics
- Unit 3+4 Software Development

Future Pathways

- Software Developer/ Programmer
- Data Analyst
- Cyber Security Analyst
- IT Support/ Network Technician
- Engineer
- AI/ Machine Learning/ Robotics
- Business/ Finance

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/applied-computing/applied-computing

VCE UNIT 3&4
DATA ANALYTICS

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 3

Outcome 1: Data Analytics

- Access, select, and extract authentic data from large repositories
- Manipulate and cleanse data according to teacher-provided solution requirements and designs
- Develop software solutions using database, spreadsheet, and data visualisation tools to present findings

Outcome 2: Data Analytics: Analysis and Design (SAT)

- Determine and propose a research question
- Collect and analyse data using a range of collection methods
- Generate design ideas for databases, spreadsheets, infographics, or dynamic data visualisations

Unit 4

Outcome 1: Data Analytics: Development and Evaluation (SAT)

- Develop infographics or dynamic data visualisations
- Apply the problem-solving stages of development and evaluation while monitoring the project plan
- Evaluate the solution based on criteria developed in Unit 3

Outcome 2: Cybersecurity: Data Security

- Investigate security strategies for storage, communication, and disposal of data and information
- Examine threats to data and assess organisational responses, including ethical and legal considerations
- Consider implications of AI and recommend strategies to reduce threats.
- Apply systems thinking to evaluate and improve data security

Assessment Type

- Folio of exercises
- Software solutions
- Report in written or multimedia format
- Case study with structured questions and practical applications
- Exam

Contributions to Final Assessment

- Unit 3 School Assessed Coursework 10%
- Unit 4 School Assessed Coursework 10%
- School Assessed Task 30%
- Unit 3 & 4 Examination 50%

Future Pathways

- Data Science/ Data Analytics/ Statistics
- Computer Science/ IT/ Software Engineering
- Business/ Economics/ Finance
- Health/ Biomedical Sciences
- Engineering

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/applied-computing/applied-computing

VCE UNIT 3&4
SOFTWARE DEVELOPMENT

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 3

Outcome 1: Software Development: Programming

- Examine design tools to interpret requirements and develop software modules
- Use Python to perform coding, validation, testing, and documentation
- Apply testing and validation techniques to ensure modules work
- Produce internal documentation explaining functionality

Outcome 2: Software Development: Analysis and Design

- Analyse a need or opportunity for a software solution
- Construct a framework for development through analysis tools, documenting relationships between data, users, and systems
- Create a Software Requirements Specification (SRS)
- Generate multiple design ideas, selecting a preferred design

Unit 4

Outcome 1: Software Development: Development and Evaluation

- Develop an efficient and effective software solution that meets an identified need or opportunity
- Apply testing techniques to evaluate the solution
- Ensure the software meets the requirements and assess the effectiveness of the development model and the project plan

Outcome 2: Cybersecurity: Secure Software Development Practices

- Investigate security risks to software and data
- Analyse the security of current software development practices
- Examine consequences of implementing software with ineffective security strategies
- Consider industry frameworks to inform secure development practices

Assessment Type

- Folio of exercises
- Software solutions and testing
- Folio of analysis and design
- Case study with structured questions
- Exam

Contributions to Final Assessment

- Unit 3 School Assessed Coursework 10%
- Unit 4 School Assessed Coursework 10%
- School Assessed Task 30%
- Unit 3 & 4 Examination 50%

Future Pathways

- Software engineer
- Programmer
- Computer Scientist
- Full stack developer
- ICT technician
- Support engineer
- Cloud engineer
- Game developer

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/applied-computing/applied-computing

TECHNOLOGY - DESIGN

LEARNING FOCUS

The VCE Design and Technology pathway enables students to develop creative, technical and problem-solving skills across product design, materials, textiles and food studies. Through investigation, design thinking and practical production, students explore how products, systems and food solutions are developed in response to user needs and contemporary challenges.
Students refine their ability to apply design processes, select and manipulate materials and ingredients, and evaluate sustainable, ethical and nutritional considerations. The chart on the right outlines the subject sequence, demonstrating how students can progress through the pathway from junior studies into specialised VCE units.

Year 7 or 8
Food Technology

- **Year 9&10** Cultural Foods
- **Year 9&10** Food Choices
- **Year 9&10** Food for Fitness
- **Unit 1+2** VCE Food Studies
- **Unit 3+4** VCE Food Studies

Year 7 or 8
PDT

- **Year 9&10** PDT STEAM
- **Year 9&10** PDT Wood
- **Year 9&10** PDT Textiles
- **Unit 1+2** VCE PDT Materials, Tools & Processes
- **Unit 3+4** VCE PDT Materials, Tools & Processes
- **Unit 1+2** VCE PDT Textiles
- **Unit 3+4** VCE PDT Textiles

Compulsory subjects Elective subjects

VCE UNIT 1&2
FOOD STUDIES

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 1

Outcome 1: Food Around the World

- Explore origins and cultural roles of food from early civilisations to the modern global world
- Understand natural resources, climate, social influences on food production, cuisines, cultures, focusing on one region outside Australia

Outcome 2: Food in Australia

- Examine the history and culture of Australian food, including Indigenous food and early settler practices
- Investigate the influence of immigration and cultural factors on modern Australian food practices

Unit 2

Outcome 1: Food Industries

- Focus on commercial food production in Australia
- Investigate characteristics of food industries, challenges, opportunities, and influences on consumers
- Explore new food product development and innovation, including processes for ensuring food safety
- Practical component: create new food products using design briefs and commercial principles

Outcome 2: Food in the Home

- Focus on domestic and small-scale food production; compare similar products in different settings
- Evaluate factors influencing food provision/preparation in the home
- Practical skills: design/adapt recipes for various dietary requirements, explore entrepreneurial applications for home-produced foods

Assessment Type

- Practical activities, with written records
- Practical demonstration
- Tests
- Short written reports
- Oral reports supported by visual presentations
- Production work
- Examination

** Practical work comprises approximately one-third of the course.*

Recommended Senior Pathway

- Unit 3+4 Food Studies

Future Pathways

- Chef or Cook
- Food Journalist or blogger
- Food product developer
- Nutritionist/Dietitian
- Environmental Scientist

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/food-studies/vce-food-studies

VCE UNIT 3&4
FOOD STUDIES

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 3

Outcome 1: The Science of Food

- Investigate appetite, satiety, digestion and macronutrient absorption
- Examine causes and management of food allergies and intolerances
- Understand the rationale of the Australian Guide to Healthy Eating
- Explore changing dietary needs across life stages
- Apply nutrition principles in practical activities

Outcome 2: Food Choice, Health and Wellbeing

- Explore eating patterns in Australia and influences on food choices
- Examine links between social factors, food access and the emotional roles of food
- Investigate how politics and media shape food habits and beliefs
- Examine principles for promoting healthy eating in children
- Undertake practical tasks to develop healthy meals for children and families

Unit 4

Outcome 1: Navigating Food Information

- Examine food information and misinformation, and how food knowledge and habits develop
- Evaluate food fads, trends and diets using evidence-based guidelines (e.g. Australian Dietary Guidelines, Australian Guide to Healthy Eating)
- Develop food selection skills by analysing labels and marketing claims

Outcome 2: Environment and Ethics

- Explore debates in Australian and global food systems, including environment, ethics, innovation, food access and safety
- Research one debate in depth, examining differing perspectives
- Analyse proposed solutions and actions supporting sustainable futures
- Apply solutions to food issues in practical contexts

Assessment Type

- Reflection on a range of practical activities
- Short-written report
- Annotated visual report
- Research inquiry report
- Examination

Contribution to Final Assessment

- Unit 3 School Assessed Coursework 30%
- Unit 4 School Assessed Coursework 30%
- Unit 3 & 4 Examination 40%

Future Pathways

- Nutrition and Dietetics
- Primary production and other agricultural industries
- Food Manufacturing and Hospitality
- Food Education

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/food-studies/vce-food-studies

VCE UNIT 1&2
PDT MATERIALS, TOOLS & PROCESSES

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 1

Outcome 1: Developing and Conceptualising Designs

- Focus on the first diamond of the Double Diamond design approach
- Propose graphical product concepts using visualisations, design options, and working drawings
- Apply critical, creative, and speculative thinking in design thinking.
- Use manual and digital drawing systems to refine product concepts
- Work collaboratively and in teams

Outcome 2: Generating, Designing and Producing

- Focus on the second diamond of the Double Diamond design approach
- Create prototypes based on graphical concepts, conduct trials/tests, evaluate and justify production processes
- Explore and develop skills with materials, tools, and processes to demonstrate technacy

Unit 2

Outcome 1: Opportunities for Positive Impacts for End Users

- Students explore human and/or non-human end user scenarios and research existing products that meet specific needs
- Focus on creating positive impacts and minimising harm through inclusive product design, access, usability, and equity
- Explore the factors that influence design to make judgments about the success or failure of products

Outcome 2: Designing Positive Impacts for End Users

- Respond to a need or opportunity of an end user(s) by documenting and making an inclusive product
- Focus on inclusion, accessibility, usability, and equity

Outcome 3: Cultural Influences on Design

- Examine how culture influences products and how designers should engage with culture when developing end user profiles

Assessment Type

- Multimodal design portfolio
- Practical work (product)
- Product Analysis
- Research inquiry report
- Presentation
- Topic Tests
- Examinations

Recommended Senior Pathway

- U3&4 PDT Materials, Tools and Processes

Future Pathways

- Product / Industrial designer
- Engineering
- Spatial, set, or exhibition design
- Furniture Design/Cabinet Making
- Jewellery Designer
- Design Technologies Teacher
- Advanced Manufacturing

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/product-design-and-technologies/product-design-and-technologies

VCE UNIT 3&4
PDT MATERIALS, TOOLS & PROCESSES

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 3

Outcome 1: Influence on Design, Development and Production of Products

- Explore product design, innovation, and ethical/sustainability impacts
- Examine company responses to market needs, opportunities, and technology
- Investigate CAD/CAM, modelling and emerging tools/materials

Outcome 2: Investigating Opportunities for Ethical Design and Production

- Use the first Double Diamond phase to define product purpose
- Research existing products, user needs, and legal/IP considerations
- Develop graphical concepts, gather feedback, and refine designs
- Document the design process in a multimodal record

Outcome 3: Developing a Final Proof of Concept for Ethical Production

- Apply the second Double Diamond phase to develop physical concepts
- Produce a final proof of concept with a production plan
- Evaluate ethical use of materials, tools, processes, time, and cost
- Apply feedback to justify the final design

Unit 4

Outcome 1: Managing Production for Ethical Designs

- Implement the production plan to create the product
- Use materials, tools, and processes safely, managing risks
- Record and monitor production decisions and modifications

Outcome 2: Evaluation and Speculative Design

- Evaluate the product using feedback and criteria
- Collect and interpret data ethically using digital tools
- Propose justified improvements and enhancements
- Explore speculative, future-focused design with emerging technologies

Assessment Type

- Multimodal design portfolio
- Practical work (product)
- Case Study Analysis
- Product Analysis
- Research inquiry report
- Topic Tests
- Examinations

Contributions to Final Assessment

- Unit 3 School Assessed Coursework 10%
- Unit 4 School Assessed Coursework 10%
- School Assessed Task (SAT) 50%
- Unit 3 & 4 Examination 30%

Future Pathways

- Product / Industrial designer
- Engineering
- Spatial, set, or exhibition design
- Furniture Design/Cabinet Making
- Jewellery Designer
- Design Technologies Teacher
- Advanced Manufacturing

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/product-design-and-technologies/product-design-and-technologies

VCE UNIT 1&2
PDT TEXTILES

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 1

Outcome 1: Developing and Conceptualising Designs

- Focus on the first diamond of the Double Diamond approach: investigate and define needs or opportunities
- Develop graphical product concepts using visualisations and working drawings
- Apply critical, creative and speculative design thinking
- Work independently and collaboratively, reflecting professional practice

Outcome 2: Generating, Designing and Producing

- Focus on the second diamond: develop, test and produce a product
- Conduct trials to evaluate concepts and justify the final product and processes
- Develop a proof of concept and implement a production plan
- Explore materials, tools and processes to build technacy
- Collaborate and evaluate teamwork contributions

Unit 2

Outcome 1: Opportunities for Positive Impacts

- Research and critique products across design areas
- Evaluate inclusion factors: belonging, access, usability and equity
- Analyse future needs and opportunities

Outcome 2: Designing Positive Impacts

- Develop an end user profile in response to a need
- Design and produce an inclusive product that improves belonging, access, usability and/or equity
- Refine designs to meet needs and minimise harm

Outcome 3: Cultural Influences on Design

- Examine how culture influences products and the role of designers
- Apply a cultural lens to extend understanding of end user needs

Assessment Type

- Multimodal record of evidence
- Practical work
- Exam

Recommended Senior Pathway

- Unit 3-4 PDT: Textiles

Future Pathways

- Fashion/Textile Designer
- Assistant Designer
- Costume Designer (Film & Theatre)
- Fashion Illustrator
- Patternmaker / Pattern Cutter
- Garment Technician
- Fashion Buyer / Merchandiser / Stylist

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/product-design-and-technologies/product-design-and-technologies

VCE UNIT 3&4
PDT TEXTILES

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 3

Outcome 1: Influence on Design, Development and Production of Products

- Explore product design, innovation, and industry examples
- Evaluate sustainability, ethics, and market influences
- Investigate CAD, CAM, modelling, and emerging technologies

Outcome 2: Investigating Opportunities for Ethical Design and Production

- Use the first Double Diamond phase to define product purpose
- Research user needs, existing products, and legal/ethical responsibilities
- Develop and refine product concepts using feedback

Outcome 3: Developing a Final Proof of Concept for Ethical Production

- Use the second Double Diamond phase to develop a final product
- Create and follow a scheduled production plan
- Evaluate ethical considerations including materials, processes, time, and cost

Unit 4

Outcome 1: Managing Production for Ethical Designs

- Implement the production plan to create an ethical product
- Safely manage materials, tools, processes, and risks
- Document production decisions and modifications

Outcome 2: Evaluation and Speculative Design

- Evaluate products using user feedback and ethical research
- Propose justified improvements and enhancements
- Explore speculative, future-focused design using emerging technologies

Assessment Type

- Data analysis
- Oral presentation using multimedia
- Product analysis
- Research inquiry

Contribution to Final Assessment

- Unit 3 School Assessed Coursework 10%
- Unit 4 School Assessed Coursework 10%
- School Assessed Task (SAT) 50%
- Unit 3 & 4 Examination 30%

Future Pathways

- Fashion/Textile Designer
- Assistant Designer
- Costume Designer (Film & Theatre)
- Fashion Illustrator
- Patternmaker / Pattern Cutter
- Garment Technician
- Fashion Buyer / Merchandiser / Stylist

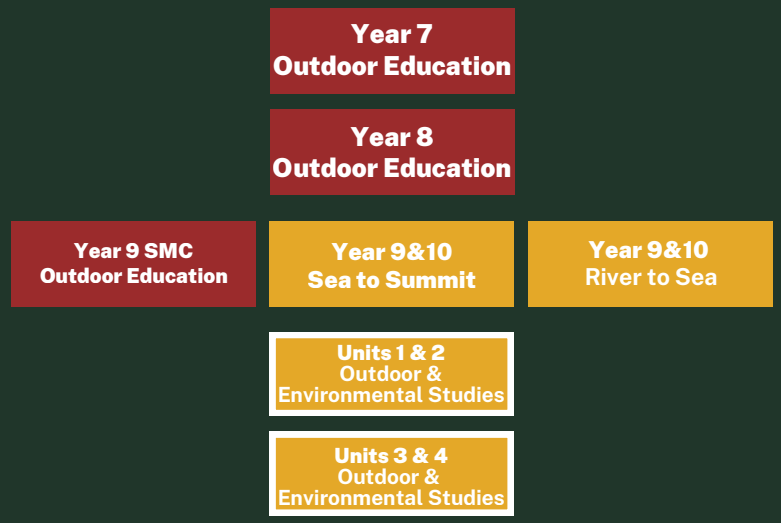
Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/product-design-and-technologies/product-design-and-technologies

OUTDOOR EDUCATION

LEARNING FOCUS

VCE Outdoor Education pathway enables students to deepen their understanding of human relationships with outdoor environments across ecological, historical and social contexts. Through investigation, practical experience and critical analysis, students explore how environments are experienced, managed and sustained. Students refine their ability to evaluate environmental impacts, analyse management strategies and apply safe and sustainable practices in outdoor settings. The chart on the right outlines the subject sequence, showing progression into Units 1–4 in Outdoor and Environmental Studies.



Compulsory subjects Elective subjects

VCE UNIT 1&2
OUTDOOR AND ENVIRONMENTAL STUDIES

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 1 – Connections with Outdoor Environments

Outcome 1: Our Place in Outdoor Environments

- Analyse motivations for engaging with outdoor environments, including Indigenous and non-Indigenous perspectives
- Plan for safe participation in specific outdoor experiences using appropriate skills and knowledge

Outcome 2: Exploring Outdoor Environments

- Explain how media, technology and perceptions of risk influence personal responses to outdoor experiences
- Analyse factors that affect access to outdoor environments and sustainable interaction with nature

Outcome 3: Safe and Sustainable Participation in Outdoor Experiences

- Design and participate in an outdoor experience demonstrating safe and sustainable practices
- Evaluate the effectiveness of strategies used and recommend improvements for future experiences

Unit 2 – Discovering Outdoor Environments

Outcome 1: Understanding Outdoor Environments

- Describe different understandings and approaches to outdoor environments
- Analyse the effects of natural changes on specific outdoor environments using practical experiences

Outcome 2: Observing Impacts on Outdoor Environments

- Evaluate positive and negative human impacts on outdoor environments
- Analyse management strategies for promoting sustainable interactions

Outcome 3: Independent Participation in Outdoor Environments

- Plan and lead an outdoor experience demonstrating safe and sustainable practices
- Analyse environmental impacts of user groups and recommend strategies for improved management and sustainability

Assessment Type

- Attendance in the Practical Experiences
- Logbook Completion
- Case Study
- Data Analysis Task
- Exam

Recommended Senior Pathway

- Unit 3&4 Outdoor and Environmental Studies

Future Pathways

- Outdoor Education Teacher
- Park Ranger
- Outdoor Activity Instructor
- Eco Tourism
- Adventure Guide and Instructor

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/outdoor-and-environmental-studies/outdoor-and-environmental-studies

VCE UNIT 3&4
OUTDOOR AND ENVIRONMENTAL STUDIES

ELECTIVE SUBJECT | WHOLE YEAR

Subject Description

Unit 3 – Relationships with Outdoor Environments

Outcome 1: Changing Human Relationships with Outdoor Environments

- Analyse the changing relationships between Indigenous and non-Indigenous Australians and outdoor environments over time
- Evaluate the impact of environmental movements on government policies and political responses at local and state levels

Outcome 2: Relationships with Australian Environments in the Past Decade

- Analyse social, cultural, economic and political factors influencing human relationships with outdoor environments in the last decade
- Evaluate methods and processes used to influence decisions and conflicts regarding the use of outdoor environments

Unit 4 – Sustainable Outdoor Environments

Outcome 1: The Importance of Healthy Outdoor Environments

- Analyse threats to outdoor environments and evaluate sustainability measures using specific outdoor experiences
- Justify the importance of maintaining healthy outdoor environments for individuals and society

Outcome 2: The Future of Outdoor Environments

- Evaluate land management practices, Acts and conventions aimed at sustaining outdoor environments
- Analyse strategies that balance human needs with conservation and promote responsible environmental citizenship

Outcome 3: Investigating Outdoor Environments

- Plan and conduct an independent investigation using primary and secondary data from at least two visited outdoor environments
- Evaluate the health, sustainability and human relationships associated with selected outdoor environments

Assessment Type

- Attendance in the Practical Experiences
- Logbook Completion
- Written Report
- Media Analysis
- Exam

Contributions to Final Assessment

- Unit 3 School Assessed Coursework 20%
- Unit 4 School Assessed Coursework 30%
- Unit 3 & 4 Examination 50%

Future Pathways

- Outdoor Education Teacher
- Park Ranger
- Outdoor Activity Instructor
- Eco Tourism
- Adventure Guide and Instructor

Link to Study Design

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/outdoor-and-environmental-studies/outdoor-and-environmental-studies

VICTORIAN CERTIFICATE OF EDUCATION VOCATIONAL MAJOR - (VCE VM)

PROGRAM STRUCTURE

Year 11		Year 12	
Semester 1	**Semester 2**	**Semester 1**	**Semester 2**
VM Numeracy Unit 1	VM Numeracy Unit 2	VM Numeracy Unit 3	VM Numeracy Unit 4
VM Literacy Unit 1	VM Literacy Unit 2	VM Literacy Unit 3	VM Literacy Unit 4
VM WRS Unit 1	VM WRS Unit 2	VM WRS Unit 3	VM WRS Unit 4
VM PDS Unit 1	VM PDS Unit 2	VM PDS Unit 3	VM PDS Unit 4
VET - Small Business	Religious Education	Religious Education	VET - Small Business
Workplace Preparation	Workplace Preparation	Workplace Preparation	Workplace Preparation

Workplace Preparation in the VCE VM consists of:

- Structured Workplace Learning (SWL)
- Short Courses
- Project Preparation

UNIT 1-4
VCE VM LITERACY

Subject Description

- Develop students' ability to interpret, create, and respond to texts with accuracy, confidence, and purpose
- Engage with a range of texts, from everyday personal language to specialised and technical workplace and study-related language
- Develop listening, viewing, reading, speaking, and writing skills concurrently to enhance comprehension and communication
- Learn how texts are designed for different audiences, purposes, and contexts, including vocational, workplace, and community settings
- Emphasise critical literacy, helping students understand how language positions readers and conveys ideologies
- Encourage discussion, analysis, and reasoned presentation of ideas, incorporating diverse cultural perspectives, including First Nations voices

Assessment Type

- Portfolios of Work
- Reflective writing or reporting
- Oral Presentations
- Multimodal Projects
- Reading Comprehension Tasks
- Observation Checklists

COMPULSORY SUBJECT **WHOLE YEAR**

UNIT 1-4
VCE VM NUMERACY

Subject Description

- Develop the ability to apply mathematical skills in everyday life, work, and community contexts
- Learn to use numbers, time, patterns, shapes, and graphical information for practical tasks like cooking, travel, sport, and planning
- Enhance logical thinking, reasoning, and problem-solving skills to support personal, vocational, and public life
- Numeracy skills include managing money, scheduling, timetabling, planning, and assessing risk and reward
- Integrate technology to support learning, using digital tools and software applications essential for independent living, further study, and work
- Applied learning principles ensure students can transfer mathematical understanding to real-world situations

Assessment Type

- Project-Based Assessments
- Portfolios of Work
- Practical investigations and reports
- Oral presentations
- Observation checklists

COMPULSORY SUBJECT **WHOLE YEAR**

UNIT 1-4
VCE VM WORK RELATED SKILLS

Subject Description

- Develop knowledge, skills, and capabilities to support successful transitions to further education, training, or the workforce
- Gain understanding of workplace environments, future work trends, and the relationship between skills, knowledge, and career goals
- Focus on effective communication, self-reflection, self-promotion, and practical application of skills
- Cover four key areas: future of work, workplace skills and capabilities, industrial relations and workplace practice, and personal portfolio development
- Four units: Careers and Learning for the Future; Workplace Skills and Capabilities; Industrial Relations, Workplace Environment and Practice; Portfolio Preparation and Presentation
- Key competencies include collecting and analysing information, communicating ideas, planning and organising, and working collaboratively in teams

Assessment Type

- Portfolio
- Project or program participation
- Awards from recognised programs
- Evidence of information and communications technology, including Internet usage
- Teacher observation and/or checklists

COMPULSORY SUBJECT **WHOLE YEAR**

UNIT 1-4
VCE VM PERSONAL DEVELOPMENT SKILLS

Subject Description

- Help students develop knowledge, skills, and attributes valued in the community and not covered in other qualifications
- Focus on self-awareness, health and wellbeing, personal goal achievement, social and community awareness, and civic responsibility
- Unit 1 develops personal organisation, planning, problem-solving, and interpersonal skills through practical activities
- Unit 2 emphasises community engagement, social awareness, and organisational skills; Unit 3 involves creating community programs, and Unit 4 is a personal project aligned with student interests and skills
- PDS often incorporates external provider activities or community-based projects and requires youth-development-focused learning
- The strand aims to build self-confidence, leadership, teamwork, responsibility, and reflective decision-making skills while fostering personal growth and community contribution

Assessment Type

- Portfolios
- Reflective writing or reporting
- Project-based Activities
- Oral Presentations
- Observation Checklists

COMPULSORY SUBJECT **WHOLE YEAR**

VET (VETDSS)
VCE VM

VET (Vocational Education and Training) is compulsory for students completing the VCE VM. These programs allow students to gain a nationally recognised qualification while completing their VCE VM certificate, helping them build practical skills and improve employability.

Students must complete an accredited VET program, earning one credit per year through VETDSS units. VET provides industry-relevant knowledge, practical experience, and pathways to TAFE, further training, or employment.

Our school offers three on-campus VET programs, which are outlined in this booklet. We also work in partnership with other schools in the Wyndham community through the WynBay LLEN cluster, allowing students to access a wider range of off-campus VET courses.

Students choosing an off-campus VET course are responsible for organising transport to the relevant campus; however, a bus service operates to support travel between some campuses. Students must also ensure they keep up to date with their schoolwork in all subjects.

For the full list of available off-campus VET courses, please refer to the WynBay LLEN handbook:
https://www.wynbayllen.org.au/vet-courses/wyndham-vet-enrolments

22629VIC CERTIFICATE II
SMALL BUSINESS OPERATIONS/ INNOVATION

Subject Description

- All VCE VM and VPC students complete a semester of 22629VIC Certificate II in Small Business Operations/Innovation
- The VET Small Business Operations/Innovation program aims to:
  - provide students with the knowledge, skills, and competency that will enhance their training and employment prospects within small business contexts across a range of industry sectors
  - Enable students to gain a recognised credential and to make an informed choice of vocation or career path
- For this VET program, MacKillop College has partnered with Ripponlea Institute (RTO 21230)
- An AQF Statement of Attainment will be awarded by Ripponlea Institute (RTO 21230) only upon successful completion of assessment requirements for each unit of competency

Assessment Type

- Work project
- Written questions
- Observation of practical tasks

COMPULSORY SUBJECT **WHOLE YEAR**

VICTORIA PATHWAYS CERTIFICATE (VPC)

PROGRAM STRUCTURE

Year 11		Year 12	
Semester 1	**Semester 2**	**Semester 1**	**Semester 2**
VPC Numeracy Unit 1	VPC Numeracy Unit 2	VPC Numeracy Unit 3	VPC Numeracy Unit 4
VPC Literacy Unit 1	VPC Literacy Unit 2	VPC Literacy Unit 3	VPC Literacy Unit 4
VPC WRS Unit 1	VPC WRS Unit 2	VPC WRS Unit 3	VPC WRS Unit 4
VPC PDS Unit 1	VPC PDS Unit 2	VPC PDS Unit 3	VPC PDS Unit 4
VET - Small Business	Religious Education	Religious Education	VET - Small Business
Workplace Preparation	Workplace Preparation	Workplace Preparation	Workplace Preparation

Workplace Preparation in the VPC consists of:

- Work Experience Process
- Short Courses
- Project Preparation
- Job Camp

UNIT 1-4
VPC LITERACY

Subject Description

- Develop students' skills in reading, writing, speaking, and listening for everyday life, work, further learning, and community participation
- Learn to interpret and create texts with accuracy, confidence, and appropriateness across written, visual, spoken, and multimodal formats
- Use applied learning principles, connecting students' personal experiences to their learning
- Engage with diverse texts from local and global cultures, including First Nations knowledge and voices, across a range of genres and contexts
- Emphasise understanding the purpose, audience, and language of texts and encourages discussion, exploration, and debate
- Develop literacy skills to meet practical needs, workplace demands, and personal life aspirations

Assessment Type

- Portfolios of Work
- Reflective writing or reporting
- Oral Presentations
- Multimodal Projects
- Reading Comprehension Tasks
- Observation Checklists

COMPULSORY SUBJECT **WHOLE YEAR**

UNIT 1-4
VPC NUMERACY

Subject Description

- Develop students' everyday mathematical skills for personal, community, and vocational contexts
- Learn foundational concepts in numbers, measurement, shape, and graphs, applied to familiar, real-life situations
- Learning follows a problem-solving cycle: identifying mathematics, using it, evaluating and reflecting, and communicating results
- Gain practical skills for managing money, time, planning, travel, and understanding patterns and spatial representations
- Build logical thinking, reasoning, and problem-solving skills that are relevant for home, work, and future vocational pathways
- Develop the ability to use accessible technologies to support mathematical tasks and decision-making

Assessment Type

- Project-Based Assessments
- Portfolios of Work
- Practical investigations and reports
- Oral presentations
- Observation checklists

COMPULSORY SUBJECT **WHOLE YEAR**

UNIT 1-4
VPC WORK RELATED SKILLS

Subject Description

- Develop knowledge, skills, and personal attributes for further education, employment, and workplace readiness
- Explore workplace health, culture, skills, capabilities, and planning/execution of small-scale work-related activities
- Emphasise understanding rights, responsibilities, motivation, and behaviours of self and others in work contexts
- Build employability skills, including teamwork, communication, reflection, and practical application of knowledge
- Link personal interests and skills to employment and education pathways, supporting job readiness and productive participation in the workforce
- Learn strategies for workplace safety, mental wellbeing, job applications, and planning future vocational pathways

Assessment Type

- Portfolio
- Project or program participation
- Awards from recognised programs
- Evidence of information and communications technology, including Internet usage
- Teacher observation and/or checklists

COMPULSORY SUBJECT **WHOLE YEAR**

UNIT 1-4
VPC PERSONAL DEVELOPMENT SKILLS

Subject Description

- Focus on self-understanding and community engagement, promoting physical, social, and emotional wellbeing
- Reflect on their values, behaviours, strengths, and abilities to set and achieve personal goals
- Emphasise self-care, resilience, and safe, respectful relationships in various contexts, including online environments
- Explore their role in the community, including rights, responsibilities, and the significance of support systems
- Build motivation, independence, and purposefulness to prepare students for work, further education, and personal relationships
- Learning involves personal reflection, teamwork, and participation in community-based activities to connect personal growth with civic engagement

Assessment Type

- Portfolios
- Reflective writing or reporting
- Project-based Activities
- Oral Presentations
- Observation Checklists

COMPULSORY SUBJECT **WHOLE YEAR**

GLOSSARY OF TERMS

ATAR – Australian Tertiary Admissions Rank

Assessment Tasks – Tasks used to measure each student'slevel of achievement. Assessment tasks designated for Coursework must be part of the regular teaching and learning program and are completed mainly in class time.

Derived Exam Score – VCAA may approve the use of a calculated or anticipated exam score if a student is adversely affected during an examination period.

General Achievement Test (GAT) – All students undertaking Units 3 & 4 VCE or VCE VM will sit a General Achievement Test, which will be used to monitor school assessment and is used in the moderation of external examinations.

Outcomes – Achievement requirements for a Unit of Study. Students are required to demonstrate the achievement of all outcomes in the unit.

Quality Assurance – The process to assure the quality of delivery and consistency in interpretation of learning outcomes and relevant levels.

Satisfactory Completion – Satisfactory completion of all Units will be based on completion of all the outcomes prescribed for the Unit.

School Assessed Coursework (SAC) – Assessment tasks used to measure each student's level of achievement. Assessment tasks designated for Coursework must be part of the regular teaching and learning program and must be completed in class and by all students both scored and unscored.

School Assessed Task (SAT) – Extended assessment tasks to be completed by students undertaking a Units 3 & 4 sequence in Art Creative Practice, Product Design & Technology (Textiles & Materials, Tools and Processes), Media, Visual Communication& Design, Data Analytics and Software Development. Performance on each task will be summarised by a letter grade from A+ to UG and reported to the VCAA. These tasks can be completed in both class and at home. If students are permitted to complete part of the task at home, the 'Authentication Record for School Assessed Tasks' needs to be completed on a regular basis.

Semester – Equivalent to half a school year.

Sequence of Units – Most studies are designed as a sequence of four unitsto be taken in each semester over two years. VCE Units 3 & 4 must be taken as a sequence.

Special Provision – Where illness or other factors affect performance,students may seek special provision.

Study Design – The study design describes the units available within the Study and prescribes the objectives, areas of study, work requirements and assessment tasks.

Unit – A semester-length component of a Study.

Units 1 & 2 – Units within a VCE study designed to the Year 11 standard.

Units 3 & 4 – Units within a VCE study designed to the Year 12 standard.

Competency – this is the method of assessment utilized in VET courses of study and assesses whether or not the students has developed the required skills and knowledge required to reach a specific industry-accepted standard.

Home Study – work students undertake at home to revise, research, prepare for assessments and complete formatively assessed work set by teachers

RTO – Registered Training Organisations deliver nationally recognized training as VET subjects offered

VCAA – The Victorian Curriculum and Assessment Authority – responsible for curriculum, assessment, certification and administration of the VCE at Years 10, 11 and 12 levels in Victoria.

VCE VM – Victorian Certificate of Education (Vocational Major)

VCE – Victorian Certificate of Education.

VET – Vocational Education and Training.

VPC – Victorian Pathways Certificate

VRQA – Victorian Registration and Qualifications Authority – responsible for the accreditation, registration and certification of all qualifications in Victoria.

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