



**Monivae**  
College Hamilton

# VCE / VM

## *Subject Guide*

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26**

**monivae.com**



# Monivae

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## College Hamilton

### **Vision**

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Monivae College is a Catholic secondary co-educational day and boarding school welcoming to everyone. Inspired by the vision of Jules Chevalier and the spirituality of the Missionaries of the Sacred Heart, students are at the heart of all we do. We nurture success through developing personal and physical growth, resilience, empathy, academic achievement, and faith.

### **Mission**

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Monivae College is a heart-centred learning community that embodies the core MSC values of love, positive relationships, and compassion. Ours is a future-focused educational environment which embraces and engages with the world.

### **The Monivae Graduate**

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Mindful, spirited, and big-hearted, Monivae College graduates are lifelong learners who lead with competence, confidence, and compassion.



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# SENIOR SCHOOL, 2026

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## Wellbeing & Support

Senior School Coordinator	Mrs Sofia Vearing	<a href="mailto:svearing@monivae.vic.edu.au">svearing@monivae.vic.edu.au</a>
Assistant Senior School Coordinator	Mr Dale Minney	<a href="mailto:dminney@monivae.vic.edu.au">dminney@monivae.vic.edu.au</a>
Careers Coordinator	Mr Michael Harms	<a href="mailto:mharms@monivae.vic.edu.au">mharms@monivae.vic.edu.au</a>
VET/VCE VM Coordinator	Mr Simon Hatherell	<a href="mailto:shatherell@monivae.vic.edu.au">shatherell@monivae.vic.edu.au</a>
Director – Student Wellbeing	Ms Kate Couchman	<a href="mailto:kcouchman@monivae.vic.edu.au">kcouchman@monivae.vic.edu.au</a>
Director – Learning and Teaching	Mr Benjamin White	<a href="mailto:bwhite@monivae.vic.edu.au">bwhite@monivae.vic.edu.au</a>

## Faculty Leaders

Cadets	Ms Sarah Byron	<a href="mailto:sbyron@monivae.vic.edu.au">sbyron@monivae.vic.edu.au</a>
English	Mrs Jane Nankivell	<a href="mailto:jnankivell@monivae.vic.edu.au">jnankivell@monivae.vic.edu.au</a>
Health and Physical Education	Mr Scott Kruger	<a href="mailto:skruger@monivae.vic.edu.au">skruger@monivae.vic.edu.au</a>
Humanities	Mrs Finuala Neeson	<a href="mailto:fneeson@monivae.vic.edu.au">fneeson@monivae.vic.edu.au</a>
Mathematics	Ms Jacinta Ryan	<a href="mailto:jryan@monivae.vic.edu.au">jryan@monivae.vic.edu.au</a>
Performing Arts	Mr Gustav Pohl	<a href="mailto:gpohl@monivae.vic.edu.au">gpohl@monivae.vic.edu.au</a>
Religious Education	Mrs Lia Mailes	<a href="mailto:lmailes@monivae.vic.edu.au">lmailes@monivae.vic.edu.au</a>
Science	Mrs Aoife Kelly	<a href="mailto:akelly@monivae.vic.edu.au">akelly@monivae.vic.edu.au</a>
Visual Arts and Technology	Mrs Rachael Rowe	<a href="mailto:rrowe@monivae.vic.edu.au">rrowe@monivae.vic.edu.au</a>

## Year 11 @ Monivae

Year 11 at Monivae College serves as an important foundation for students pursuing either the Victorian Certificate of Education (VCE) or the Victorian Certificate of Education Vocational Major (VCE VM) qualifications. Monivae offers a wide range of courses designed to help students explore their career paths, achieve their personal and educational goals, and prepare for life beyond secondary school.

Building upon the skills acquired in Year 10, Year 11 students begin to apply their knowledge in their chosen subjects. The emphasis in Year 11 is on focus and dedication, with students encouraged to work diligently and make the most of the tools provided to navigate the increasingly challenging academic environment. Whether their goals involve university, technical or further education, or direct entry into the workforce, students are supported in their endeavours.

The VCE program at Monivae College allows students to study a variety of subject areas, while VCE VM students can expect a balance of external work experience and in-school study. VCE VM students will undertake a range of work-related subjects, as well as literacy and numeracy courses.

Regardless of their pathway, every student at Monivae College is encouraged to develop into a confident, life-long learner who is well-prepared for the challenges and opportunities that await them after graduation.

In addition to the core VCE and VCE VM curricula, Year 11 at Monivae offers several unique opportunities:

- **The Presentation Ball:** Students can showcase the results of their hard work and practice by participating in a formal dance at the end of Term One, celebrating their achievements and camaraderie.
- **Leadership Opportunities:** Year 11 students are encouraged to consider leadership roles and to engage in activities that may lead to further leadership opportunities in Year 12.
- **Study Skills and Wellbeing:** In Year 11, there is a focus on developing study skills, including examination techniques, to help students excel academically.
- **Athletic and Academic Events:** Students have access to a wide range of extra-curricular activities, allowing them to pursue their interests and develop new skills outside the classroom.

Mrs Sofia Vearing

**Senior School Coordinator**



## Year 12 @ Monivae

Year 12 marks an important milestone for students as they complete their VCE or VCE VM qualifications and prepare for their post-secondary journey. The pathways program aims to equip students with the necessary knowledge and skills to make informed decisions about their future, whether it be pursuing tertiary education or exploring various employment opportunities.

To excel in their studies, Year 12 students must develop into independent learners. It is essential for students to meet all deadlines and foster close working relationships with their teachers to ensure support and guidance throughout the year.

As well as the VCE and VM curricula, Year 12 at Monivae offers:

- **HeadStart Program:** A two-week program of Unit 3 classes conducted at the end of Year 11, providing students with a strong foundation for their Year 12 studies and ensuring a smooth transition into their final year.
- **Year 12 Retreat:** Prior to the commencement of the academic year, all students participate in a unique, reflective, and spiritual retreat program, fostering personal growth and strengthening personal relationships among peers.
- **Leadership Opportunities:** While formal college leaders are appointed annually, Monivae places a strong emphasis on all Year 12 students demonstrating responsible, respectful, and proactive leadership throughout the school community.
- **Wellbeing Support:** Each student is supported in their academic and personal journey by the Year Level Coordinator, Assistant Year Level Coordinator, and the Wellbeing Hub team, ensuring a nurturing and supportive environment.
- **Careers Advice:** Students benefit from ongoing access to the Careers Coordinator, who provides valuable information and guidance on a wide range of post-secondary pathways, including tertiary education, gap year opportunities, apprenticeships, and employment opportunities.
- **Extra-Curricular Activities:** Students have access to a wide range of extra-curricular activities, including Cadets and sports, allowing them to explore their interests and develop new skills outside of the classroom.
- **Yr 12 Graduation Mass & Dinner:** A memorable and celebratory event marking the culmination of each student's secondary education at Monivae College, recognising their achievements and growth throughout their journey.



Mrs Sofia Vearing

**Senior School Coordinator**

# SUBJECT SELECTIONS POLICY

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## Rationale

Monivae College is committed to helping every student construct a program that is challenging, balanced, and aligned with future study, training, and employment pathways. Subject placement is based on demonstrated preparedness – our goal is to challenge students, not set them up for failure.

## Guiding Principles

1. High Expectations, Fair Access
  - a. Some subjects list clear prerequisites, but discussion with your teacher and Year Level Coordinator can also demonstrate that students are ready.
2. Student-Centred Support
  - a. Every student should discuss their subject options with their current subject teacher, the relevant Faculty Leader, the Careers Coordinator, or the Year Level Coordinators.
3. Balance & Wellbeing
  - a. Your final mix of subjects should include a healthy, manageable workload and align with your goals – academic, vocational, or a blend of both.
4. Equity & Inclusion
  - a. If you're affected by an illness, injury, impairment, disability, or personal circumstance, students may be eligible for special provision to complete the VCE, VCE VM, or VPC.

## Subject Selection Process and Approximate Timeline

1. Initial Consultation – Late Term 2 (*pathways Information Evening*)
  - a. Students attend the *pathways Information Evening* and gather advice from Faculty Leaders, Year Level Coordinators, and the Careers Coordinator.
  - b. Follow up meetings can be scheduled, as required.
2. Subject Selection – Late Term 2; early Term 3
  - a. Students submit their preferences into EdVal.
3. Subject Review – Mid-late Term 3
  - a. The Principal, Director – Learning & Teaching and School Organiser meet to discuss the viability of subjects.
  - b. Early subject preferences are reviewed by the Faculty Leaders and Year Level Coordinator.
  - c. Students with subject clashes or requiring follow-up meet with the Director – Learning & Teaching or Faculty Leaders.
4. Subject Confirmation – Term 4
  - a. Students receive their allocated subjects.

## Subject Clashes and External Enrolment

- Where a student's preferred subjects clash in the timetable, enrolment through Virtual Schools Victoria (subject to VSV subject availability) may be approved.
- Approval requires a meeting with the student, parents/carers, Year Level Coordinators, and the Director – Learning and Teaching to confirm:
  - The educational merit of the VSV enrolment,
  - The student's capacity and commitment to independent learning, and
  - Technological and supervisory requirements at school.

## Subject Viability & Program Adjustment

- A subject will only run if the minimum subscription numbers are met. Students and families must carefully read the subject descriptions, as some may need to choose from backup subjects.
- If a subject is withdrawn due to low numbers or staffing constraints, affected students will be informed promptly and supported to adjust their program without penalty.



# CHOOSING YOUR PATHWAY

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Monivae College has a wide range of resources available to help you and your family make appropriate and informed choices about Year 11 and Year 12 options, programmes, and subject choices for your final years in secondary school.

## *How do I obtain a secondary school certificate?*

Monivae College offers the Victorian Certificate of Education (VCE) which satisfies the requirements of the Victorian Curriculum and Assessment Authority (VCAA) to complete your secondary education. Students can choose between:

- **Victorian Certificate of Education (VCE)**
- **VCE Vocational Major**
- **Victorian Pathways Certificate**

## *What resources are available to help me make my choice?*

There are a range of resources available to help you make appropriate and informed choices for your future, including:

- Senior School Coordinator, Mrs Sofia Vearing.
- Assistant Senior School Coordinator, Mr Dale Minney
- Careers Coordinator, Mr Michael Harms
- VET / VCE VM Coordinator, Mr Simon Hatherell
- Director - Learning and Teaching, Mr Benjamin White

## *Things to Consider When Choosing Your Pathway*

<b>Will this lead to my preferred career?</b>  The subjects and pathways that you choose should be appropriate for the career that you are considering.	<b>Do my plans keep my career &amp; study options open?</b>  Consider choosing a range of subjects to keep your future career & study options open.
<b>What subjects do I need to get into my preferred tertiary studies?</b>  Many universities and TAFEs have prerequisite VCE subjects. These are compulsory for admittance into these courses.	<b>Am I interested in this subject / pathway?</b>  It is important that you select subjects that interest you. A poor choice can make it difficult for you to maintain work ethic and requirements.

## About the VCE

The Victorian Certificate of Education (VCE) is awarded to students who successfully complete at least 16 units or VCE subjects.

The VCE offers diverse pathways to further study or training at university or TAFE, as well as employment opportunities. The results of the VCE form the basis for selection into most tertiary courses.

The VCE is usually a two-year course of study, organised into semester units. Units 1 and 2 are typically undertaken in Year 11, while units 3 and 4 are usually undertaken in Year 12.

## About the VCE Vocational Major

The VCE Vocational Major (VCE VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM develops the skills and capabilities needed to succeed in further education, work and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce. Students will be equipped with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and be empowered to make informed decisions about the next stages of their lives through real life workplace experiences.

## About Vocational Education and Training (VET)

Students may include Vocational Education and Training (VET) in their VCE and MUST include it in their VCE VM program. VET provides Units 1 to 4 and contributes to the ATAR either through scored assessment or a 10% increment.

Students doing school-based apprenticeships/traineeships (SBA) receive credit towards VCE VM and at VCE the 10% increment for Agricultural SBA (as this is the only SBA open to VCE students).

# VCE - VOCATIONAL MAJOR (VCE VM)

The VCE Vocational Major (VM) is an applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM gives students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work, and life.

## Completing the VCE VM

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

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

## Monivae's VCE VM Timetable (Indicative)

To strengthen the link between classroom learning and industry-based experience, Monivae runs a VM-specific timetable structure that places vocational studies at the centre of each student's week.

### Year 11

Monday	Tuesday	Wednesday	Thursday	Friday
Literacy	VET, 9AM to 1PM or VET, 1PM to 5PM or SWL or SBA	Literacy	Literacy	VET, 9AM to 1PM or VET, 1PM to 5PM or SWL or SBA
Religious Education		Religious Education	Religious Education	
Numeracy		Numeracy	Numeracy	
Religious Education		Religious Education	Religious Education	
Work Related Skills		Work Related Skills	Work Related Skills	
Personal Development Skills		Personal Development Skills	Personal Development Skills	
VET Sports, Aquatics, and Rec or VET Business Management		VET Sports, Aquatics, and Rec or VET Business Management	VET Sports, Aquatics, and Rec or VET Business Management	

### Year 12

Monday	Tuesday	Wednesday	Thursday	Friday
Literacy	VET, 9AM to 1PM or VET, 1PM to 5PM or SWL or SBA	Literacy	Literacy	VET, 9AM to 1PM or VET, 1PM to 5PM or SWL or SBA
Numeracy		Numeracy	Numeracy	
Work Related Skills		Work Related Skills	Work Related Skills	
Personal Development Skills		Personal Development Skills	Personal Development Skills	
VET Sports, Aquatics, and Rec or VCE Product, Design, & Technology or VET Business Management		VET Sports, Aquatics, and Rec or VCE Product, Design, & Technology or VET Business Management	VET Sports, Aquatics, and Rec or VCE Product, Design, & Technology or VET Business Management	

# VICTORIAN CERTIFICATE OF EDUCATION (VCE)

In the Victorian Certificate of Education (VCE), students build a program of **six** subjects in Year 11, and **five** subjects in Year 12. English is compulsory and counted in every student's programme because strong literacy underpins success across all learning areas. Your performance in these subjects' feeds into the Australian Tertiary Admission Rank (ATAR).

Year Level	Number of Subjects	Notes
Year 11	6 – Units 1 & 2	<ul style="list-style-type: none"><li>• Must include English and Religion and Society.</li><li>• Choose a broad mix that keeps options open.</li></ul>
Year 12	5 – Units 3 & 4	<ul style="list-style-type: none"><li>• Must include English.</li><li>• Consider tertiary prerequisites.</li></ul>

*To successfully complete the VCE, you must complete a minimum of 16 units, including three English units (with at least two Unit 3-4 sequences) and three other Unit 3-4 sequences.*

## What is the ATAR?

The Australian Tertiary Admission Rank (ATAR) is a rank, not a mark. A number between 0.00 and 99.95, ATAR indicates a student's position relative to all their peers in their age group - in other words, your percentile position out of all students who started Year 7 with you. So, an ATAR of 70 doesn't mean you got 70 percent - it means that you're in the top 30 percent of your year group.

Universities use the ATAR to help them select students for their courses and admission to most tertiary courses are based on your selection rank. It is based on overall VCE results and is designed to be a predictor of your first-year performance at university. Some universities also use other criteria when selecting students (e.g. a personal statement, a questionnaire, a portfolio of work, an audition, an interview, or a test).

## Calculation of the ATAR

The ATAR is calculated from the scaled study score of the highest English studies, the highest scaled study scores for three subjects, and 10% of the scaled study scores for the fifth and sixth subjects.

# 2026 VCE SUBJECT OFFERINGS

## Accounting

### Rationale

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

VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/ investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning.

#### Unit 1: The Role of Accounting in Business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. It considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

Students record financial data and prepare reports for service businesses owned by sole proprietors.

#### Unit 2: Accounting and Decision-Making for a Trading Business

In this unit, students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

#### Unit 3: Financial Accounting for a Trading Business

This unit focuses on financial accounting for a trading business owned by a sole proprietor and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

Students develop their understanding of the accounting processes for recording and reporting and consider the effects of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

#### Unit 4: Recording, Reporting, Budgeting, and Decision-Making

In this unit, students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

Students extend their understanding of the recording and reporting processes, with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and the importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. Using this evaluation, students suggest strategies to business owners to improve business performance.



# Art – Creative Practice

## Rationale

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

Throughout the study students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and viewer or audience. In making artworks, students use their creativity to solve problems and experiment with visual language and expression. They create personal responses and meaning by applying diverse materials, techniques and art processes. Students develop skills in research, art history and critical theory to analyse, interpret and debate the ideas and issues that are raised by artworks and by artists in their practice.

### Unit 1: Interpreting Artworks and Exploring the Creative Practice

In Unit 1 students use Experiential learning in Making and Responding to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives.

They focus on the making of art and examine how artists communicate ideas and meaning in artworks. They examine artists in different societies, cultures and historical periods and develop their own interpretations and viewpoints about the meanings and messages of artworks. They explore how artists create new ways of thinking and representation, while developing their own art practice.

### Unit 2: Interpreting Artworks and Developing the Creative Practice

In Unit 2 students use Inquiry learning to investigate the artistic and collaborative practices of artists. They use the Cultural Lens, and the other Interpretive Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks

Students explore the collaborative practices of artists and use the Creative Practice to make and present artworks. They develop visual responses based on their investigations, exploring the way historical and contemporary cultural contexts, ideas and approaches have influenced the artworks and the practices of the artists they investigate, as well as their own art practice.

### Unit 3: Investigation, Ideas, Artworks, and the Creative Practice

In this unit students use Inquiry and Project-based learning as starting points to develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation

### Unit 4: Interpreting, Resolving and Presenting Artworks and the Creative Practice

In Unit 4 students continue to develop their art practice through Project-based and Inquiry learning as their research and exploration continues to support the development of their Body of Work. Throughout their research students study the practices of selected historical and contemporary artists to inform their own art practice. They use the Interpretive Lenses to analyse, compare and interpret the meanings and messages of artworks produced by the artists they study.

# Biology

## Rationale

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

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

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

### Unit 1: How do organisms regulate their functions?

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

### Unit 2: How does inheritance impact on diversity?

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

### Unit 3: How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

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

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

# Business Management

## Rationale

In contemporary Australian society there is a range of businesses managed by people who establish systems and processes to achieve a variety of business objectives. These systems and processes are often drawn from both historical experience and management theories that are designed to optimise the likelihood of achieving success.

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

### Unit 1: Planning a Business

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

### Unit 2: Establishing a Business

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

### Unit 3: Managing a Business

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

### Unit 4: Transforming a Business

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

# Chemistry

## Rationale

VCE Chemistry enables students to examine a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

In VCE Chemistry students develop a range of inquiry skills involving practical experimentation and research specific to the knowledge of the discipline, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary chemistry-related issues and communicate their views from an informed position.

VCE Chemistry provides for continuing study pathways within the discipline and leads to a range of careers. Chemistry is applied in many fields of endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

### Unit 1: How can diversity of materials be explained?

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society using renewable raw materials and a transition from a linear economy towards a circular economy.

### Unit 2: How do chemical reactions shape the natural world?

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

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

The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications.

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

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds to identify them and to ensure product purity.

# Drama

## Rationale

In VCE Drama, students tell stories, explore ideas, make sense of their worlds and communicate meaning through the practice of performance-making. The study of drama enables students' individual and collective identities to be explored, expressed and validated. Students develop an ability to empathise through understanding and accepting diversity. Students draw from, and respond to, contexts and stories that reflect different cultures, genders, sexualities and abilities.

VCE Drama connects students to multiple traditions of drama practice across a range of social, historical and cultural contexts including Aboriginal and Torres Strait Islander Peoples' artistic practice. Through the processes of devising and performing drama, students investigate self and others by exploring and responding to the contexts, narratives and diverse stories that shape their worlds.

**\*\*\* In 2026, only Unit 1 & 2 Drama will be available. \*\*\***

### Unit 1: Introducing Performance Styles and Contemporary Drama Practices

In this unit students' study three or more performance styles from a range of social, historical, contemporary and cultural contexts. They examine the traditions of storytelling and devise performances telling stories that go beyond representations of reality. They incorporate and/or juxtapose several performance styles to make dramatic statements and create performances that are innovative, transformational and contemporary. They learn about contemporary drama practices that incorporate a range of conventions and devices for making dramatic works. Students use creative processes and play-making techniques to consider the specific purpose and intention of performance styles, and how conventions of those styles can be used in the work they devise and create for an audience.

### Unit 2: Contemporary Drama Practices and Australian Identity

In this unit, students study aspects of Australian identity by engaging with contemporary drama practices as artists and as audiences. Contemporary drama practices are outlined in the terminology section of this study.

Students explore the work of selected contemporary drama practitioners, including Australian practitioners, and their associated performance styles. They focus on the application and documentation of play-making techniques involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance they devise based on any of the following: a person, an event, an issue, a place, an artwork, a piece of music, a text or an icon from a contemporary or historical Australian context.

### Unit 3: Devised Ensemble Performance

In this unit, students explore the work of a range of drama practitioners and draw on contemporary drama practices as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or historical contexts. They work collaboratively to devise, develop and present an ensemble performance.

Students create work that reflects a specific performance style or one that draws on conventions of, or refers to, multiple performance styles. They use play-making techniques to extract and develop dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Throughout the devising process, they experiment with transformation of character, time and place, and application of symbol. Students devise and shape their work to communicate meaning and to have a specific impact on their audience. They learn about ways to source and use sustainable materials when applying production areas to their ensemble performance.

### Unit 4: Devised Solo Performance

This unit focuses on the development and presentation of devised solo work and performances. It builds on knowledge and skills attained in relation to drama practices that draw on a range of performance styles and associated conventions from a diverse range of contemporary and historical contexts. These contexts focus on non-realistic styles and structures, including non-linear narratives. Students develop skills in exploring and extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo demonstration.



# English

## Rationale

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

Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

### Unit 1: Reading and Exploring Texts

In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways.

### Unit 2: Reading and Exploring Texts

In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1.

### Unit 3: Reading and Responding to Texts

In this area of study, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways.

### Unit 4: Reading and Responding to Texts

In this area of study, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.

# Environmental Science

## Rationale

VCE Environmental Science enables students to explore the interrelationships between Earth's four systems. Students examine how past and current human activities affect the environment and how future challenges can be managed sustainably. In undertaking this study, students gain an understanding of the complexity of environmental decision-making, and how innovative responses to environmental challenges can reduce pressure on Earth's natural resources and ecosystem services.

In VCE Environmental Science, students develop a range of scientific inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings.

**\*\*\* In 2026, only Unit 1 & 2 Environmental Science will be available. \*\*\***

### Unit 1: How are Earth's dynamic systems interconnected to support life?

Earth has been dramatically altered over the past 4.5 billion years by naturally occurring climate swings, volcanic activity, drifting continents and other transformative processes. Human activities and lifestyles have an impact on, and are impacted by, Earth's systems both directly and indirectly, and with both immediate and far-reaching effects.

In this unit students examine the processes and interactions occurring within and between Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality.

### Unit 2: What affects Earth's capacity to sustain life?

A sustainable food and water system with a minimal environmental footprint is necessary to secure the food and water supplies that can meet the demands of current and future populations of Earth's species, including humans. Both natural and human activities can generate pollution that can cause adverse effects across Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere – and consequently affect food and water security. Pollution can make air and water resources hazardous for plants and animals. It can directly harm soil microorganisms and larger soil-dwelling organisms, with consequences for soil biodiversity, as well as impacting on food security by impairing plant function and reducing food yields.

### Unit 3: How can biodiversity and development be sustained?

In this unit students focus on environmental management through the application of sustainability principles. They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services important for human health and well-being. They analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animal or plant species. Students use a selected environmental science case study with reference to sustainability principles and environmental management strategies to explore management from an Earth systems perspective, including impacts on the atmosphere, biosphere, hydrosphere and lithosphere.

### Unit 4: How can climate change and the impacts of human energy use be managed?

In this unit students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources to evaluate the suitability and consequences of their use in terms of upholding sustainability principles.

# Food Studies

## Rationale

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

VCE Food Studies is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

\*\*\* In 2026, only Unit 1 & 2 Food Studies will be available. \*\*\*

### Unit 1: Food Origins

In this unit students focus on food from historical and cultural perspectives and investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into one food-producing region of the world.

### Unit 2: Food Makers

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

### Unit 3: Food in Daily Life

In this unit students investigate the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see [www.eatforhealth.gov.au](http://www.eatforhealth.gov.au)), and develop their understanding of diverse nutrient requirements.

### Unit 4: Food Issues, Challenges, and Futures

In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population.

# Geography

## Rationale

In VCE Geography students develop a range of skills, many of which employ geospatial and digital technologies. Investigative skills develop students' ability to conduct geographic study and inquiry including the collection of primary data through observation, surveys and fieldwork, and the collection of relevant secondary data and information. Interpretative and analytical skills enable students to interpret information presented in a variety of formats including maps, graphs, diagrams and images. These skills encourage students to critically evaluate information for its validity and reliability. Presentation and communication skills enable students to communicate their knowledge and understanding in a coherent, creative and effective manner, with the use of appropriate geographic terminology. The skills developed in investigation, collection of data, interpretation, analysis and communication of geographic information are enhanced using geospatial technologies, both in the classroom and in the field. The geospatial industry is evolving and students with spatial skills continue to be in high demand, with the potential for a variety of career pathways.

\*\*\* In 2026, only Unit 1 and 2 Geography will be available. \*\*\*

### Unit 1: Hazards and Disasters

This unit investigates how people have responded to specific types of hazards and disasters. Hazards represent the potential to cause harm to people and or the environment, whereas disasters are defined as serious disruptions of the functionality of a community at any scale, involving human, material, economic or environmental losses and impacts. Hazards include a wide range of situations including those within local areas, such as fast-moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease.

### Unit 2: Tourism: Issues and Challenges

In this unit students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments, issues and challenges of ethical tourism. Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year (United Nations World Tourism Organization definition). The scale of tourist movements since the 1950s and its predicted growth has had and continues to have a significant impact on local, regional and national environments, economies and cultures. The travel and tourism industry is directly responsible for a significant number of jobs globally and generates a considerable portion of global GDP.

### Unit 3: Changing the Land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra, bare lands and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover is altered by many processes such as geomorphological events, plant succession and climate change.

### Unit 4: Human Population: Trends and Issues

Students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

Students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their environmental, economic, social, and cultural impacts on people and places.

# Health and Human Development

## Rationale

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

### Unit 1: Understanding Health and Wellbeing

In this unit, students explore health and wellbeing as a concept with varied and evolving perspectives and definitions. They come to understand that it occurs in many contexts and is subject to a wide range of interpretations, with different meanings for different people. As a foundation to their understanding of health, students investigate the World Health Organization's (WHO) definition and other interpretations. They also explore the fundamental conditions required for health as stated by the WHO, which provide a social justice lens for exploring health inequities.

### Unit 2: Managing Health and Development

In this unit, students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. They explore the changes and expectations that are integral to the progression from youth to adulthood. Students apply health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

### Unit 3: Australia's Health in a Globalised World

In this unit, students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts. They explore health and wellbeing as a global concept and take a broader approach to inquiry. Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. They extend this to health as a universal right, analysing and evaluating variations in the health status of Australians.

### Unit 4: Health and Human Development in a Global Context

In this unit, students examine health and human development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in health status over time and studying the key concept of sustainability. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade, tourism, conflict and the mass movement of people.



# History

## Rationale

The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

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

### Unit 1: Modern History – Change & Conflict

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

### Unit 2: Modern History – The Changing World Order

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

In area of study 2, students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the second half of the twentieth century and first decade of the twenty-first century. Students also consider the extent to which ideas, values and political systems remained the same and/or change was resisted. Students explore the causes of significant political and social events and movements, and their consequences for nations and people.

### Unit 3: Revolutions – The French Revolution

In this area of study students study the French Revolution. (1774–4 August 1789) They focus on the long-term causes and short-term triggers of revolution and evaluate how revolutionary outbreaks were caused by the interplay of significant events, ideologies, individuals and popular movements. Students analyse how the revolution was directly or indirectly influenced by the political, social, economic, cultural and environmental conditions of the time. Students analyse significant events and evaluate how particular conditions profoundly influenced and contributed to the outbreak of revolution.

### Unit 4: Revolutions – The Russian Revolution

In this area of study students study the Russian Revolution. (1896– 26 October 1917). They focus on the long-term causes and short-term triggers of revolution and evaluate how revolutionary outbreaks were caused by the interplay of significant events, ideologies, individuals and popular movements. Students analyse how the revolution was directly or indirectly influenced by the political, social, economic, cultural and environmental conditions of the time. Students analyse significant events and evaluate how particular conditions profoundly influenced and contributed to the outbreak of revolution.

# Legal Studies

## Rationale

In contemporary Australian society there are a range of laws existing to both protect the rights of individuals and to achieve social cohesion. These laws are made by bodies such as parliament and the courts and are upheld by several institutions and processes within the legal system. Members of a democratic society interact with laws and the legal system through many aspects of their lives and can also influence lawmakers.

The study of VCE Legal Studies enables students to become active and informed citizens by providing valuable insight into their relationship with the law and the legal system. Students develop knowledge and skills to enhance their confidence and ability to access and participate in the legal system. They will learn to appreciate the underlying principles of the rule of law, how legal systems and processes aim to achieve social cohesion, as well as how they themselves can affect positive change to laws and the legal system. VCE Legal Studies equips students with an ability to research and analyse legal information and apply legal reasoning and decision-making skills. It also fosters critical thinking to solve legal problems.

### Unit 1: The Presumption of Innocence

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the way legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

### Unit 2: Wrongs and Rights

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

### Unit 3: Rights and Justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit, students examine the methods and institutions in the criminal and civil justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.

### Unit 4: The People, the Law, and Reform

The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution.

# Literature

## Rationale

VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts.

The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure. They develop their capacity to read and interpret texts and reflect on their interpretations and those of others, and in turn reflect on their personal experience and the experiences of others, cultivating an awareness that there are multiple readings of texts and that the nature of language and text is dynamic. They are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely and to establish and articulate their views through creative and analytical responses.

**\*\*\* In 2026, only Unit 1 and 2 Literature will be available. \*\*\***  
**\*\*\* NOTE: Students must select both English and Literature. \*\*\***

### Unit 1: Reading Practices & Literary Movements and Genres

In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text.

Students closely examine the literary forms, features and language of texts. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text.

### Unit 2: Voices of Country & The Text in its Context

In this area of study students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation.

In this area of study students focus on the text and its historical, social and cultural context. Students reflect on representations of a specific period and/or culture within a text.

### Unit 3: Adaptations and Transformations & Developing Interpretations

In this area of study students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text.

In this area of study students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.

### Unit 4: Creative Responses to Texts & Close Analysis of Texts

In this area of study students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text.

In this area of study students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.

# Mathematics Group

## Rationale

Mathematics is the study of function and pattern in number, logic, space and structure, and of randomness, chance, variability, and uncertainty in data and events. It is both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. Mathematics also provides a means by which people can understand and manage human and natural aspects of the world and interrelationships between these. Essential mathematical activities include conjecturing, hypothesising and problem-posing; estimating, calculating, computing and constructing; abstracting, proving, refuting and inferring; applying, investigating, modelling and problem-solving.

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which considers the interests, needs, dispositions and aspirations of a wide range of students, and introduces them to key aspects of the discipline and its applications. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society and globalised world, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts.

## Units Offered

Unit 1 and 2	Unit 3 and 4
Foundation Mathematics	Foundation Mathematics
General Mathematics	General Mathematics
Mathematical Methods	Mathematical Methods
Specialist Mathematics	Specialist Mathematics

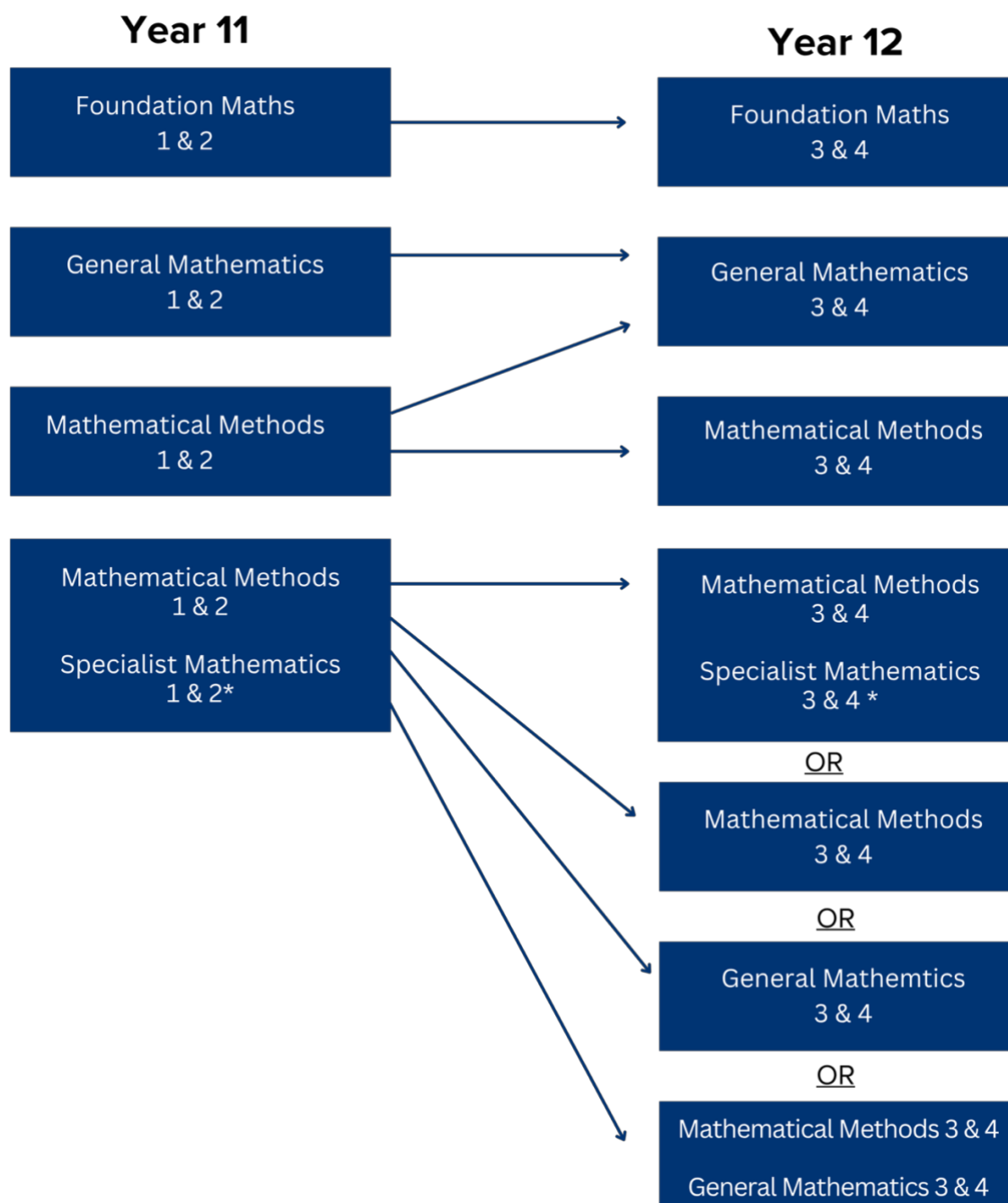
## Year 11 Choices

One Mathematics Subject (1 or 2 units):	Two Mathematics Subjects (4 units)
Mathematical Methods 1 & 2 <b>OR</b> General Mathematics 1 & 2 <b>OR</b> Foundation Mathematics 1 & 2	Mathematical Methods 1 & 2 <b>AND</b> Specialist Mathematics

## Year 12 Choices

One Mathematics Subject (2 units):	Two Mathematics Subjects (4 units)
Mathematical Methods 3 & 4  <b>OR</b> General Mathematics 3 & 4  <b>OR</b> Foundation Mathematics 3 & 4	Mathematical Methods 3 & 4 with Specialist Mathematics 3 & 4  <b>OR</b> Mathematical Methods 3 & 4 with General Mathematics 3 & 4

\*\*\* Students must check prerequisites for tertiary courses that they are interested in pursuing \*\*\*



**\*\*\* NOTE: Specialist Mathematics cannot be done on its own \*\*\***

**\*\*\* Students who studied Year 10 Mainstream Mathematics may do Units 1 & 2 Mathematical Methods, after consulting with their teacher. Year 10 Advanced Mathematics is the preferred pathway \*\*\***

### *Calculators Required*

Students are required to have their own calculator if they are studying any Mathematics in Year 11 or Year 12.

Foundation Mathematics	Scientific Calculator
General Mathematics	TI-Nspire CX II CAS Calculator
Mathematical Methods	TI-Nspire CX II CAS Calculator
Specialist Mathematics	TI-Nspire CX II CAS Calculator



# Media

## Rationale

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

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

**\*\*\* In 2026, only Unit 1 & 2 Media will be available. \*\*\***

### Unit 1: Media Forms, Representations, and Australian Stories

In this unit, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Students analyse how representations, narratives and media codes and conventions contribute to the construction of the media realities that audiences read and engage with. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production.

### Unit 2: Narrative Across Media Forms

Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content. Narratives in new media forms have generated new modes of audience engagement, consumption and reception.

### Unit 3: Media Narratives, Contexts, and Pre-Production

Narratives are defined as the depiction of a chain of events in a cause-and-effect relationship occurring in physical and/or virtual space and time in fictional and non-fictional media products. Students consider the use of codes and narrative conventions to structure meaning and explore the role these play in media narratives. Through the close analysis of a media narrative, students develop media language and terminology and a deeper understanding of how codes and narrative conventions are combined in a narrative. They study how social, historical, institutional, culture, economic and political contexts may influence the construction of media narratives and audience readings.

### Unit 4: Media Production; Agency and Control in and of the Media

In this unit students focus on the production and post-production stages of the media production process, bringing the pre-production plans created in Unit 3 to their realisation. Students refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

The context in which media products are produced, distributed and consumed is an essential framework through which audiences view and read media products. Social, historical, institutional, cultural, economic and political contexts can be seen through explicit or implied views and values conveyed within media products. The media disseminate these views and values within a society and, as a result, can play a key role in influencing, reinforcing or challenging the cultural norms.

# Monivae Cadets

## Rationale

The Monivae Cadet Unit has a proud tradition of helping students grow in confidence, resilience, and leadership. The programme offers VCE/VM students an exciting opportunity to further develop valuable life skills while participating in challenging and rewarding activities.

Cadets develop essential life skills including leadership, teamwork, communication, problem-solving, self-discipline, and time management. Adventure training and outdoor challenges will also improve your physical fitness and mental resilience.

VCE students will be a part of the senior leaders who will mentor the junior leaders as well as support the senior leadership team. Those cadets who have attended promotions courses may have the opportunity of being appointed to senior positions including Platoon Commander, Band Major, Regimental Sergeant Major (RSM) or Adjutant (ADJ). These prestigious roles provide exceptional leadership experience and responsibility.

Your cadet experience is highly valued by universities and employers. When completing university applications, you can highlight your cadet career as concrete evidence of leadership, discipline, and teamwork – qualities that admissions officers actively seek. The programme also opens pathways to military careers and leadership roles in civilian organisations.

**\*\*\* Monivae Cadets is timetabled during the Year Level Study Periods \*\*\***

# Outdoor and Environmental Studies

## Rationale

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

Historically, Indigenous peoples modified outdoor environments on a small scale, but since colonisation Australian outdoor environments have been altered to meet commercial, conservation and recreation needs, as well as to feed an increasing population. Today, outdoor environments remain an important aspect of Australian identity and continue to be used by industry while also being places of adventure, recreation, scientific study, social action and enterprise. Outdoor environments also provide space for connectedness with nature and opportunities to reflect upon the past, live in the present and act for sustainable futures.

By spending extended periods of time in outdoor environments to support experiential development of theoretical understandings, students learn to assess the health of, and evaluate the importance of, healthy outdoor environments. Students learn to recognise the impact of increasing pressures on these places through direct human use, while observing the indirect damage created by local, national and international practices. Students explore differing values and approaches of user groups; how these groups generate a range of impacts on outdoor environments; pressures and tensions between user groups; and issues concerning the preservation and sustainability of outdoor environments.

### Unit 1: Connections with Outdoor Environments

This unit examines some of the ways in which Indigenous peoples and non-Indigenous peoples understand and relate to nature through experiencing outdoor environments. The focus is on individuals and their personal responses to experiencing outdoor environments.

### Unit 2: Discovering Outdoor Environments

This unit focuses on the different ways to understand outdoor environments and the impact of humans on outdoor environments.

In this unit students study the effects of natural changes and impacts of land management practices on the sustainability of outdoor environments by examining several case studies of specific outdoor environments, including areas where there is evidence of human intervention.

### Unit 3: Relationships with Outdoor Environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia over 60,000 years.

### Unit 4: Sustainable Outdoor Environments

In this unit students explore the sustainable use and management of outdoor environments. They observe and assess the health of outdoor environments and consider the importance of this health for the future of Australian outdoor environments and the Australian population.

# Philosophy

## Rationale

Philosophy is broadly concerned with questions of ethics, epistemology and metaphysics. Philosophy is the founding discipline of logic, and it continues to develop and refine the tools of critical reasoning, influencing approaches in mathematics, digital coding, science and the humanities. Philosophers grapple with the problems that lie at the foundation of issues of public debate such as the concept of artificial intelligence, justification for a charter of human rights and freedom of speech.

Philosophers are concerned with thinking rigorously and rationally about ideas, and exploring their meaning, context, coherence and implications. The nature of the questions studied, together with the techniques of reasoning and argument used to study them, can in turn help to create new ideas and insights.

**\*\*\* In 2026, only Unit 1 & 2 Philosophy will be available. \*\*\***

### Unit 1: Philosophy, Existence, and Knowledge

What is the nature of reality? How can we acquire certain knowledge? These are some of the questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of 2 key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – ‘doing philosophy’ – through the formulation and exploration of questions in philosophical exchanges with others. Hence the study and practice of techniques of philosophical reasoning are central to this unit.

### Unit 2: Questions of Value

What are the foundations of our judgments about value? What is the relationship between different types of value? How, if at all, can value judgments be defended or criticised?

This unit enables students to explore these questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates. They study at least one primary philosophical text, using the complete text or an extract, and develop a range of skills including formulating philosophical questions and developing philosophical perspectives.

### Unit 3: The Good Life

This unit considers the crucial question of what it is for a human to live well. It explores questions of relevance to our own good lives – what is happiness? What role should pleasure, and self-discipline, friendship and love play in the good life? – as well questions regarding the good life as it may be understood within the context of our relationships with others beyond our immediate communities. Students consider the implications of adopting perspectives, viewpoints and arguments for questions of relevance to contemporary living, such as our relationship with those beyond our immediate communities, non-human animals and the broader natural world.

### Unit 4: On Believing

In recent decades, developments in information and communication technologies have changed the way we share beliefs and acquire and justify knowledge. More than ever, we rely on the testimony of others, particularly those we judge to be experts. But what is an expert? What qualities must testimony have to be trusted? And, in a world filled with multiple and often contradictory sources, how do we separate good beliefs from poor beliefs?

This unit focuses on interpersonal aspects of belief and belief formation, considering what it means to believe well by examining the nature of belief and the grounds for accepting or rejecting beliefs. Across 2 areas of study, students explore what our obligations are in relation to belief; when we should adjust or change our beliefs; and to what extent we should take responsibility for fostering the good beliefs of others and the conditions that make them possible. Through so doing, students are invited to consider the interrelationship between believing well and living well.

# Physical Education

## Rationale

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity.

This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

### Unit 1: The Human Body in Motion

In this area of study, students examine the muscular and skeletal systems of the human body and how the muscles and bones work together to produce movement. Through practical activities, they explore, from a biophysical perspective, the major components of the musculoskeletal system and its contributions and interactions during physical activity, sport and exercise.

### Unit 2: Physical Activity, Sport, Exercise and Society

This unit develops students' understanding of physical activity, sport and exercise from a participatory perspective. Students are introduced to types of physical activity and the role that physical activity participation and sedentary behaviour plays in their own health and wellbeing, as well as in other population groups and contexts.

### Unit 3: Movement Skills and Energy for Physical Activity, Sport and Exercise

This unit introduces students to principles used to analyse human movement from a biophysical perspective. Students use a variety of tools and coaching techniques to analyse movement skills and apply biomechanical and skill-acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correctly applying these principles can lead to improved performance outcomes.

Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They investigate the characteristics and interplay of the 3 energy systems for performance during physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

### Unit 4: Training to Improve Performance

In this unit, students' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective. Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels (individual, club and elite).

Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems and fitness components. Students then consider all physiological data, training principles and methods to design a training program. The effectiveness of programs is evaluated according to the needs of the individual and chronic adaptations to training.

# Physics

## Rationale

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe. In undertaking this study, students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena.

In VCE Physics students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary physics-related issues and to communicate their views from an informed position.

VCE Physics provides for continuing study pathways within the discipline and leads to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, education, energy research, engineering, instrumentation, lasers and photonics, medical physics, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, geology, materials science, neuroscience and sports science.

### Unit 1: How is Energy Useful to Society?

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

### Unit 2: How does Physics help us to Understand the World?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

In Area of Study 1, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.

### Unit 3: How do Fields Explain Motion and Electricity?

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

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

A complex interplay exists between theory and experiment in generating models to explain natural phenomena. Ideas that attempt to explain how the Universe works have changed over time, with some experiments and ways of thinking having had a significant impact on the understanding of the nature of light, matter and energy. Wave theory, classically used to explain light, has proved limited as quantum physics is utilised to explain particle-like properties of light revealed by experiments.



# Product Design and Technologies

## Rationale

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

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

### Unit 1: Design Practices

This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. In doing this, they practise using their critical, creative and speculative thinking strategies. When creating their own designs, students use appropriate drawing systems – both manual and digital – to develop graphical product concepts. They also experiment with materials, tools and processes to prototype and propose physical product concepts.

### Unit 2: Positive Impacts for End Users

Designers should look outward, both locally and globally, to research the diverse needs of end users. They should explore how inclusive product design solutions can support belonging, access, usability and equity. In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.

### Unit 3: Ethical Product Design and Development

In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s).

Product designers respond to current and future social, economic, environmental or other ethical considerations. This unit focuses on the analysis of available materials in relation to sustainable practices, tensions between manufacturing and production, modern industrial and commercial practices, and the life cycles of products from sustainability or worldview perspectives.

### Unit 4: Production and Evaluation of Ethical Designs

In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes.

Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution.

# Psychology

## Rationale

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

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

### Unit 1: How are behaviour and mental processes shaped?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

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

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

### Unit 3: How does experience affect behaviour and mental processes?

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

### Unit 4: How is mental wellbeing supported and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the lifespan. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

# Religion and Society

## Rationale

VCE Religion and Society enables students to understand the complex interactions between religion and society over time. Religion has played and continues to play a significant role in the development and maintenance of society. Students come to appreciate that religion can be a positive force of power, authority and justice. However, religious institutions have not always interacted positively with society at large and have at times supported the unethical behaviour of other power structures in society and of individuals; conversely, society has not always interacted positively with religion and has at times supported the unethical behaviour of religions and individuals.

**\*\*\* NOTE: Unit 1 & 2 Religion and Society is compulsory in Year 11. \*\*\***

### Unit 1: The Role of Religion in Society

In this unit students explore the spiritual origins of religion and understand its role in the development of society, identifying the nature and purpose of religion over time. They investigate religion, including the totality of phenomena to which the term 'religion' refers, and acknowledge religion's contribution to the development of human society. They also focus on the role of spiritualities, religious traditions and religious denominations in shaping personal and group identity over time. Students examine how individuals, groups and new ideas have affected and continue to affect spiritualities, religious traditions and religious denominations. The unit provides an opportunity for students to understand the often-complex relationships that exist between individuals, groups, new ideas, truth narratives, spiritualities and religious traditions broadly and in the Australian society in which they live.

### Unit 2: Religion and Ethics

How do we know what is good? How do we make decisions in situations where it is unclear what is good or not good? Do we accept what society defines as good? Do we do what feels right? Or do we rely on a definition of what is good from a spirituality, religious tradition or religious denomination? What are the principles that guide decision-making? Ethics is concerned with discovering the perspectives that guide practical moral judgment. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgments. An important influence on ethical perspective is the method of ethical decision-making, made up of concepts, principles and theories.

### Unit 3: The Search for Meaning

Over time and across cultures humanity has sought to understand the why and how of existence. In this quest for meaning humans have consistently posed big questions of life such as: Where did we come from? Is there someone or something greater than us – an ultimate reality? What is the purpose of our existence? How should we live? Is there anything beyond death? In response to this search for meaning, various spiritual, religious, philosophical, scientific and ideological worldviews have been developed. Religion has developed answers in the form of a truth narrative: various beliefs and other aspects that have offered ways of establishing meaning, not only for human existence but also for all that exists.

### Unit 4: Religion, Challenge, and Change

This unit focuses on the interaction over time of religious traditions and religious denominations and the societies of which they are a part. For a large part of human history religion has been drawn on as a truth narrative, offering a means for finding answers to the big questions of life. Religious traditions and religious denominations are in a dynamic process of engagement and negotiation with members individually and collectively, as well as with other key institutions in wider society associated with power, authority and credibility. Religious traditions and religious denominations are living institutions that interact with society and can likewise be influenced by society.

# Visual Communication and Design

## Rationale

Visual communication design can inform people's decisions about where and how they live and what they buy and consume. The visual presentation of information influences people's choices about what they think, what they need or want. The study provides students with the opportunity to develop informed, critical and discriminating approaches to understanding and using visual communications and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, supports skill development in areas beyond design, including science, business, marketing and management.

The rapid acceleration of the capabilities and accessibility of digital design technologies has brought new challenges to visual communication design practices. Through the consideration of ethical and environmental sustainability issues, students can make informed choices that affect current and future practices. The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including communication, industrial and fashion design, architecture and media.

### Unit 1: Finding, Reframing, and Resolving Design Problems

In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time.

Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

### Unit 2: Design Contexts and Connections

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences.

Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.

### Unit 3: Visual Communication in Design Practice

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

### Unit 4: Delivering Design

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes.

# VOCATIONAL EDUCATION AND TRAINING (VET)

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Vocational Education and Training (VET) is a pathway for students who wish to gain industry skills through practical subjects.

VET is appropriate for VCE and must be done by VCE VM students. Many VET subjects are scored, meaning they have an examination and can contribute to the ATAR. Courses that don't have a scored assessment give a 10% increment to the ATAR derived from English and the next three highest study scores.

## *VET Courses...*

- Provide a nationally recognised qualification in a specific industry or provide credit towards one.
- Contribute towards the completion of your VCE, VCE Vocational Major, or VPC.
- Must be studied as part of VCE VM and VPC.
- Give you the option to study through a paid school-based apprenticeship or traineeship.
- Gives a Year 10 student the chance to have completed a VET Units 1-4 sequence before Year 12; this contributes to the completion of the VCE and the ATAR.
- Offer scored assessment to contribute to the ATAR. Courses that don't have scored assessment give a 10% contribution to the ATAR.
- Students considering VCE VM should select a VET course that aligns with their vocational interests. This is an important component of the VCE VM qualification.

## *School-Based Apprenticeships and Agricultural Traineeships*

School-based apprenticeships are only open to VCE VM students as they involve two days each week on work placement. Agricultural traineeships are available to VCE students as well as VCE VM. This is because students only go to RIST fortnightly, and placements can be done in school holidays and weekends.

Information on these programs is available from the VET/VCE VM Coordinator, Mr Simon Hatherell, or online.

- School Based Apprenticeships: [VCAA VET School Based Apprenticeships](#)
- Agricultural Traineeships: [Rural Industries Skills Training](#)

# VET COURSE OFFERINGS, 2026

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## Agriculture

The Certificate II Agriculture teaches practical skills required to work on a farm, including working with livestock, farm work, environmental sustainability, chemical usage, and farm maintenance.

## Automotive

The VCE VET Automotive program is drawn from a national training package and offers a portable qualification which is recognised throughout Australia. This qualification provides students with a broad range of skills and knowledge to pursue a career or further training in the automotive industry. On completion of the course, students are eligible for four VCE VET units on their VCE Statement of Results. Two units at Unit 1 and 2 level and a Unit 3-4 sequence, and a 10% increment to the ATAR.

## Building and Construction

The aim of the program is to provide students with knowledge and skill development to enhance their employment prospects within the building and construction industry.

On completion of the course, students are eligible for four VCE VET units on their VCE Statement of Results. Two units at Unit 1 and 2 level and a Unit 3-4 sequence, and a 10% increment to the ATAR.

In addition to this, students will also have achieved credits towards the pre-apprenticeship certificate, comprising the certificate core and some stream-specific modules, which will prepare students for employment in areas such as carpentry, painting and decorating, bricklaying and wall and floor tiling.

## Business

The VCE VET Business program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge to pursue a career or further training within a range of business and industry settings. The Certificate III in Business provides a pathway for students who wish to continue with their business studies into higher education.

Scored assessment is available for the scored Unit 3–4 sequence of the VCE VET Business program.

## Community Services (Early Childhood)

The VCE VET Community Services program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge to pursue a career or further training in the community services sector.

Scored assessment is available for the scored Unit 3 & 4 sequence of the VCE VET Community Services program.

## Creative and Digital Media

The VCE VET Creative and Digital Media program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge to pursue a career or further training in the screen and media industry in areas such as film and television production, animation, radio broadcasting, and photography.

Scored assessment is available for the scored Unit 3–4 sequence of the VCE VET Creative and Digital Media program.

## Engineering

The VCE VET Engineering Studies programme is drawn from a Victorian accredited curriculum and offers a portable qualification which is recognised throughout Australia. The VCE VET Engineering Studies programme is a pre-employment course designed to meet the needs of students wishing to pursue a career in the manufacturing, engineering, and related industries.

Scored assessment is available for the scored Unit 3–4 sequence of the VCE VET Engineering Studies program.



## Equine Studies

Certificate III in Equine Studies provides the skills and knowledge required for a range of roles in the equine industry, such as a stablehand, stud worker, volunteer, or equine industry participant, and provides a pathway into further study in a range of general or specialist-related qualifications in equine allied health, breeding, sport, and racing. Scored assessment is available for the scored Unit 3–4 sequence of the VCE VET Equine Studies program. The course is delivered online and involves work placement and three days on the GO TAFE Shepparton campus.

## Health Studies

This course is ideal for people interested in working in entry-level roles in the health sector and are interested in pursuing a career supporting clients in acute and aged care environments. The VCE VET Health program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge to pursue a career or further training across a range of health-related areas in entry-level roles.

Scored assessment is available for the Scored Unit 3–4 sequence of the VCE VET Health program.

## Hospitality

The VCE VET Hospitality program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge to prepare them for a diverse range of occupations in the hospitality industry, including commercial cookery, catering, and food and beverage service.

Scored assessment is available for the Scored Unit 3–4 sequence of the VCE VET Hospitality program.

## Music

Certificate III in Music (Performance) is a nationally recognised qualification develops your skills as a performer and composer through practical music-making. You'll focus on solo and ensemble performance, composition and songwriting, and essential music theory. The course combines hands-on performance experience with creative projects to build your musical abilities. Upon completion, you'll have a qualification recognised throughout Australia.

Scored assessment is available for the scored Unit 3–4 sequences of the VCE VET music program.

## Salon Assistant

The Certificate II in Salon Assistant is the first year of the VCE VET Hair and Beauty program, and Certificate III in Retail Cosmetics is the second year. The course is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge to pursue a career or further training in the hairdressing and beauty services industry.

The VCE VET Hair and Beauty program does not offer scored assessment, only a 10% contribution to the ATAR.

## Sport, Aquatics, and Recreation

The VCE VET Sport, Aquatic and Recreation program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of sport and outdoor recreation-related industries. Leadership, organisational and specialist activity skills will be developed through the units of competency undertaken in the selected program.

Scored assessment is available for the Scored Unit 3–4 sequence of the VCE VET Sport, Aquatic and Recreation program.

# VET COURSE INDICATIVE COSTS

Students pay for materials and uniforms. The indicative costs for 2025 are shown below. These are two-year courses, unless stated otherwise.

Certificate	Ancillary Costs
Agriculture	<ul style="list-style-type: none"> <li>Delivered at SW TAFE, Tuesday or Friday.</li> <li>Cost: <ul style="list-style-type: none"> <li>1<sup>st</sup> Year: \$234</li> <li>2<sup>nd</sup> Year: \$165</li> </ul> </li> </ul>
Automotive	<ul style="list-style-type: none"> <li>Work placement is recommended.</li> <li>Students attend HDSC Tuesday or Friday,</li> <li>Cost: <ul style="list-style-type: none"> <li>1<sup>st</sup> Year: \$700</li> <li>2<sup>nd</sup> Year: \$535</li> <li>This covers workbooks, tool hire, uniform, and resources.</li> <li>Safety work boots or enclosed black shoes to be worn.</li> </ul> </li> </ul>
Building & Construction	<ul style="list-style-type: none"> <li>Delivered at Monivae College through timetabled classes.</li> </ul>
Business	<ul style="list-style-type: none"> <li>Delivered at Monivae College through timetabled classes.</li> </ul>
Creative Industries (Media)  OR  Applied Digital Technologies	<ul style="list-style-type: none"> <li>Both are one-year courses.</li> <li>Work placement is required.</li> <li>Attendance at HDSC on Tuesday or Friday.</li> <li>Cost: <ul style="list-style-type: none"> <li>\$370</li> </ul> </li> <li>A 2<sup>nd</sup> Year can be completed through Certificate III in Creative and Digital Media.</li> </ul>
Early Childhood	<ul style="list-style-type: none"> <li>Delivered at SW TAFE</li> <li>No resource or material costs.</li> <li>Work placements are a part of the course.</li> </ul>
Engineering	<ul style="list-style-type: none"> <li>Work placement is required.</li> <li>Attendance at Monivae College every Tuesday.</li> <li>Cost: <ul style="list-style-type: none"> <li>1<sup>st</sup> Year: \$425</li> <li>2<sup>nd</sup> Year: \$425</li> </ul> </li> <li>May be some excursion costs.</li> </ul>
Equine Studies	<ul style="list-style-type: none"> <li>Work placement is required.</li> <li>Program delivered by GO TAFE online, and three days on campus at Shepparton for riding assessment components.</li> <li>Cost: <ul style="list-style-type: none"> <li>\$90 for workbooks.</li> <li>Work boots and suitable clothes for outdoors.</li> </ul> </li> </ul>
Health Services Assistant	<ul style="list-style-type: none"> <li>Delivered at SW TAFE on Tuesday or Friday.</li> <li>No resources or material costs.</li> </ul>
Hospitality	<ul style="list-style-type: none"> <li>Work placement is required.</li> <li>Attendance at HDSC on Tuesday or Friday.</li> <li>Cost: <ul style="list-style-type: none"> <li>1<sup>st</sup> Year: \$1010</li> <li>2<sup>nd</sup> Year: \$920</li> <li>Fee covers black box hat, white long sleeve chef jacket, black bib apron, materials/resources, toolkit hire, and food levy.</li> <li>Students provide black pants and black enclosed shoes with non-slip sole.</li> </ul> </li> </ul>
Music	<ul style="list-style-type: none"> <li>Certificate III in Music (Performance)</li> <li>Delivered at Monivae College through timetabled classes.</li> </ul>

<p>Retail Cosmetics</p> <p>(Completed as one-year course as the second year of the Hair and Beauty course)</p>	<ul style="list-style-type: none"> <li>• Attendance at HDSC on Tuesday or Friday.</li> <li>• Cost: <ul style="list-style-type: none"> <li>○ \$920</li> <li>○ Covers make-up kit, workbooks, and equipment hire.</li> <li>○ Full payment to HDSC for resources within two weeks of starting course.</li> </ul> </li> <li>• Only provides VCE Units 1 and 2 but combined with Salon Assistant gives a 10% contribution to the ATAR.</li> <li>• Work placement is required.</li> </ul>
<p>Salon Assistant</p> <p>(one year course)</p>	<ul style="list-style-type: none"> <li>• Attendance at HDSC every Friday, 11:20AM to 4:30PM</li> <li>• Cost: <ul style="list-style-type: none"> <li>○ \$865</li> <li>○ Covers uniform, books and hairdressing toolkit.</li> <li>○ Black pants to be worn.</li> </ul> </li> </ul>
<p>Sport, Aquatics, and Recreation</p>	<ul style="list-style-type: none"> <li>• Delivered at Monivae College through timetabled classes.</li> </ul>



educating the  
**mind**  
spirit  
**heart**

*“True community...is where each member brings their talents  
and knows that they are recognised, accepted, heard,  
encouraged, and challenged”.*

MSC Constitution #35