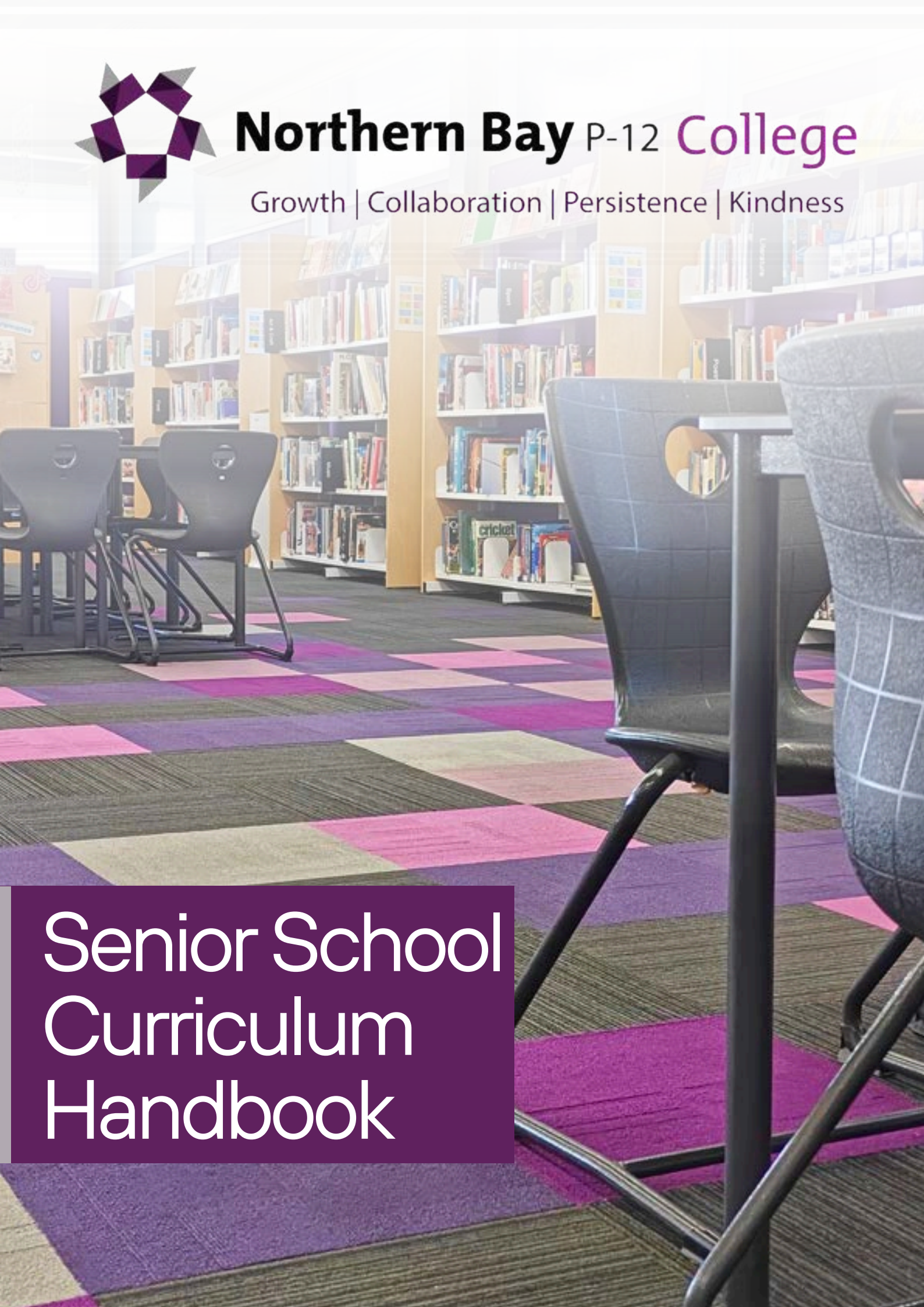
Northern Bay P-12 College

Growth | Collaboration | Persistence | Kindness



Senior School Curriculum Handbook

Senior Years at Northern Bay College

The senior years at Northern Bay College represent a time of exciting growth, increasing independence, and preparation for life beyond school. In this booklet, whether your child is beginning their senior school journey by selecting their Year 10 Program or if they're making their decisions on their Year 11 pathway - you'll find all the information needed to help you and your child make the best decisions to guide them through this process!

Students at Year 10 begin this journey by continuing to complete their CORE subjects including English, Maths, Science, and Humanities, while also continuing to choose electives that run for an increased five sessions a week. This reflects the nature of senior school, where students who select VCE spend just as much time in subjects linked to fields like Art, Technology, and HAPE as they do English and Maths. Similarly, students in VM spend just as much time completing VET subjects as they do Literacy and Numeracy.

This leads to students in Year 10 needing to make a big decision - **what are my next steps?** Students completing Year 10 in the first half of the year are introduced to what VCE and VCE VM are, the key subjects they can do, and the requirements each pathway has via the use of Year 10 Mentor classes and our VCE and VCE VM Taster Days.

The following pages contain an overview of what the Year 10, VCE, and VM program are all about - including overviews, requirements, and subjects offered. Please read through this booklet and ensure you have an understanding of what a Year 10 to 12 program looks like for your child - and if you have any questions please reach out to any of the Learning Community Leaders (LCL) in Year 10, VCE, or VM.

Regards,

Scott Alldis (Year 10 LCL)

Abbey Speed (VCE VM LCL)

Jessie Melnik (VCE LCL)

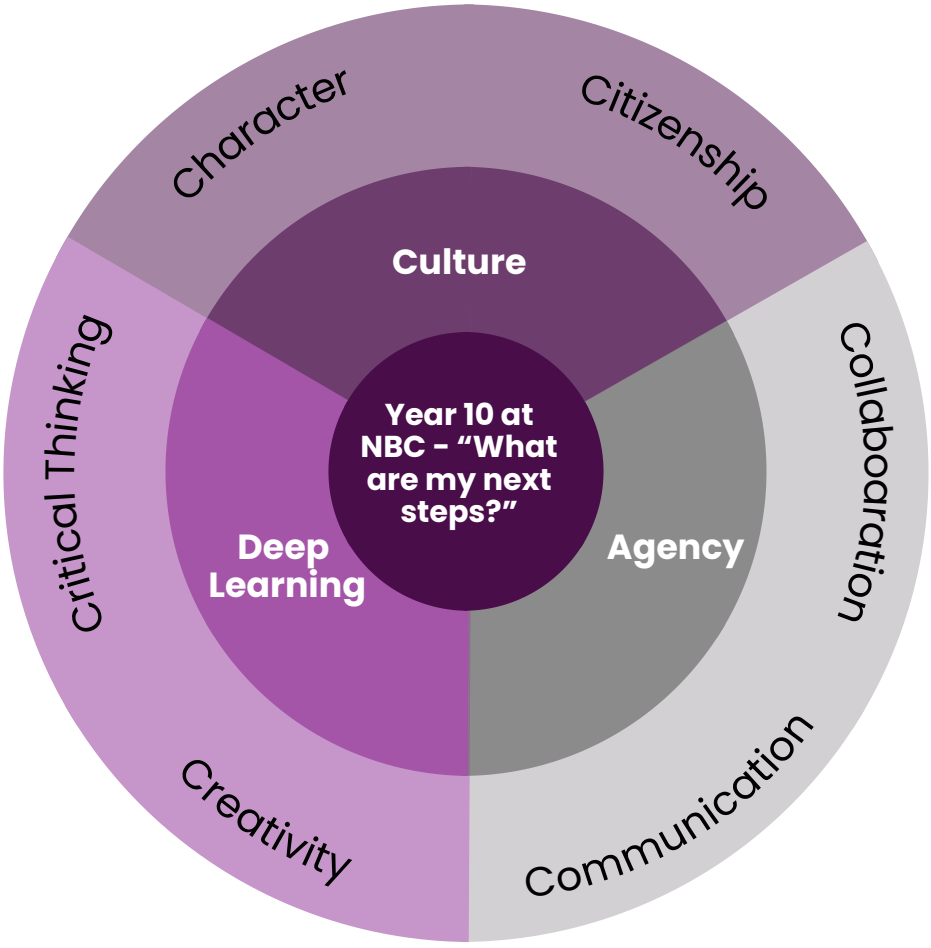
Year 10 Mission Statement

Our Year 10 program is founded on the belief that it needs to give students the knowledge, skills, and capabilities they will need to thrive in senior school and the years beyond and allow them to understand what the next steps of their lives will look like.

We focus on three core concepts: cultivating a culture that celebrates learning and growth, developing student agency to empower informed, beneficial decisions, and fostering deep learning opportunities.

Our approach centres on the "6Cs": enhancing creativity, critical thinking, collaboration, citizenship, communication, and character skills for their personal and academic development.

In Year 10, we also focus on exposing students to potential careers & pathways options to allow them to make informed decisions on their schooling beyond Year 10, including through work experience.



Year 10 Senior Enrichment Program

Overview

The Goldsworthy Senior Enrichment Program (SEP) provides Year 10 students with a tailored educational experience that is aimed at increasing engagement and promoting learning growth. SEP offers a differentiated curriculum and individualised learning adjustments that ensure all students can fully participate. SEP involves core subjects such as Numeracy, English, and Humanities. Upon completing Year 10, students have the option to choose VCE or VCE VM as their educational pathway based on their career goals.

The curriculum within SEP is designed to reflect student interests and goals outlined within their Individual Education Plan (IEPs). Whilst completing their core subjects, students will engage in curriculum focused on building life skills and social-emotional learning. SEP was developed based on recommendations from Allied Health professionals, College Inclusion and Wellbeing Teams and experienced, specialised teachers.

Senior Enrichment Program

- Intensive Student Support
- Social Skills Development
- Specialised Teachers
- Targeted Support
- Supported towards Year 11 & Future Pathways

For more information, please contact: Mel Dick 5224 9700

English

Year 10

What's it all about?

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them.

Subject Overview

TOPIC 1: Responding to Text	TOPIC 2: Personal Response to Text
• Listen to, read and reflect on increasingly complex texts that explore sophisticated themes and messages. • Develop a deeper understanding of the author's use of language structures, literary devices and purpose when exploring sustained and short texts.	• Develop an understanding of how to personally connect and respond to a variety of texts. • Develop skills in interpreting texts that reflect on challenging issues and how they can relate to these situations. • They review, edit and refine their own and others' texts and reflect on these processes.
TOPIC 3: Exploring Arguments	**TOPIC 4: Crafting Text**
• They use vocabulary with precision for purpose. They select, adapt and apply language features and literary devices, and use a sustained voice. • They analyse and evaluate the structures of texts, including print, digital and hybrid, according to purpose. • Understand that language used to evaluate and substantiate, implicitly or explicitly, reveals views and values	• Students create texts with a sustained voice, selecting and adapting literary text structures and devices, and language, auditory and visual features for purposes and audiences • They understand and use, with precision, an expanded vocabulary. Students experiment with punctuation for meaning and effect.

Learning Activities

- TEEL paragraph essays
- Structured questions
- Class discussions
- Personal Reflections
- Oral presentations
- Graphic organiser

Why choose this subject?

Studying English will develop your communication skills to ensure that you are competent in your chosen career. It will broaden your horizons both creatively and logically enabling a structured approach to planning, drafting and delivering communication verbally, in written form and through the appropriate technology. Year 10 English will assist you in preparation for VCE/VM and potential VET subjects.

POSSIBLE PATHWAY	
VCE	VCE English, VCE English Language, VCE Literature, English as an Additional Language
VCE VM	VCE VM Literacy.
University/TAFE	Bachelor of English (offered by most universities), Bachelor of Journalism, Bachelor of Literature
Possible Careers	Journalism, Writing, Teaching, Law, Business, and English also helps you with skills in most professional careers!

EAL

Year 10

What's it all about?

The study of English as an Additional Language (EAL) is important for all students who have recently come to Australia and or come from Culturally and Linguistically Diverse backgrounds. It focuses on Speaking and Listening, Reading and Viewing, and Writing. All students in the EAL class are given tasks that they can successfully complete. It is important for the EAL students to learn all the necessary skills of English for all other subject areas.

Subject Overview

Unit 1: Novel Study - Parvana's Journey	Unit 2: Understanding Media and Persuasive Texts
• Understanding authorial intent in a novel • Analysing the use of characters, setting and context and plot • Understanding and responding to an essay prompt • Planning and writing an analytical text-response essay • Highlighting and annotating own essay	• Understanding written and video media persuasive texts • Highlighting and annotating answers to 5 big-picture questions in a media text • Understanding and finding literary persuasive devices in a media text • Learning to understand implied meaning of a media persuasive text
Unit 3: Film Study - The Sapphires	**Unit 4: Writing Creative Texts - Protest and Personal Journeys**
• Analysing the video fiction text - a film • Learning about the importance of establishing context to understand the film • Following the plot and character development as tools of the authorial intent • Analysing film techniques that support the authorial intent • Planning and completing an analytical text-response essay	• Exploring creative texts: poetry, graphic novels, personal essays, speeches • Personally connecting to creative texts through themes, adn values • Creating own creative texts in response to texts studied • Presenting an oral presentation of own collection of creative texts

Learning Activities

- Group discussions
- Graphic organisers
- Oral presentations
- Audio comprehension
- Annotating exts
- Analytical text-response essays

Why choose this subject?

The EAL program is carefully prepared and differentiated to make sure that every student can achieve success in class. The tasks vary according to what English learning needs each student brings to class. Each Unit is prepared to make sure that no matter what pathway you choose for Y11 and 12, your English skills are expanded and deepened.

POSSIBLE PATHWAY	
VCE	VCE EAL Units 1-4
VCE VM	VCE VM and VPC Literacy.
University/TAFE	Any university course, Vic Certificate 2, 3 and 4 in EAL
Possible Careers	Any career - EAL English helps you build your base of skills to be successful!

Mathematics

Year 10

What's it all about?

Year 10 General Mathematics looks to extend each student's use of mathematical models to a wide range of familiar and unfamiliar contexts, with the assistance of technology. With content such as exploring the use of Measurement, Geometry, Number, Algebra, Statistics and Data. Mathematics asks students to explore mathematics as a tool for engaging with mathematics and numeracy and provides them with the tools and knowledge for the future.

Subject Overview

Area 1: Number	Area 2: Algebra
• Overview of basic skills - decimals, fractions, percentages, ratios and rates • Rounding, Significant values and Scientific notation • Problem Solving	• Overview of basic skills - terms, expanding and factorising • Solving linear equations - simple & complex • Problem Solving with the use of algebra
Area 3: Statistics	**Area 4: Trigonometry**
• Review basic skills - Mean, median, mode, range • Univariate - histograms, boxplots, stem/ leaf plots • Bivariate - Scatterplots, regression lines • Problem solving via statistical analysis	• Introduction to trig ratios • Use of technology • Solving problems using trigonometry
Area 5: Real life Mathematics	**Area 6: Major Investigation**
Looks at many of the practical issues that will face students in the upcoming years that involve numeracy: • Earning an income, Taxation, Superannuation • Renting, budgeting, etc.	This is a tiered investigation that gets students to solve a problem at least 2 different ways using the information they have learned this year. It models the problem Solving process and prepares them well for the SAC process in VCE or real world problem in VCE VM Numeracy.

Learning Activities

- Problem solving skills
- Analysis skills
- Quizzes
- Investigations
- Technology-based activities
- Assessments

Why choose this subject?

This subject allows students to further develop their Mathematical ability and help them make an informed choice as to which option best suits their ability, interest and pathway in Year 11. The focus is on trying to make sense of the world around us through problem solving in order to find valid and detailed solutions.

POSSIBLE PATHWAY	
VCE	VCE Mathematical Methods, VCE General Mathematics, VCE Foundation Mathematics
VCE VM	Numeracy
University/TAFE	Almost all University and TAFE Courses contain/require some level of Numeracy depending on the complex of the course.
Possible Careers	All Careers utilise and involve numeracy to some extent in their day to day operations.

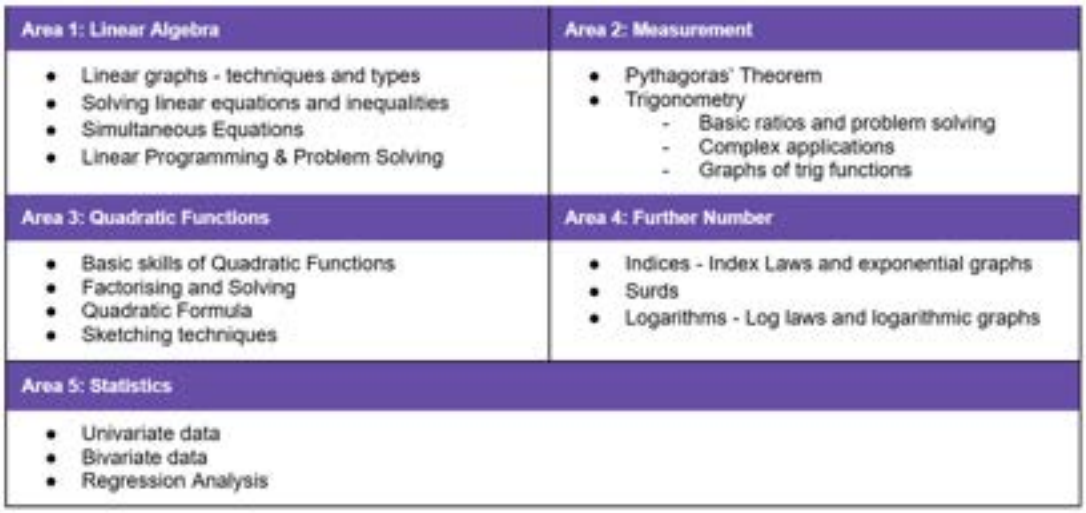
Accelerated Maths

Year 10

What's it all about?

Year 10 Accelerated Mathematics looks at advanced Mathematical concepts that will lead to either Math Methods or Specialist Math in VCE. Students cover the required Victorian Curriculum but also investigate more advanced areas to enable students to develop their abilities in readiness for higher VCE Mathematics subjects. This is done both with and without the use of Technology. The topics include Linear Algebra, Measurement, Quadratic Functions, Further Number and Statistics.

Subject Overview



Learning Activities

- Problem solving skills
- Analysis skills
- Open-ended Activities
- Investigations
- Technology-based activities
- Assessments

Why choose this subject?

In short, it allows those who like or are good at Mathematics the chance to work with like minded students to explore more advanced concepts in readiness for the more complex VCE Mathematical options. It also models the process of solving real world problems with Mathematical skills and techniques in order to find valid and detailed solutions.

POSSIBLE PATHWAY	
VCE	VCE Mathematical Methods, VCE General Mathematics, VCE Foundation Mathematics
VCE VM	VM Numeracy
University/TAFE	Bachelor of Science, Bachelor of Engineering, Bachelor of Medicine, Bachelor of Computer Science
Possible Careers	Engineering, Medicine, Pharmacy, Statistician, Computer Science, Veterinary Science, Aeronautics.

Science

Year 10

What's it all about?

In Year 10 Science, students have the opportunity to explore one term of Chemistry, Biology, Physics and Psychology. These are the four subjects we offer at VCE and students completing Science will visit topics to prepare them for these subjects. The curriculum also links in relevant concepts to them as young adults - such as looking at forces and motion through the lens of road safety and looking at the brain and nervous system to understand how to keep ourselves calm and regulated. Students also complete experiments to be able to learn how to "think like a scientist" - and visit how to collect, analyse, and represent data and how to set up experiments that are valid and reliable.

Subject Overview

TOPIC 1: Chemistry - Chemical Reactions	TOPIC 2: Biology - Genes, Inheritance, and Evolution
• Understanding different types of molecules including ionic and covalent • Understanding what chemical reactions are and the conditions needed for them to occur • Understanding different types of reaction including exothermic & endothermic reactions	• Investigating the structure and function of DNA including genes and chromosomes • Using tools such as Punnett Squares and Pedigrees to determine patterns of inheritance • Investigating the mechanisms of evolution and natural selection and conducting investigations and simulations relating to these
TOPIC 3: Physics - Forces, Motion, and Road Safety	**TOPIC 4: Psychology - The Brain and Nervous System**
• Investigating how balanced and unbalanced forces occur and how they affect motion • Investigating how energy transfer affects motion • Deep-diving into Newton's Three Laws of Motion and investigating them via the context of road safety • We also go to RYDA in Deakin and do a day around road safety as part of this unit!	• Learning about the key parts of our brain and nervous system, including what neurons are and how they work. • Investigating how different neurotransmitters affect our nervous system and behaviour. • Looking at how things like cognitive load and sleep cycles affect our behaviour and wellbeing

Learning Activities

- Experiments
- Research activities
- Report writing
- Structured questions
- Data collection and analysis
- Visual organisers

Why choose this subject?

Being able to "think scientifically" - being able to plan, collect data, and analyse like a scientist, being able to understand how science can be linked back to real world applications, preparation for VCE and potential VET subjects.

POSSIBLE PATHWAY	
VCE	VCE Biology, VCE Chemistry, VCE Psychology, VCE Physics
VCE VM	VET Lab Skills Years 1 and 2, VET Horticulture
University/TAFE	Bachelor of Science, Cert II & III in Lab Skills, Cert II & III in Horticulture
Possible Careers	Scientist (examples of employers in Australia - CSIRO, BoM, Department of Industry Science & Resources), Psychologist, University Researcher, Vet Science, Engineering, Teaching, and many more!

Humanities

Year 10

What's it all about?

In Year 10 Humanities, students explore one term each of History, Civics and Citizenship, Geography and Business and Economics. The subject provides a framework for examining the complex processes that have shaped the modern world and how people respond to global challenges. Students investigate the systems that shape society, with a focus on legal and economic systems, and learn about Australia's role in global affairs. They are encouraged to appreciate democratic principles, act as informed citizens and understand the shared experiences of humanity across time and cultures.

Subject Overview

TOPIC 1: History	TOPIC 2: Civics and Citizenship
• Analysing propaganda, images and videos • WW2 and the Holocaust, peoples experiences and the aftermath • Fascism and the rise of the Nazi party • Exploring the War in the South Pacific, prisoners of war and the Burma Railway	• Understand the concept of democracy • Learn about parliamentary systems and governments around the world • Threats to democracy like media bias and distrust of institutions in society • Social cohesion and how a multicultural society functions
TOPIC 3: Geography	**TOPIC 4: Business**
• Perceptions, interconnections and human wellbeing around the world • How we are connected globally through trade, transport and tourism • Maps, data interpretation and research • Case studies and documentaries from around the world	• Entrepreneurs and entrepreneurial behaviors • Innovation and technological developments • Business concepts like corporate social responsibility and competitive advantage • Financial risk and managing debt

Learning Activities

- Research projects
- Real life simulations
- Image and video analysis
- Structured questions
- Creating and interpreting data
- Developing business plans

Why choose this subject?

Humanities equips students with critical thinking, communication and problem solving skills. It helps to foster a deeper understanding of human culture, history and society, and of their rights and responsibilities in the world.

POSSIBLE PATHWAY	
VCE	VCE Business Management, VCE Legal Studies, VCE Psychology
VCE VM	VET Community Services, VET Allied Health assistance
University/TAFE	Bachelor of Arts/Business/Law/Tourism Management, Bachelor of Political Science/History and many more. TAFE courses in criminology, social sciences, languages, social work and many more.
Possible Careers	Journalist, Lawyer, Social Worker, Politician, Psychologist, Teacher, Historian, Museum Curator, Public Servant, Lecturer, Advisor, Diplomat, Advocate

HAPE

Year 10

What's it all about?

If you love being active, working as part of a team, and learning how to improve your health and wellbeing, this subject is for you! In Year 10 Health and Physical Education, you'll explore a wide range of practical sports and activities like basketball, football, netball, badminton, and more. You'll develop your skills, learn game strategies, and build your fitness. In health, you'll learn about nutrition, the benefits of physical activity, dimensions of health and wellbeing, and ways to promote a healthy lifestyle. You'll also learn how to reflect on your own performance, set personal goals, and understand how to support the health and wellbeing of yourself and others.

Subject Overview

Practical Component	Theoretical Component
• Learn and develop fundamental skills (e.g., throwing, catching, striking, dribbling, serving). • Practice game strategies, tactics, and positional play. • Improve teamwork, communication, and leadership through team-based activities. • Play modified and full games to apply skills in real game situations. • Learn and apply rules, scoring systems, and officiating basics. • Develop fitness, agility, and sport-specific movement patterns. • Focus on fair play, sportsmanship, and respect for others. • Reflect on performance, set goals, and provide peer feedback.	• Explore the benefits of physical activity • Understand the five dimensions of health and wellbeing (physical, social, emotional, mental, spiritual) • Learn about nutrition using the Australian Guide to Healthy Eating. • Discuss the role of nutrition in maintaining health and preventing diseases. • Develop skills to analyze and make healthy food choices. • Examine health promotion strategies to improve community health.

Learning Activities

- Upskilling in sports
- Comparing diets and healthy eating
- Promote healthy living
- Learn new sport games
- Team games

Why choose this subject?

Physical activity and a keen understanding of the various dimensions of health doesn't just set up students to be successful in VCE and VCE VM units - it also sets up students to enter the adult world with the knowledge and skills needed to be able to live long and healthy lives.

POSSIBLE PATHWAY	
VCE	Unit 1-4 Health and Human Development, Unit 1-4 PE, Unit 1-4 Food Studies
VCE VM	VET Sport and Recreation, VET Allied Health
University/TAFE	, Bachelor of Physical Education / Sport and Exercise Science, Bachelor of Health Sciences, Bachelor of Physiotherapy, Bachelor of Occupational Therapy, Certificate or Diploma in Fitness or Personal Training (TAFE), Diploma or Advanced Diploma in Sport Development or Sport Coaching (TAFE)
Possible Careers	Physical Education or health teacher, Sports coach or development officer, Physiotherapist, Occupational therapist, Dietitian or nutritionist, Personal trainer or fitness instructor, Nurse or paramedic, Exercise physiologist

SEED

Year 10

What's it all about?

In Year 10 Sport Empowerment Education Development (SEED), students continue to develop skills in their specialist sport, and make practical, real world connections with potential career pathways in sport, fitness and science. Throughout the year, students participate in weekly specialist coaching sessions for their sport, undertake regular ongoing fitness testing, and complete the first 5 Units of Competency a VET Sport and Recreation Certificate III. The sports in the SEED program include Basketball, AFL, Soccer, Volleyball, Badminton, Cricket and Netball. 10 SEED encourages students to be confident, capable individuals with strong sportsmanship and social responsibility.

Subject Overview

Practical Component	Theoretical Component
- Students receive coaching in a selected sport of their choosing - with potential options available including football, netball, volleyball, badminton, soccer, and cricket, - Students also complete fitness training and work towards improving their goals relating to their strength and cardio abilities. - Students have the opportunity to compete in school sport competitions for their chosen sports	- Students complete several units of competencies towards a VET Cert II in Sports & Recreation during this unit.

Learning Activities

- Weekly specialist coaching sessions
- Regular fitness training
- Practical skill development
- Interschool sports
- 5 units of VET Sport and Rec

Why choose this subject?

By completing SEED, you'll develop your skills in a chosen sport while improving your overall fitness through regular training and coaching. The program also builds leadership, teamwork, and communication skills, helping you grow as a confident and responsible individual. SEED connects your passion for sport with real-world career opportunities.

POSSIBLE PATHWAY	
VCE	Year 11 and 12 PE, VET Sport and Recreation Certificate III
VCE VM	VET Sport and Recreation Certificate II and III
University/TAFE	Science, Sport Science, Personal Training, Teaching and Education, Physiotherapy
Possible Careers	Teacher, Personal Trainer, Sports Scientist, Physiotherapist

Outdoor and Environmental Education

Year 10

What's it all about?

Year 10 Outdoor and Environmental Education explores the origins and technological developments of equipment used to participate in a range of outdoor recreational activities. Students compare traditional and modern equipment and analyse them based on performance and purpose of use in specific environmental conditions. Students investigate the natural environments they explore such as forests, mountains, rivers and coasts and evaluate the benefits and impacts of participating in them. Students develop key knowledge and skills to participate safely in natural environments, this subject includes both classroom learning and hands-on outdoor experiences like hiking, camping and fishing.

Subject Overview

TOPIC 1: Fishing	TOPIC 2: Hiking
• Explore personal, cultural and economic relationships with fishing and aquatic environments. • Investigate motivations for fishing and its impacts • Evaluation of traditional and modern fishing equipment and strategies. • Develop fishing skills through practical experiences in a range of environments.	• Examining benefits to connecting with nature through multi day hiking. • Evaluating and managing risk in the outdoors and responding to scenarios. • Evaluation of traditional and modern hiking methods. • Building skills to participate in hiking and camping to develop environmental understanding.

Learning Activities

- Written reports
- Research projects
- Fieldwork
- Environmental analysis
- Sustainability evaulation

Why choose this subject?

This subject builds student capacity to participate in outdoor recreational activities safely and confidently while building awareness for sustainability, personal connections to nature. Students build skills such as resilience, organisation, teamwork and leadership. This subject is ideal for students interested in the outdoors, environmental science, health or careers in education, ecotourism, land management, or conservation.

POSSIBLE PATHWAY	
VCE	Unit 1-4 Outdoor and Environmental Studies
VCE VM	Cert III Sport and Recreation.
University/TAFE	Cert III or IV in Outdoor Recreation. Bachelors in Outdoor and Environmental Education. Bachelors In Environmental Management.
Possible Careers	Education, Park Ranger, Victorian Fisheries Authority, Outdoor/Eco tourism , Recreational activity centre

IMPACT

Year 10

What's it all about?

IMPACT strives to provide our students with opportunities to explore a rich arts education with creative classes in music, drama, dance, media, and visual Arts, taught by experts in an Arts field. The particulars of the program, and career pathways we investigate, will be driven by student voice and will change according to the students participating.Through Year 10 IMPACT, we will strive to further inspire students to hold the arts in the highest regard, and to be actively involved in their education through creative inquiry and embracing ideas together and exploring pathways that will lead into VCE arts subjects.

Subject Overview

Practical Component	Theoretical Component
Explore a wide range of engaging and hands-on projects, as part of a curriculum which students have helped develop to explore and learn more about.different areas of The ARTS - Work with industry professionals - Work as part of a team on a performing arts piece, alongside a director and artist - Plan and organise an event to run for young children as part of Children's Week in October - Develop and discover skills in the arts, which guide students to discover more about themselves	Theoretical tasks are included in the portfolio tasks. - Analyse and evaluate their tasks and the process it takes to get to the finished product - Learn to talk about their ideas, with their teacher and other students. - Look beyond themselves and explore diverse pathways in the Arts - Complete a digital portfolio based around the areas of the Arts they have explored.

Learning Activities

- Portfolio documentation
- Creating Performances
- Event planning
- Self-driven learning
- Arts Camp in Melbourne CBD

Why choose this subject?

IMPACT is a great subject for students who have a passion for the ARTS and wish to explore where their passions can lead them. Students have the opportunity to work alongside industry professionals to create pieces of visual, performing and media works. Students have the opportunity to see live shows, focusing on areas where their interests lie. A major part of Year 10 is our ARTS Camp, where students experience what the arts capital has to offer in Music, Drama, Media and Visual Arts.

POSSIBLE PATHWAY	
VCE	Drama, Visual Arts, Media, Music
University/TAFE	Graphic Design, Architecture, Fashion Design, Interior Design, Product Design, Game Design, make up artist, Sound engineer event management, prosthetics, sfx courses, film school, screen and media
Possible Careers	Sound organiser, Festival organiser, composer, script writer, lawyer, graphic designer, make up artist, costume designer, set construction, game developer, special fx artist, working on radio / television.

Visual Art

Year 10

What's it all about?

If you love being creative, experimenting with different art materials, and expressing your ideas visually, this subject is for you! In Year 10 Visual Art, you'll explore a wide range of hands-on art techniques like drawing, painting, sculpture, printmaking, oil pastels, and watercolour. You'll get to develop your own ideas, take inspiration from famous artists and movements, and build a personal art folio you can be proud of. You'll also learn how to look at and talk about art using the structural and personal lenses, these help you understand how an artwork is made and what it means to you. Your visual diary will be your creative space to plan, sketch, experiment and reflect on your work.

Subject Overview

Practical Component	Theoretical Component
- Use different materials like graphite, oil pastel, acrylic and watercolour. - Experiment with styles and techniques used by real artists. - Develop your own themes and artworks. - Create a final piece based on your ideas and experiments.	- Learn how to talk about your own art and the work of others. - Use key art language and visual elements. - Research artists and movements that inspire you. - Keep a visual diary to record your thinking, process and progress.

Learning Activities

- Creative Art Folio
- Visual Diart
- Artist Research
- Final Artwork Development
- Exploration of new art materials

Why choose this subject?

Visual Art gives you the chance to express yourself, experiment with materials, and grow as a creative thinker. You'll build confidence in your ideas, learn how to plan and develop artwork, and gain practical skills that you can use in future art, design or media subjects. Whether you're thinking of a creative career or just love making art, this subject helps you develop a unique voice as an artist.

POSSIBLE PATHWAY	
VCE	Unit 1-4 Outdoor and Environmental Studies
VCE VM	Cert III Sport and Recreation.
University/TAFE	Cert III or IV in Outdoor Recreation. Bachelors in Outdoor and Environmental Education. Bachelors In Environmental Management.
Possible Careers	Education, Park Ranger, Victorian Fisheries Authority, Outdoor/Eco tourism , Recreational activity centre

Visual Communication Design

Year 10

What's it all about?

Students work with a variety of design methods and are involved in both the design and construction of various outcomes such as, perspective and architectural drawing, package design, observational drawing, sign cutting and digital illustration. Students work with the design process to plan and produce various outcomes such as, logo design, brands and layouts for a variety of Visual Communication needs. They interpret and respond to the design process using analysis techniques to research designers from different design fields and explore their influences and record their development in a visual diary. Each student creates a folio of Visual Communications presenting authentic design solutions using Visual Communications Design language and evaluation techniques.

Subject Overview

Practical Component	Theoretical Component
Experiment with a variety of production and processing methods, materials and media including, - Drawing with a range of media and techniques. - Digital and manual 3D modelling. - 3D Printing. - Signage. - Technical drawing and how to use a scale ratio. - Shading and rendering techniques to represent texture and form.	Theoretical tasks are included in the folio tasks. - Use design thinking skills to analyse and evaluate existing designs and designers and our own design ideas. - Develop visual language to communicate ideas of interest and inspiration through research and generation of ideas. - Learn to annotate your ideas so you can communicate with your teacher and other students. - Introduction to the Design Elements and Principles and how they are used in everything we do. - Setting out your folio to reflect the design process.

Learning Activities

- Folio Based Assessments
- Object design + design process
- Messages and interactive design
- Environmental design

Why choose this subject?

Visual Communication Design is a great subject for students who enjoy having complete control over what they want to do in terms of ideas and use of methods, materials and media. Students get the opportunity to express themselves and work to a design structure that will lead you directly into study in VCE Visual Communication Design.

POSSIBLE PATHWAY	
VCE	Visual Communication Design
University/TAFE	Graphic Design, Design fundamentals, Architecture, Fashion Design, Interior Design, Product Design, Brading and Visual merchandising, Game Design.
Possible Careers	Illustrator, Graphic Designer, Draftsperson, Interior Designer, Architect, Product Designer, Fashion Designer, Game Design, Visual Merchanising, Project Manager.

Media Photography

Year 10

What's it all about?

Students explore traditional photography including 35mm SLR camera functions, film developing and safe darkroom processing to create their best black and white prints. Students develop knowledge of composition and effective use of the design elements. We use digital SLR cameras, digital processing with Photoshop Creative Cloud and other media related software and we explore ideas about images and representation in the media. Students will analyse photographic genres like portraiture and landscape using media language and research skills. Students will engage in a variety of practical filming tasks and will examine how the media and media technologies influence society and their lives, exploring the ever-changing media landscape. Students will become storytellers who create media with meaning.

Subject Overview

Practical Component	Theoretical Component
Using safe work practices: - Darkroom safety and Personal Protection Equipment (PPE). - How to create images in the Darkroom without a camera. - The camera Obscura/pin hole camera and paper negatives - How to use the film and digital SLR camera. - How to develop film. - How to print from film in the darkroom. - Digital Photography and Photo enhancement. - Media production process and short film production.	Theoretical tasks included in this subject are: - The exposure triangle. - The SLR camera functions. - The aesthetics of photography - Photography analysis and Photographer analysis. - Media Codes and Conventions. - Composition techniques. - Editing Techniques - Film and photography formats and file management. - Presentation techniques. - Annotating ideas and evaluyating concepts in a folio.

Learning Activities

- Photography Folio
- Photography
- Photographer Reserch
- Photo Analysis
- Filming Production

Why choose this subject?

Media Photography is a great subject for students who want to explore film photography and learn how to print onto photographic paper in a darkroom. This subject suits both practical and theoretical learners. Students get the opportunity to work independently and in teams to plan, produce and edit short film prodcustions and learn to work safely in the darkroom. Students go out on excursions to locations around Geelong and practice their photography skills and knowledge.

POSSIBLE PATHWAY	
VCE	VCE Media, Art Creative Practice.
University/TAFE	Film and Media Studies, Visual Arts.
Possible Careers	Doing Media Photography in Year 10 can lead to pathways such as VET Digital Content Creation, Visual Artist, Photographer, Film producer, Media industry production

Music

Year 10

What's it all about?

Students select a program of group works. Students may balance the program to suit their interests; for example, there may be a group emphasis or a solo emphasis or the program might be equally weighted. Students are free to select these works from a range of sources. The program should allow the student to demonstrate a range of technical, stylistic and interpretative demands and should be appropriate to their developing level of technical expertise. Students are encouraged to explore a repertoire that extends the boundaries of their current interests and knowledge.

Subject Overview

Practical Component	Theoretical Component
- Performing music as a member of a group. - A practical understanding of music theory in contemporary music. - Aural skills in the recognition of pitch, rhythm, texture and timbre. - Collaborative approaches to making musical compositions.	Theoretical tasks are included in the portfolio tasks. - Analyse and evaluate contemporary music. - Music research project. - Mindset and techniques to plan and perform music individually and in groups.

Learning Activities

- Music rehearsal
- Music log book
- Research project
- Practical investigations

Why choose this subject?

Music is a great subject for students who have a passion for the performing Arts and wish to explore their passions. Students have the opportunity to learn alongside their peers and perform at school and events. Students have the opportunity to practice an instrument of interest and focus on development of skills and teamwork. A major part of Year 10 music is performing as part of a college band and being able to present the amazing talents of the entire group to the NBC community and beyond.

POSSIBLE PATHWAY	
VCE	Drama, VET Music
University/TAFE	Music Performance, Sound Production, Digital Content Creation, Musical Theatre, Songwriting and Music production, Music and Audio Visual production.
Possible Careers	Sound Engineer, Writer, Producer, Music Director, Music Composer, Music Arranger, Music Supervisor, Vocal Coach, Singer, Songwriter, Lyricist, Beat Maker, Music Producer, Mixing Engineer, Mastering Engineer, Sync Sound Engineer, Dubbing Engineer, Surround Sound Mix Engineer.

Drama

Year 10

What's it all about?

In Year 10 Drama, students explore creating their own devised pieces and examining scripted works to understand how to effectively stage performance material. This involves learning how to convey roles and characters within a range of dramatic forms and performance styles. Students will develop their expressive skills and learn how to use design elements to make deliberate artistic choices. They will engage in regular reflection to understand how they can use the elements of drama to convey meaning, establish appropriate contexts, subtext and narrative structures, and create aesthetically interesting performance material. They will perform and present their dramas in formal and informal settings and document their processes in a Drama Journal.

Subject Overview

Practical Component	Theoretical Component
Practical tasks included in this subject are: • Performance and expressive skills. • Play-making techniques and processes. • Reflective analysis through critique. • Perform and present dramas in formal and informal settings. • Create visually interesting performance material.	Theoretical tasks included in this subject are: • Engage in regular reflection and critiques. • Research the elements of drama to convey meaning, establish appropriate contexts, subtext and narrative structures. • Document processes in a Drama Journal. • Creative and critical thinking skills.

Learning Activities

- Drama journal
- Creative process and product work
- Process and performance analysis
- Practical Assessment Tasks
- Theory tasks

Why choose this subject?

Drama equips students with a broad range of skills applicable to various fields. Students develop creativity, communication, and collaboration skills, as well as confidence and critical thinking abilities. These skills are valuable for future studies, careers, and everyday life. Year 10 Drama provides a foundation for further study and careers in the performing Arts. The communication and presentation skills developed through drama are valuable in various communication and media-related fields.

POSSIBLE PATHWAY	
VCE	VCE Drama
VCE VM/VET	VCE Drama
University/TAFE	CentreStage - Theatre, Education. Bachelor of Creative Arts (Drama) Deakin Waterfront.
Possible Careers	Actor, Designer, Director, Producer, Stage Manager, Technician, Writer. Scriptwriting, Communication and Media, Set Design.

Foods of the World

Year 10

What's it all about?

In this elective students will produce a variety of high quality food products and meals based on foods from cultures around the world. By looking at foods from different cultures students will develop an understanding of the properties of food, decisions made around food and food production and how culture influences the food we eat. Through this the students will be able to identify correct safety and hygiene practices in food preparation. The emphasis will be on developing a very high standard of organisational skills, food handling and presentation.

Subject Overview

Practical Component	Theoretical Component
Prepare a variety of dishes each week from countries all over the world, as well as indigenous Australian flavours, including assessment on: - Pasta and Sauce production - Dish from a chosen country design and production - Sensory analysis and taste testing	Some theoretical tasks include: - Explore traditional ingredients and flavours from around the world - Learn how geography, climate and history influence a countries cuisine - Investigate the role of food in cultural celebrations, festivals and everyday life - Use design thinking skills to develop recipes - A focus on key vocabulary

Learning Activities

- Practical Demonstrations
- Sensory analysis
- Creating design briefs
- Responding to design briefs
- Practical assessments
- Theoretical assessments

Why choose this subject?

Foods of the World is a great subject for students who enjoy a mix of both theory and practical tasks. Students get the opportunity to cook in the kitchen, work with others in the class, work independently and have some fun while learning. Students will gain insight and knowledge that will help them in every day life but also lead into VCE Food Studies.

POSSIBLE PATHWAY	
VCE	Food Studies Unit 1, 2, 3 & 4
VCE VM/VET	VET Hospitality Cert II & III
University/TAFE	Nutrition science, Health science, education, food and nutrition, commercial cookery, hospitality, allied health.
Possible Careers	Nutritionist, dietitian, health promotion officer, community health worker, wellness coach, chef, hospitality.

Food Trends

Year 10

What's it all about?

In this elective students investigate current trends in Food. Through production and theory work students will develop an understanding of concepts around current food trends in Australia. Students will study from various topics including but not limited to; veganism, vegetarianism, sustainability & food systems, fusion foods, media & food delivery services. Year 10 Food Trends unit enables students to develop food citizenship by reflecting on the rights and responsibilities associated with making considered and informed food choices.

Subject Overview

Practical Component	Theoretical Component
Prepare a variety of dishes each week including assessment on: - Fusion Food production - Grazing Box design and production - Artisan Bread design and production - Sensory analysis and taste testing	Theoretical tasks: - Food based on current Australian food trends and patterns - Influences on food trends - Ethical and sustainable considerations - Fads vs long term shifts in eating patterns - Use design thinking skills to develop recipes - A focus on key vocabulary

Learning Activities

- Practical Demonstrations
- Sensory analysis
- Creating design briefs
- Responding to design briefs
- Practical assessments
- Theoretical assessments

Why choose this subject?

Food Trends is a great subject for students who enjoy a mix of both theory and practical tasks. Students get the opportunity to cook in the kitchen, work with others in the class, work independently and have some fun while learning. Students will gain insight and knowledge that will help them in every day life but also lead into VCE Food Studies.

POSSIBLE PATHWAY	
VCE	Food Studies Unit 1, 2, 3 & 4
VCE VM/VET	VET Hospitality Cert II & III
University/TAFE	Nutrition science, Health science, education, food and nutrition, commercial cookery, hospitality, allied health.
Possible Careers	Nutritionist, dietitian, health promotion officer, community health worker, wellness coach, chef, hospitality.

Woodwork

Year 10

What's it all about?

Year 10 Woodwork is a hands-on, design-focused subject where students explore the process of designing and constructing timber-based projects. Building on previous experience, students develop advanced skills in using tools, machinery, and woodworking techniques to create functional and aesthetically pleasing items. The course emphasises the full design process—from planning and sketching ideas to cutting, assembling, and finishing. Students also learn about timber properties, sustainability, and safe workshop practices. As one of our elective subjects in Year 9&10 that is aligned to Manufacturing pathways, your successful participation can contribute to you being awarded a Certificate I in Manufacturing (Pathways)

Subject Overview

Practical Component	Theoretical Component
Using safe work practices: • Safe and accurate use of **hand tools**: chisels, saws, planes, hammers, squares • Operation of **power tools**: drills, jigsaws, sanders • Introduction to **fixed machinery**: drill presses (under supervision) • **Accurate measuring, marking, and cutting** of timber • **Joining methods**: dowel joints, housing joints, mitre joints and screws/nails • Clamping, gluing, and assembly techniques • **Sanding and finishing**: applying paint, stains, or clear coats for durability and appearance • Interpreting and following **working drawings** or plans • Applying **safe and efficient work habits** • Using **personal protective equipment** (PPE) • Maintaining a **clean, organised, and safe workspace**	Theoretical tasks included in this subject are: • Understanding the **properties and uses** of various types of timber (e.g. hardwoods vs softwoods) • Knowledge of timber **sustainability, environmental impact, and responsible sourcing** • Applying the **design process**: research, concept development, planning, production, and evaluation • Creating and interpreting **technical drawings and working plans** • Considering functionality, aesthetics, ergonomics, and user needs • Understanding wood movement, grain direction, and how these affect construction • **Planning** cutting lists, material estimates, and project timelines • In-depth understanding of **Occupational Health & Safety** (OH&S) in woodworking • Risk assessment and safe procedures for using tools and machines

Learning Activities

- Use design skills to measure and make objects from timber.
- Use simple and complex equiopment to lay out, cut and assemble matterials for production.
- Perform tasks to support production.

Why choose this subject?

Year 10 Woodwork support students' ability to design thoughtful, well-constructed projects and build lifelong confidence in using tools and making quality timber products. It provides a solid base for further studies in VCE Product Design and Technology, VET Building and Construction, or woodworking trades. Students get the opportunity to work independently and in teams and learn to safely operate in a professional Woodwork and Construction workshop environment.

POSSIBLE PATHWAY	
VCE	VCE Product Design and Technology VET Building and Construction
VCE VM/VET	VET Building and Construction
University/TAFE	Cert III Building and Construction, Joinery and other trades at TAFE, Architecture and Design courses at University.
Possible Careers	Building and Construction apprenticeships in trades such as Carpenter, Cabinet making and joinery, glazier, electrician, plumbing, roof tiling, painting and decorating, architecture and furniture making, building surveying

Automotive

Year 10

What's it all about?

Students will develop an understanding of the charging system of a modern car and how to safely carry out a basic engine service. Students will develop further understanding of how a mechanical engine operates following on from year 9 Automotive. Students will disassemble a small engine and reassemble a small engine and then test and evaluate that engine by using it. Students will be assessed on attitude, participation, research skills and their demonstration of safe and effective work practices in a team environment. As one of our elective subjects in Year 9&10 that is aligned to Manufacturing pathways, your successful participation can contribute to you being awarded a Certificate I in Manufacturing (Pathways).

Subject Overview

Practical Component	Theoretical Component
Using safe work practices: - Develop an understanding of the charging system of a four stroke engine. - Develop an understanding of basic engine servicing. - Dismantle and reassemble a small engine and to learn systems by practical means. - Learn how a mechanical engine operates, then assemble a small engine and test and evaluate that engine.	Theoretical tasks included in this subject are: - Basic understanding of OHM'S Law. - Oil identification and grading. - Research skills related to engine servicing, part identification and pricing. - Identify and use a repair manual for a specific engine and complete a service job card. - Safe work practices in an automotive environment. - Conduct a risk assessment prior to practical work.

Learning Activities

- Practical tasks
- Implementing hierarchy of control
- Conduct engine service
- Disassemble and reassemble a small engine.

Why choose this subject?

Automotive is a great subject for students who want to know more about all things automotive. This subject suits both practical and theoretical learners. Students get the opportunity to work independently and in teams and learn to safely operate in a professional automotive workshop environment.

POSSIBLE PATHWAY	
VCE	VCE Systems Engineering
VCE VM/VET	VET Automotive
University/TAFE	Cert 3 & 4 Automotive, at University Mechanical Engineering.
Possible Careers	Mechanic Cars, Marine, Motor cycles, Vehicles, Heavy transport, Mining, Agriculture, Parts retailing, Automotive Electrics , Panel Beating, Tyre Fitting, Car Detailing and finishing, Automotive sales and servicing, Parts Technician, Workshop Supervisor.

Fashion Design

Year 10

What's it all about?

Fashion Design isn't just about clothing; it's about expressing yourself, understanding cultural influences, and developing practical skills that can lead to exciting career opportunities in the fashion industry.

In this elective subject, students develop their knowledge and skills in Textiles, applying it to create wearable and functional pieces of clothing. Students will unpack what makes great design by exploring influential trends, artists, and designers. Your journey will be documented in a creative folio that shows every twist, turn, and breakthrough—from your first sketches all the way to your finished piece.

Subject Overview

Practical Component	Theoretical Component
- **Hand and Machine Sewing Skills:** Create a hand made, customised drawstring backpack. - **Design Your Own Fabric:** Learn how to use the elements and principles of design to create captivating patterns and bring them to life using heat sublimation techniques. - **Sew Your Sleepwear:** Transform your custom-printed fabric into a cozy and stylish sleepwear set, tailored by you.	- **Explore Fashion Trends:** Dive into the world of fashion, studying contemporary styles and learning how to incorporate them into your designs. - **Understand Sustainable Practices:** Learn how the Fashion and Textile industries impact our environment and how to apply sustainable practices. - **Fabric Knowledge:** Understand how the characteristics and construction of fabrics make them ideal for specific projects. - **Build a Professional Portfolio:** Document your creative process and finished pieces in a comprehensive folio, showcasing your skills and growth.

Learning Activities

- Hand and machine sewing skills
- Using and altering a commercial pattern
- Create a fashion portfolio
- Practical assessment tasks
- Theoretical assessment tasks

Why choose this subject?

This course is designed to be inclusive and encourages all students to participate, regardless of gender, experience or ability. You'll gain hands-on experience in fashion illustration, pattern making, and garment construction, all while expressing your individual style. No prior experience is necessary—just bring your enthusiasm and imagination!

POSSIBLE PATHWAY	
VCE	VCE Product Design & Technology
VCE VM/VET	VET Fashion Design Certificate II & III
University/TAFE	Fashion Design, Product Design, Interior Design, Branding and Visual Merchandising
Possible Careers	Fashion Designer, Textile Designer, Fashion Photographer, Patternmaker, Merchandise Planner / Stock Administrator, Trend Forecaster

Metals and Plastics

Year 10

What's it all about?

Year 10 Metals and Plastics builds on what was introduced in Year 9 by extending students' skills, knowledge, and confidence in working with metal and plastic materials. Students take on more complex projects, use advanced tools and machinery, and are encouraged to work more independently through the full design process. There is a greater focus on precision, safety, and high-quality finishes. Students also deepen their understanding of material properties, sustainability, and industry practices. This subject prepares students for future study in VCE, VET, or apprenticeships, and helps them explore potential careers in engineering, design, and the trades through real-world, hands-on learning experiences.

Subject Overview

Practical Component	Theoretical Component
Using safe work practices: • Safe and effective use of **hand tools** (hacksaws, files, taps and dies) • Use of **specialised machines** (welders, plasma cutters, laser printers and plastic former) • **Measuring, marking, and cutting** materials accurately • **Joining techniques**: welding, soldering, riveting, bolting • **Shaping and forming** metal and plastic components • **Finishing techniques**: (sanding, polishing, painting) • Reading and interpreting **technical drawings or CAD designs** • Creating **working drawings** for planning • Following the **design process**: planning, prototyping, making, and evaluating • Using **personal protective equipment (PPE)** appropriately • Maintaining a **clean and organised workspace**	Theoretical tasks included in this subject are: • Understanding the **properties and applications** of various metals and plastics (e.g., strength, flexibility, corrosion resistance) • Learning about **sustainable practices** and the environmental impact of materials • Applying the **design process**: investigating, generating, planning, producing, and evaluating • Interpreting and creating **technical drawings** or **CAD designs** • Understanding **design criteria**, aesthetics, and function • Knowledge of **industrial processes**, such as casting, machining, forming, and welding • Learning about **quality control**, tolerances, and standards used in the trades and manufacturing sectors • In-depth understanding of **Occupational Health and Safety (OH&S)** requirements • Risk assessment and safe workshop practices

Learning Activities

- Use design skills to measure and make objects from metal, plastic or both.
- Simple and complex equipment to lay out, cut and assemble materials for production
- Perform tasks to support production

Why choose this subject?

In Year 10 Metals and Plastics, students develop important theoretical skills that support their practical work and prepare them for more advanced studies or vocational pathways. These skills are essential for producing high-quality projects and provide a strong foundation for future study or work in design, engineering, or the trades.

POSSIBLE PATHWAY	
VCE	VCE Design Technologies
VCE VM/VET	VET Engineering Studies
University/TAFE	Cert II and III at TAFE or University Engineering diverse pathways
Possible Careers	Engingeering, metal trades, jewellery making, art and design

Your Senior Pathway at a Glance

Your Senior Pathway options

What else can be included in your Pathway?

- VET (Vocational Education & Training)
- SBATs (School-Based Apprenticeships & Traineeships)
- Structured Workplace Learning (SWL)

Before choosing your pathway...

- Talk to your teachers, careers team, and family
- Reflect on your interests and strengths
- Check your Year 9 Morrisby results
- Look at your Career Action Plan
- Find out what subjects are required for courses you're interested in

Planning Your Pathway

Senior school pathways are a collection of studies planned to deliver the requirements for a senior school certificate, either:

- Victorian Certificate of Education (VCE), or
- Victorian Certificate of Education - Vocational Major (VCE VM)
- Select students can also enroll in the Victorian Pathways Certificate which is based on individual student circumstances.

There are also Vocational Education and Training (VET) studies, including Australian School Based Apprenticeships (SBATs). VET can be included in both VCE and VCE Vocational Major programs. Whichever Senior School Pathway you choose, you will need to spend time investigating what each of these pathways has to offer before deciding to take it.

When planning your course you should:

- consider the subject areas that you enjoy;
- consider the subject areas that you are good at;
- seek advice and talk to a variety of people about your interests and further studies;
- read the VCE/VCE VOCATIONAL MAJOR/VET descriptions in this handbook;

Find out what studies are recommended or prerequisites for the tertiary courses you may wish to undertake

- Discuss with your family.
- Consult with the careers team at school.
- Look at your Career Action Plan.
- Reflect on your Morrisby results from Year 9.

The table below is a summary of the various possible prohrams that run withhin Years 11 and 12:

OPTIONS	VCE PROGRAM	VCE - VOCATIONAL MAJOR PROGRAM
TEACHING & LEARNING STYLE	Predominantly theoretical with some practical work in some	Applied and active learning with a focus on experiential' learning
QUALIFICATION	Both programs certify the completion of post compulsory secondary schooling in Victoria	
SUBJECTS & AREAS OF STUDY	Combination of VCE Studies and VET courses	Combination of VCE Vocational Major Units, VCE Units, VET courses and

Student Pathways

01.

VCE

This pathway can lead to:

- University
- TAFE
- Employment
- Apprenticeship or Traineeship

*This pathway provides students with an ATAR which can be used to apply for many tertiary education institutions.

02

VCE-VM

This pathway can lead to:

- TAFE
- Apprenticeship or Traineeship
- Employment
- University (non ATAR pathway)

03

VPC

This pathway can lead to:

- TAFE
- Apprenticeship
- Employment

VOCATIONAL EDUCATION AND TRAINING (VET)

VET is a study option combining VCE or VCE - VM with vocational training and work placement in industry. VET is recognised as a pathway to a number of careers. A student's VET program may form part of a pathway towards employment or tertiary studies after secondary school.

Many employers are recruiting students who have completed VET programs. Successfully completing a VET Certificate provides you with a nationally recognised certificate that can lead directly into employment and higher certificate level TAFE courses. VET courses can even provide you with credit for some tertiary institutions.

Who needs a VET?

VCE - VM students **must** undertake VET as part of that program. A student's VET program in most cases constitutes another subject undertaken off campus.

VCE students have the **choice** to enrol in a VET certificate as one of their chosen subjects.

What should I know about VET before applying?

Students signing up for external VET courses are required to use the bus and follow the expectations of the Geelong VET Network agreement, including guardian permission which is a part of their VET application.

Throughout the Geelong Network, most VET 1st Year Courses run on Wednesday afternoons, with 2nd Year VET courses running on Monday afternoons which aligns with the NBC VET block.

USI: Unique Student Identifier

As of January 1st 2015, all students doing a nationally recognised training program need to have a Unique Student Identifier (USI). This includes students doing Vocational Education Training (VET) at school. If students don't have a USI they will not receive their qualification or statement of attainment.

In order to apply, students must go to the below website, or scan the QR Code.

https://www.usi.gov.au/your-usi/create-usi

Assessment in VET

Attendance at each VET lesson is extremely important as a number of assessments are completed practically. VET studies are assessed by the subject teacher against a nationally accredited set of competencies. If a student is competent, they receive a satisfactory grade. If a student is competent, they receive a satisfactory grade. If a student cannot demonstrate their competence in an area, they can be reassessed at a later time after further practice. Where possible, assessment should be a practical task or based on a practical task. Some units require mandatory placements which depending on VCE OR VCE-VM enrollment may include completion over school holidays.

What VET courses are available?

Please note all VET Course offerings are based on student numbers so not always guaranteed to go ahead the following year.

The following VET subjects may be offered at Northern Bay College:

Cert III Sport, Aquatics & Recreation	Certificate II in Workplace Skills

The following VET subjects may be offered at GITTC

Automotive Vocational Preparation Certificate ll (Year 1 and 2)	Engineering Studies Certificate ll (Automotive Program)
Building & Construction (Carpentry) Certificate ll (Year 1 and 2)	Certificate ll Engineering Studies
Cookery Certificate II (Year 1 and 2)	

The following VET subjects may be offered at partner schools in the Geelong Cluster

Certificate III Music Industry (Sound Production)	Certificate III Beauty Services (Year 1)
Certificate III in Music (Performance) (Year 1)	Certificate II in Hordiculture
Certificate II in Agriculture	Certificate II in Animal Studies

The following VET subjects may be offered at The Gordon. Check the link below, or scan the QR Code
https://www.thegordon.edu.au/vetdss

How do I apply for a VET?

Parents and students should consider the expectations of VET as part of their course counseling process in consultation with their Year 10 Leader, VCE-VM leader and the Career Managers.

Students and families must complete an application and return it to the careers office by Friday July 25th.

If you wish to complete a VET course at The Gordon you will also have to complete the online VET applications. They open on 6th August for students completing Year 11 and 12 in 2025 and 20th August for Year completing Year 10 in 2025.

Enquiries relating to VET should be directed to the Careers team - Mel Whyte & Joanne Parcell.

VCE Vocational Major (VM)

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

Students who wish to enrol in the VM program must apply via google form before Thursday 4th July 2025

VM 11	VM 12
○ Unit 1 & 2 VET Course ○ Unit 1&2 Literacy ○ Unit 1 & 2 Numeracy, or VCE General or Foundation Maths ○ Unit 1&2 Work Related Skills ○ Unit 1&2 Personal Development Skills ○ Integrated Projects ○ Additional Tutoring ■ *Choice of applying for:* ○ School based apprenticeship ○ Unit 1&2 Business Management or Food Studies	○ Unit 3 & 4 VET Course ○ Unit 3&4 Literacy ○ Unit 3&4 Numeracy ○ Unit 3&4 Work Related Skills ○ Unit 3&4 Personal Development Skills ○ Integrated Projects ○ Additional Tutoring ■ *Choice of applying for:* ○ School Based Apprenticeship ○ Unit 3&4 Business Management or Food Studies (available in 2027)

To be eligible to receive the VCE VM Certificate students must satisfactorily complete a minimum of 16 units (across year 11 and 12) including a minimum of:

- 3 VM Literacy or VCE English units (including a unit 3-4 sequence)
- 2 VM Numeracy or VCE Mathematics units (most students will complete 4 units)
- 2 VM Work Related Skills units (most students will complete 4 units)
- 2 VM Personal development units (most student will complete 4 units)
- **2 VET Credits at Certificate II or above (180 nominal hours)**

Students **must** complete a minimum of four unit 3-4 sequences, one being Literacy or English. Students will be required to apply for the VM program and must participate in an interview as part of their VCE VM application.

When you finish your VM studies you will receive:

- A statement of results
- A statement of attainment for any VET units completed
- A VET qualification – if completed
- Your Victorian Certificate of Education with a Vocational Major

This pathway can lead to:

- TAFE
- Apprenticeship and Traineeship
- Employment
- University (non-ATAR pathways)

Victorian Pathways Certificate

The Victorian Pathways Certificate (VPC) is an inclusive, flexible option for students who for various reasons are not ready or able to complete the VCE or VCE VM. The VPC is usually completed in Year 11 and 12 over a two-year period however some students can complete this certificate within a year. The course work in the VPC is delivered at an accessible level and teachers assess progress through classroom activities and participation.

VPC 11	VPC 12
• Unit 1&2 Literacy • Unit 1 & 2 Numeracy • Unit 1&2 Work Related Skills • Unit 1&2 Personal Development Skills	• Unit 3&4 Literacy • Unit 3&4 Numeracy • Unit 3&4 Work Related Skills • Unit 3&4 Personal Development Skills
• *With additional opportunities to apply for:*	• *With additional opportunities to apply for:*
• School based Apprenticeship • Unit 1 & 2 VET • Integrated project • Tutoring	• School Based Apprenticeship • Unit 1&2 VET • Integrated Project • Tutoring

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

- 2 VPC Literacy
- 2 VPC Numeracy or VCE Mathematics units
- 2 VPC Work Related Skills units
- 2 VPC Personal development units
- The remaining four units can come from other VPC units or from a VET Certificate I or above.

Please note the VPC is not an option for all students and will be recommended by the college to meet the needs of a specific student. Enrolment in the VPC is decided in partnership with the student, students family and the college based on student data.

When you finish your VPC studies, you will receive:

- A Victorian Pathways Certificate
- Statement of results listing all the units you were enrolled in and completed

This pathway can lead to:

- TAFE
- Apprenticeship and Traineeship
- Employment

VM Literacy

Units 1-4

What's it all about?

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency. Listening, viewing, reading, speaking and writing are developed systematically and concurrently, so that students' capacity to respond to different texts informs the creation of their own written and oral texts.

Subject Overview

UNIT 1:	UNIT 2:
• Literacy for personal use • Understanding & creating digital texts	• Understanding issues and voices • Responding to opinions
UNIT 3:	**UNIT 4:**
• Accessing and understanding informational, organisational and procedural texts. • Creating and responding to organisational, informational or procedural texts	• Understanding and engaging with literacy for advocacy • Speaking to advise or to advocate

Work Requirements

- Participation in group discussions and teacher student conferences.
- Research tasks.
- Folios & reflections .
- Annotated summaries and photographs.
- Videos, podcasts and oral presentations.
- Written reports.
- Project Plan.

Skills you will develop

- Ability to locate, read and understand the purpose, audience and context presented in a variety of real life texts.
- Create organisational, informational and procedural texts.
- Apply learnt social awareness and interpersonal skills when working independently and/or collaboratively in a real-life scenarios.
- Investigate and analyse issues significant to the community.
- Plan and implement a community project.

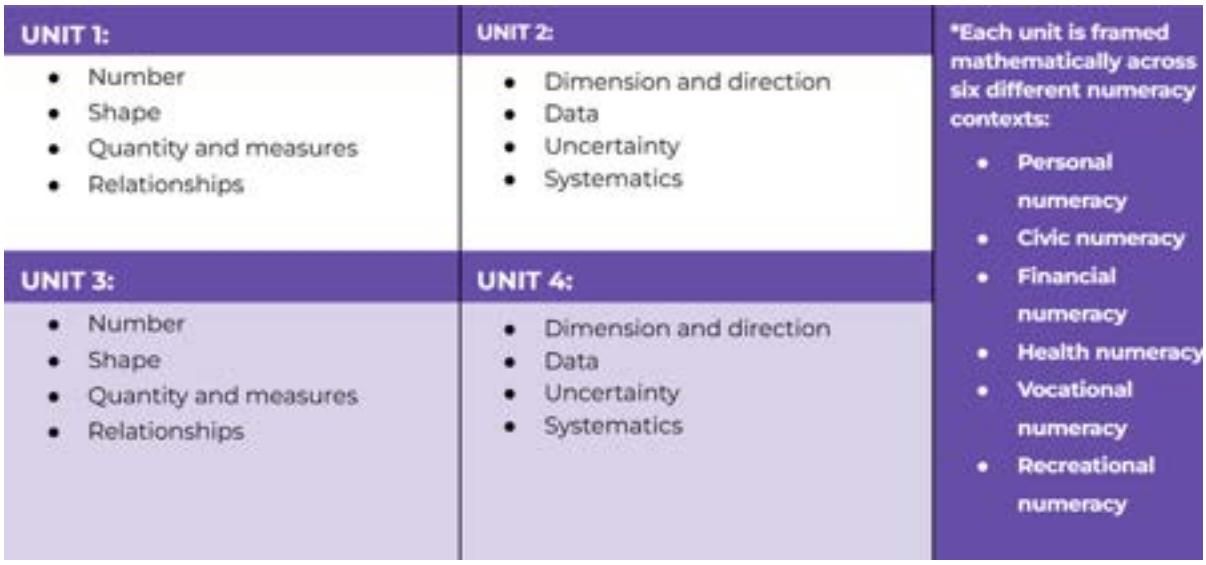
VM Numeracy

Units 1-4

What's it all about?

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

Subject Overview



Work Requirements

- Investigations.
- Projects.
- Presentation.
- Portfolio.

Skills you will develop

- Mathematical requirements for personal organisation involving numbers, data, money, time and travel.
- Understanding government, political and social data, information and processes.
- Understanding financial transactions and making informed judgements and decisions regarding the use and management of money.
- Accessing, understanding and using mathematical information to make decisions and act in the interests of health, healthcare and well-being.
- Using numeracy to undertake required tasks and activities in a workplace context.
- Understand, use and interpret recreational numeracy such as sports, arts, social media, gaming.

VM Work Related Skills

Units 1-4

What's it all about?

In this subject, students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces. Students will also develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio.

Subject Overview

UNIT 1: Careers and learning for the future	UNIT 2: Workplace skills and capabilities
• Future careers • Presentation of career and education goals	• Skills and capabilities for employment and further education • Transferable skills and capabilities
UNIT 3: Industrial relations, workplace environment and practice	**UNIT 4: Portfolio preparation and presentation**
• Workplace wellbeing and personal accountability • Workplace responsibilities and rights • Communication and collaboration	• Portfolio development • Portfolio presentation

Work Requirements

- Portfolio presentation to panel audience.
- Role play.
- Presentations.
- Case study.
- Research task.
- Written Report.

Skills you will develop

- Mathematical requirements for personal organisation involving numbers, data, money, time and travel.
- Understanding government, political and social data, information and processes.
- Understanding financial transactions and making informed judgements and decisions regarding the use and management of money.
- Accessing, understanding and using mathematical information to make decisions and act in the interests of health, healthcare and well-being.
- Using numeracy to undertake required tasks and activities in a workplace context.
- Understand, use and interpret recreational numeracy such as sports, arts, social media, gaming.

VM Personal Development Skills

Units 1-4

What's it all about?

This study provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways. PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments. Through self-reflection, independent research, critical and creative thinking and collaborative action, students will extend their capacity to understand and connect with the world they live in, and build their potential to be resilient, capable citisens.

Subject Overview

UNIT 1:	UNIT 2:
• Personal identity and emotional intelligence • Community health and wellbeing • Promoting a healthy life	• What is community • Community cohesion • Engaging and supporting community
UNIT 3:	**UNIT 4:**
• Social awareness and interpersonal skills • Effective leadership • Effective teamwork	• Planning a community project • Implementing a community project • Evaluating a community project

Work Requirements

- Project planning and consideration.
- Participation in a health and wellbeing program.
- Facilitation of a community based activity.
- Evaluating a range of individual and community based programs.

Skills you will develop

- Self reflection
- Critical thinking
- Social awareness
- Empathy
- Collaborative action

Structured Workplace Learning (SWL)

Units 1-4

What's it all about?

SWL involves on the job experience that enables students to relate theory to a real world work environment while developing their skills. Students will keep a workplace learning record and reflect on the skills developed throughout their placement. SWL is all about taking on opportunities and often using experiences as 'stepping stones' to their dream careers.

Work Requirements

- Structured Workplace Learning Journal.
- Worksite visits.
- Employer Feedback.
- Mid and end of placement presentation.

Skills you will develop

- Employability skills such as team work, leadership and problem solving.
- Refine or improve communication and time management skills.
- Understanding professional behaviour such as dress codes, language, respect and policies
- Ability to take initiative by offering to help, finding tasks, suggesting ideas or asking questions
- Job specific skills and competencies.

Preparing for SWL

- Create or update your resume
- Draft up a general cover letter
- Ensure you have forms of identification handy
- Know your USI number

Your teachers and careers team will be able to support you with any of the above preparations.

School Based Apprenticeships & Traineeships (SBATs)

Students have the opportunity to apply for a school based apprenticeship or traineeship once they have shown a high work ethic at school and a determination to start their transition into full time employment.

SBATs help students develop skills, capabilities and confidence that employers in growth industries need. SBAT students receive paid on-the-job training that contributes to their VCE, VCE Vocational Major or VPC and leads to a qualification.

A student cannot enter straight into an SBAT, they need to complete work experience or structured workplace learning and trial their competency at the job itself as well as their VET studies before considering applying.

At Northern Bay College students have the opportunity to work 2 days a week on a Monday and Friday with their employer, while completing online, onsite or training with a registered RTO. The remaining 3 days a week students are at school completing their units towards a VCE-VM or VPC certificate.

Northern Bay works with Head Start to oversee the running of SBATs. Head Start is a government organisation that sits under the Department of Education. The role of the Head Start coordinator is to ensure a smooth induction and running of a student's SBAT. They will keep student, guardian and employer informed of relevant paperwork, insurance, training contract, pay and overall check ins with all parties while also communicating with school. The 24 hour support and extra attention to detail that the Head Start program offers, gives students the greatest outcomes in these experiences. In addition students will remain in contact with Head Start up to 12 months post school for ease of transition into full time employment.

HEADSTART
APPRENTICESHIPS AND TRAINEESHIPS

www.education.vic.gov.au/headstart

VCE

What is VCE?

The VCE, or Victorian Certificate of Education, is a senior secondary qualification in Victoria, that prepares students for university, further education, or the workforce. It's a comprehensive program offering a broad range of subjects, including humanities, sciences, mathematics, technologies, arts, and languages, as well as Vocational Education and Training (VET) programs.

Student program selection and satisfactory completion of the VCE minimum requirements.

The minimum requirement for a student's program for the award of the VCE is satisfactory completion of 16 units which include:

- Three units of the common study of English/English EAL (Units 1, 2, 3 or 4)
- One sequence of the common study of English/ EAL at units 3&4
- Three sequences of Units 3 and 4 studies other than English, which can be VCE VET sequences

Satisfactory Completion of Units

This section deals with the Victorian Curriculum Assessment Authority (VCAA) policy and procedures relating to achievement of learning outcomes, for the purposes of determining satisfactory completion of a unit. For satisfactory completion of a unit, a student must demonstrate achievement of each of the outcomes for that unit as specified in the Study Design. This decision will be based on the teacher's judgment of the student's performance across the class work (formative assessment) and not solely based upon SAC. Students are required to demonstrate key skills and knowledge through the completion of formative assessment to achieve an S or N prior to the SAC.

Study Score

During Years 11 and 12, students complete School Assessed Coursework (SACs) and a final exam at the end of the year to assess knowledge in each VCE subject. SAC and exam marks are combined to calculate the raw study score for that subject.

The raw study score, which ranges from 0 to 50, reflects performance compared to all other students who took the same subject that year. It's not a mark out of 50. A score of 30 is the median, meaning a student performed better than half of the students. A score of 40 means the student outperformed about 91% of students in that subject.

ATAR

The ATAR is a ranking system that compares Year 12 results to other students across Australia (except Queensland). It's not a score out of 100 but a rank that helps universities compare overall student performance. Some university courses have a minimum ATAR requirement for entry. In Victoria, the ATAR is calculated by the Victorian Tertiary Admissions Centre (VTAC) using your VCE results from the Victorian Curriculum and Assessment Authority (VCAA). To receive an ATAR, you must complete at least four VCE subjects in a recognised combination. Once you finish VCE, VTAC provides your ATAR. If you apply for university courses.

Assessments

01

School Assessed Coursework (SAC)

Coursework assesses each student's overall level of achievement on the tasks designated in the study design. The study design specifies a range of tasks to assess achievement of each of the unit's outcomes. Assessment tasks designated for Coursework must be part of the regular teaching and learning program and must be completed mainly in class time. Results of coursework count towards a student's Study Score in each VCE study and in units 3&4 subjects goes towards the students Australian Tertiary Admission Rank (ATAR). It is compulsory that students attend all classes where School Assessed Coursework is being assessed.

02

School Assessed Tasks (SAT)

School-assessed tasks are designed to assess specific sets of skills. Assessment of student's levels of achievement on school-assessed tasks will be on the basis of teacher ratings on criteria specified by the VCAA. Schools will provide to the VCAA a score obtained by summing the criteria ratings. To ensure state-wide comparability, school's assessments will be monitored using the GAT and where necessary reviewed by the VCAA.

03

Examination

Year 11 – as developed by learning areas to VCAA standard. Year 11 exams occur at the end of each semester. They are recorded on reports on Xuno with written comments and a number grade performance. In units 3&4 subjects all studies will have examinations as part of their assessment. The two examination periods will be in October- November.

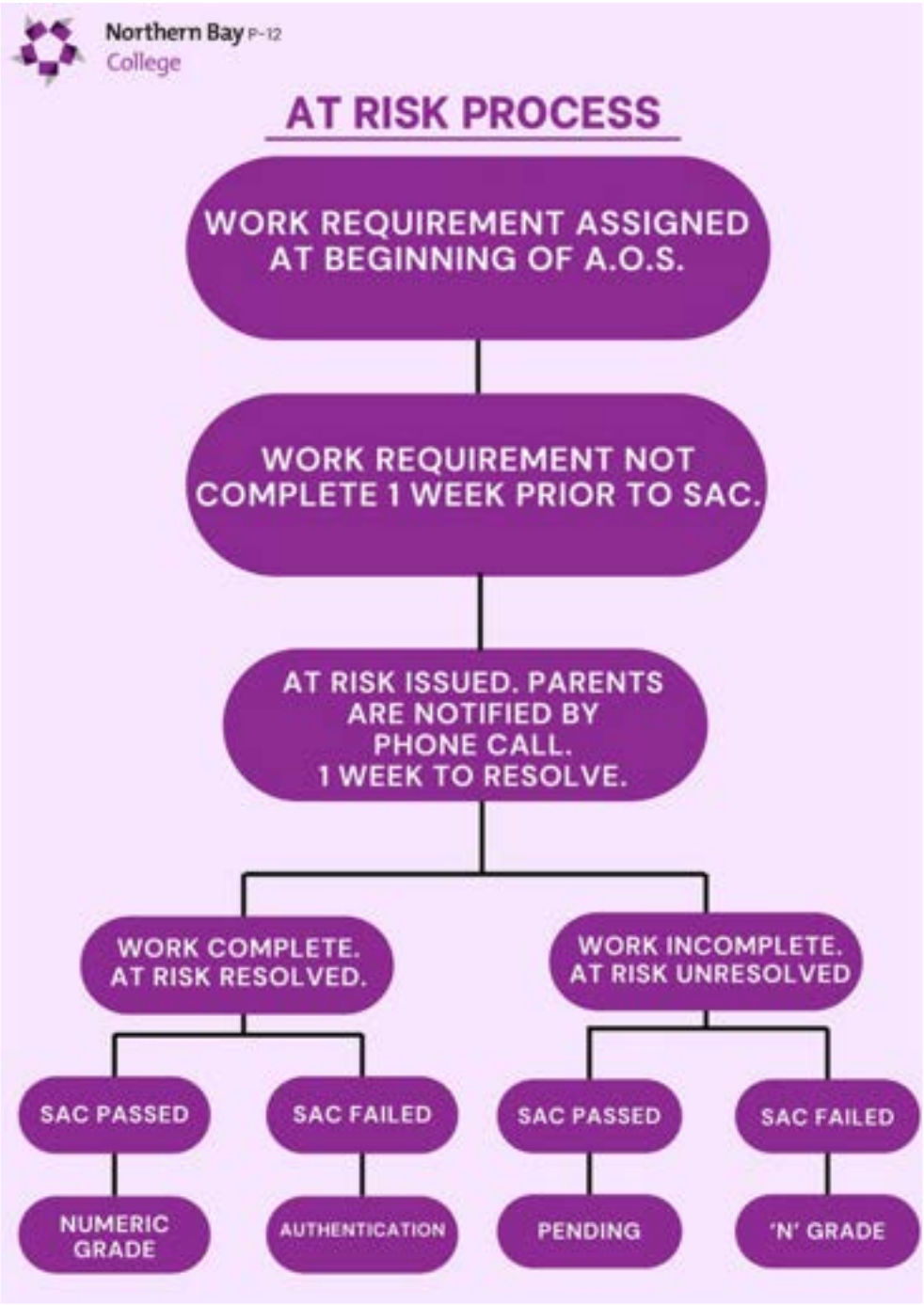
04

Reporting

Northern Bay P-12 College will provide feedback to students and parents with progress reports and statements at various times during the year on each unit of work. Reports will outline the progress of students in units and provide information on results (graded for units 1, 2 and 3).

Work Requirements

The classroom teacher will set deadlines for submission of summative work as a learning task on Xuno. If a student feels they cannot complete the required work by the set date, they must apply for an extension before the due date. If a student does not submit the work by the due date and has failed to apply for an extension, an 'At Risk' is recorded and the student is provided with a further week to complete the work. If the work is completed the 'At Risk' chronicle is resolved by the teacher. If the work remains incomplete the teacher calls home to organise a Family Support Conference and which includes the VCE Community Leader.



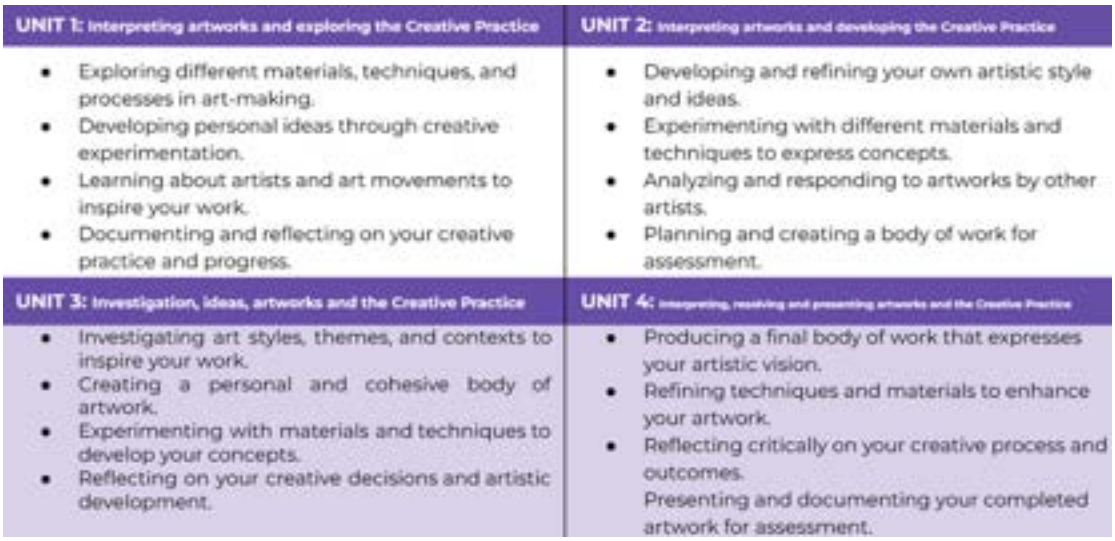
Art Creative Practice

Units 1-4

What's it all about?

Art Creative Practice is a subject focused on the practical making of art and understanding how artists create. In ACP you will independently create a body of work (folio) that explores ideas of your choosing. You will get to experiment with a variety of materials of your choice. The goal of your exploration is to create finished works of Art by the end of the unit.

Subject Overview



UNIT 1: Interpreting artworks and exploring the Creative Practice

- Exploring different materials, techniques, and processes in art-making.
- Developing personal ideas through creative experimentation.
- Learning about artists and art movements to inspire your work.
- Documenting and reflecting on your creative practice and progress.

UNIT 2: Interpreting artworks and developing the Creative Practice

- Developing and refining your own artistic style and ideas.
- Experimenting with different materials and techniques to express concepts.
- Analyzing and responding to artworks by other artists.
- Planning and creating a body of work for assessment.

UNIT 3: Investigation, ideas, artworks and the Creative Practice

- Investigating art styles, themes, and contexts to inspire your work.
- Creating a personal and cohesive body of artwork.
- Experimenting with materials and techniques to develop your concepts.
- Reflecting on your creative decisions and artistic development.

UNIT 4: Interpreting, resolving and presenting artworks and the Creative Practice

- Producing a final body of work that expresses your artistic vision.
- Refining techniques and materials to enhance your artwork.
- Reflecting critically on your creative process and outcomes.

Presenting and documenting your completed artwork for assessment.

Work Requirements

- Art Folio, Presentation of Research
- Resolution and Presentation of Work
- Finished Artworks
- Art Analysis
- Written test

Why choose this subject?

Art Creative Practice is a subject great for students who can be independent and manage their time. Art is all about failing and making mistakes to improve, what you will be asked to do is document everything you make as evidence of your learning. You will be asked to research and study artists to understand how they create art and then apply their techniques to your practice.

POSSIBLE PATHWAY	
YEAR	**COURSES OFFERED**
Year 9/10	Visual Art
VCE	Units 1-4 Art Creative Practice
Further Study/Careers	Concept Artist, Illustrator, Photographer, Animator, Graphic Designer, Fine Artist

Biology

Units 1-4

What's it all about?

VCE Biology explores the science of life and living organisms. It examines the structure, function, and interactions of living things and how these processes contribute to the survival and reproduction of species. Students will learn how biological systems function at both the molecular and organismal levels, and how the interactions between organisms and their environment affect their survival. The study of biology in VCE emphasizes the impact of science on society, including ethical considerations, and its role in advancing our understanding of life processes.

Subject Overview

UNIT 1: How do organisms regulate their functions?	UNIT 2: How does inheritance impact diversity?
• Examine the cell as the basic unit of life, from single-celled organisms to multicellular systems. • Investigate cell specialisation in plants and animals and the role of homeostatic mechanisms in maintaining internal environments. • Explore diseases like cancer and diabetes, focusing on how disruptions in normal cell processes lead to these conditions.	• Compare asexual and sexual reproduction strategies, including the use of reproductive cloning technologies. • Study structural, physiological, and behavioural adaptations that enhance survival. • Consider Aboriginal and Torres Strait Islander knowledge on organism survival in Australian ecosystems.
UNIT 3: How do cells maintain life?	**UNIT 4:**
• Explore the role of nucleic acids and proteins in gene expression and cellular functions. • Examine the impact of DNA manipulation and biotechnologies. • Analyze biochemical pathways and biotechnological applications in agriculture. • Investigate case studies and bioethical issues, including gene technologies and the effects of enzyme inhibitors.	• Study the human immune system and how it provides immunity to specific pathogens. • Examine the role of biological knowledge in addressing bioethical issues related to disease. • Investigate evolutionary biology, including gene pool changes and evidence for species relatedness through paleontology, morphology, and genomics.

Work Requirements

- Lab experiments
- Dissections
- Case Studies
- Research projects
- Data analysis
- Independent investigations

Why choose this subject?

Studying Biology provides a foundation for careers in health sciences, environmental science, research, and education. It helps develop critical thinking skills and an understanding of the scientific method. There are no prerequisites for entry into Biology for units 1, 2 and 3.

POSSIBLE PATHWAY	
YEAR	**COURSES OFFERED**
Year 9/10	Year 10 Science (Biology)
VCE	Units 1-4 Biology
Further Study/Careers	Bachelor of Science, Bachelor of Biomedical Science, Bachelor of Environmental Science, Nursing, Pharmacy

Business Management

Units 1-4

What's it all about?

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

Subject Overview

UNIT 1: Planning a Business	UNIT 2: Establishing a Business
• Motivation, characteristics, opportunities, goal setting and business contributions to the nation • Legal business structures, business models, resources, locations, sources of finance and planning tools • Legal and government regulations, societal attitudes, economic and global conditions.	• An overview of the legal requirements for establishing a business - registration, taxation and financial control systems • Marketing principles (7Ps) and establishing a customer base • Identification of staffing needs within a business and the impact of technology • Employee and employer expectations
UNIT 3: Managing a Business	**UNIT 4: Transforming a Business**
• The key functional areas of a business including finance, human resources and sales and marketing • The different types of management styles and skills needed in business operations • Corporate social responsibility considerations in a business operating system	• The driving forces of change within a business • The importance of leadership in change management • Low and high-risk strategies when implementing change • Key principles of the Three Step Change Model • The effect of change on stakeholders

Work Requirements

- Case study research
- Website development
- Group and individual research tasks
- Planning and developing a business.
- Interviewing business owners.
- Business scenario formation
- Lotus diagrams
- Town planning tasks
- Business reports
- Oral presentations.

Why choose this subject?

Studying Business Management opens doors to a wide array of career paths across various sectors, including roles such as small business owner, human resources manager, product developer, operations manager, and project manager. Notably, there are no prerequisites required for entry into Units 1, 2 & 3.

POSSIBLE PATHWAY	
YEAR	**COURSES OFFERED**
Year 9/10	Humanities (Business & Economics)
VCE	Business Management, Legal Studies
Further Study/Careers	Bachelor of Business, Bachelor of Commerce, and Bachelor of Business Administration, Graduate Certificate of Business Management

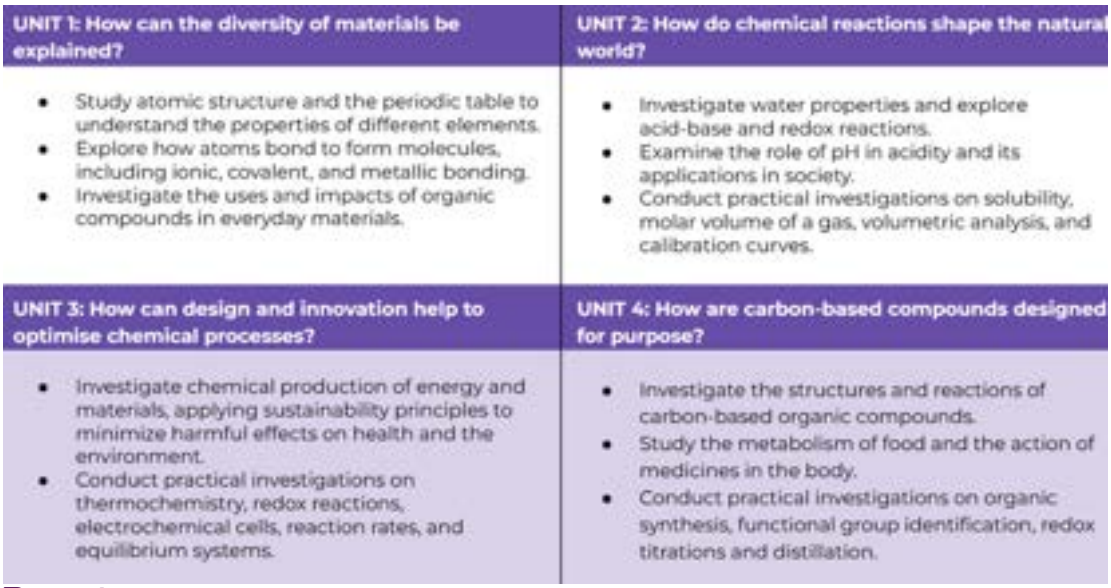
Chemistry

Units 1-4

What's it all about?

VCE Chemistry delves into the study of matter, its properties, and its interactions with other substances. It examines atomic structure, chemical reactions, and how elements combine to form new compounds. Chemistry is integral to everyday life and underpins vital fields such as medicine, engineering, environmental science, and food technology. Through this course, students will develop critical skills to understand, apply, and communicate scientific principles, empowering them to address real-world challenges and solve complex problems.

Subject Overview



Work Requirements

- Lab experiments
- Complete chemical analysis
- Data collection
- Stoichiometry calculations
- Research projects
- Case studies on real-world chemical applications.

Why choose this subject?

Studying chemistry opens doors to various careers in science, engineering, medicine and environmental fields. It builds problem solving and critical thinking skills, providing a strong foundation for future studies in science and industry. No prerequisites are required for units 1, 2 and 3.

POSSIBLE PATHWAY	
YEAR	**COURSES OFFERED**
Year 9/10	Year 10 Science (Chemistry)
VCE	Units 1-4 Chemistry
Further Study/Careers	Bachelor of Science, Bachelor of Chemical Engineering, Medicine, Pharmacy, Environmental Science

Drama

Units 1-4

What's it all about?

VCE Drama is all about performance; creating, sharing and viewing performances. You will learn about the processes involved in devising original solo and ensemble-based performances and have the chance to share these formally and informally. Furthermore, you will have the opportunity to see a range of professional productions to support your creative and artistic development

Subject Overview

UNIT 1: Introducing performance styles.	UNIT 2: Australian identity
• Exploring different dramatic forms, styles, and performance techniques. • Developing acting and improvisation skills through practical activities. • Analyzing drama works to understand theatrical elements and meaning. • Creating and performing original drama pieces in group or solo settings.	• Investigating the use of space, movement, and voice in performance. • Developing skills in devising and interpreting dramatic works. • Exploring the role of audience and theatrical conventions. • Creating and performing original or scripted drama pieces.
UNIT 3: Devised Ensemble Performance	**UNIT 4: Devised Solo Performance**
• Analyzing and interpreting complex scripts and performance texts. • Developing advanced acting and performance skills. • Creating and presenting devised or scripted performances. • Reflecting on the creative process and the impact of dramatic choices.	• Refining and performing a polished, extended solo or group performance. • Applying advanced performance techniques and dramatic conventions. • Evaluating and reflecting on your performance work and creative choices. • Exploring the influence of theatre practitioners and styles on your work.

Work Requirements

- A range of practical dramatic activities
- Drama games and exercises
- Devising original performance work.
- Analysing live performance.

Why choose this subject?

Studying Drama is not just for those who want to be artists. The skills and knowledge you learn in Drama will help you in any industry you choose to work or study because it helps you develop your creativity and confidence; critical thinking and communication skills; and ability to be compassionate and collaborate. If you want to challenge yourself to step outside of your comfort zone, Drama is the place for you.

POSSIBLE PATHWAY	
YEAR	**COURSES OFFERED**
Year 9/10	Year 10 Impact, Year 10 Drama
VCE	Unit 1-4 Drama
Further Study/Careers	Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Creative Arts, Bachelor of Performing Arts, Diploma of Live Production and Technical Services, Bachelor of Media, Bachelor of Communication, Bachelor of Education & Bachelor of Teaching

English/EAL

Units 1-4

What's it all about?

Both English and EAL develop speaking, reading and writing skills. Both subjects focus on reading comprehension and analytical skills. Both subjects allow students to practise and refine their writing skills in response to a novel, a film or a play. Students have an opportunity to learn and practise their skills of writing a personal, and then, an analytical essay, and an analytical response to an argument. With the emphasis on analytical skills, students also have the chance to research a current issue, prepare and deliver a formal oral presentation.

Subject Overview

UNIT 1: Personal Text-Response Essay, One Original Text (Response to Stimulus) and Written Commentary About Own Writing	UNIT 2: Analysis of Argument and Language, Annotated Persuasive Text, Formal Oral Presentation and Analytical Text-Response
• Exploring how texts create meaning through language, structure, and style. • Analyzing a variety of written, spoken, and multimodal texts. • Developing skills in reading, writing, and oral communication. • Creating your own texts to express ideas and perspectives.	• Investigating how language shapes ideas and influences audiences. • Comparing and analyzing texts from different contexts and perspectives. Enhancing skills in writing, speaking, and critical reading. • Creating original texts that respond to themes and issues.
UNIT 3: Analytical Text-Response Essay and Written Response to a Stimulus	**UNIT 4: Analytical Argument-Response, Formal Oral Presentation Analytical Text-Response**
• Read a novel or a play, or view a film • Analyse the deeper meaning of the text: author's thinking behind the text • Learn to find quotes in the text, and use them to create an analytical response • Practise planning and writing in response to a stimulus • Practise highlighting and annotating own writing to create a commentary for own writing	• Read and practise highlighting and annotating argument texts • Practise writing argument and language analysi • Research, plan, rehearse and deliver a formal persuasive oral presentation • Read a novel or a play, or view a film • Analyse the deeper meaning of the text: author's thinking behind the text

Work Requirements

Read and/or view a text such as a novel, a play or a film, write an analytical response to a text, create own original writing in response to a stimulus, research, plan rehearse and deliver a formal oral presentation, analyse, annotate and write in response to an argument text, write own texts, read other students' texts, highlight and annotate texts, write a commentary about own writing, work in small groups, use exemplars of writing, templates and planners, discuss issues and brainstorm ideas in groups, use Edrolo to supplement class learning.

POSSIBLE PATHWAY	
YEAR	**COURSES OFFERED**
Year 9/10	10 English, 10EAL
VCE	VCE Units 1-4 English or EAL
Further Study/Careers	TAFE, any university course, apprenticeship

Food Studies

Units 1-4

What's it all about?

VCE Food Studies is a subject that explores food from many angles, combining theory with hands-on cooking and testing. It helps students build food knowledge and skills to make informed, healthy choices in a world full of influences. Students learn about food history, production, sustainability, and the social, cultural, ethical and health-related aspects of food. Practical tasks like cooking, sensory analysis, and food testing are a key part of the course.

Subject Overview

UNIT 1: Food origins	UNIT 2: Food makers
In **Unit 1**, we explore how food has changed over time — from early hunter-gatherers to modern farming. We also look at how food culture has developed in Australia, including First Nations food traditions, migration, and the rise of things like fusion and convenience foods.	In **Unit 2**, it's all about how we cook, eat and make food choices today. We learn practical skills in the kitchen, look at how nutrition guides help us plan healthy meals, and explore the reasons behind our personal food choices, from budget to lifestyle and beliefs.
UNIT 3: Food in daily life	**UNIT 4: Food issues challenges and futures**
In **Unit 3**, we look at why we eat the way we do. We learn what our bodies need from food (including digestion) and how things like culture, family, social media and trends affect our food choices and why establishing a healthy eating pattern . We also learn how to tell if food information is reliable or just hype.	In **Unit 4**, we zoom out and look at food on a global scale. We explore big issues like sustainability, food waste and ethical production. Then we apply what we've learned to solve a real food-related problem by designing and evaluating our own food product or solution.

Work Requirements

- Cook a variety of foods
- Complete sensory analysis tasks
- Comparative food tests
- Respond to design briefs
- Analyse Diets and Food Products
- Case Studies

Why choose this subject?

A student should choose Food Studies in VCE if they're interested in food, health, culture, and the environment. It's a great subject for developing practical cooking skills while also learning about the science, history, and social aspects of food. Food Studies helps students make informed choices about what they eat, understand global and local food systems, and explore issues like sustainability, nutrition, and food trends.

POSSIBLE PATHWAY	
YEAR	**COURSES OFFERED**
Year 9/10	Foods of the World, Food Trends
VCE	Unit 1-4 Food Studies
Further Study/Careers	It supports pathways into further study or careers in health, hospitality, education, food science, food production and services and also nutrition.

Foundation Maths

Units 1-4

What's it all about?

Foundation Maths focuses on building practical skills that are useful in everyday life and simple mathematical concepts. In short, Foundation Maths is all about practical, everyday maths that you'll actually use in real life. It's a great choice if you're looking for something manageable, useful, and not too heavy on complex concepts. Plus, it gives you the confidence and skills to deal with maths in the real world without the pressure of more advanced subjects. This subject can be really useful for careers in trades, health, or even business administration.

Subject Overview

UNIT 1:	UNIT 2:
• Working with numbers and repeated calculation in practical, everyday and routine work contexts. • Collection, presenting and analysis of data from the community, work, recreation and/or media contexts.	• Numbers and calculations and their application in relation to the understanding and management of personal, local and national financial matters. • Use and application of the metric system and related measurements in a variety of domestic, societal, industrial and commercial contexts.
UNIT 3:	**UNIT 4:**
• Uses of numbers, calculations, algorithms and computational thinking to solve practical problems in the community, business and industry contexts. • Collection, presentation and analysis of data and to critically reflect on statistical data and results as well as to be able to communicate and report on your findings and any implications.	• Uses of numbers, calculations, relationships and formulae and their application to the analysis and critical reflection on personal, local, national and global financial, consumer and global matters. • Use and apply the metric system of measurement in a variety of domestic, societal, industrial and commercial contexts, including consideration of accuracy, precision and error.

Work Requirements

- Set questions from textbook
- Short quizzes and tests
- Investigation projects.
- Bound reference book

Why choose this subject?

- Learn useful, real-life maths skills for everyday tasks like budgeting, cooking, and travel
- Build confidence in maths without the pressure of advanced topics
- Great for careers that don't need complex maths (e.g. retail, hospitality, creative fields)

POSSIBLE PATHWAY	
YEAR	**COURSES OFFERED**
Year 9/10	SEP or General Maths
VCE	Foundation 1, 2 and then 3,4 VCE VM
Further Study/Careers	Trades, Nursing, Health, Business Administration, Hospitality, Retail

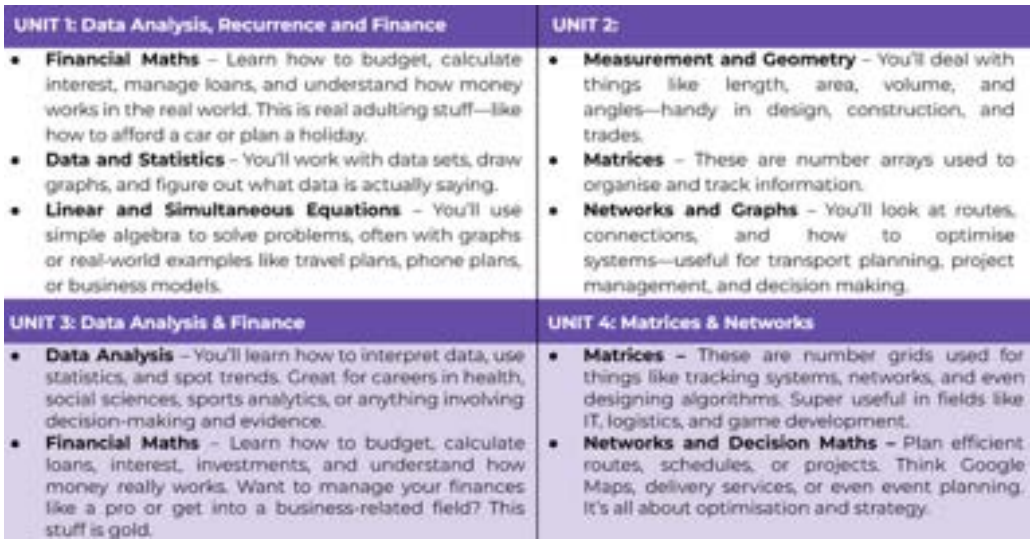
General Mathematics

Units 1-4

What's it all about?

General Maths in Year 11 & 12 is the "everyday maths" subject that's practical, logical, and super useful. It's not focused on heavy algebra or calculus like Methods is - instead, it teaches you the kinds of maths you'll actually use in life, work, and future study (especially for courses like business, health, IT, trades, or social sciences). In short, General Maths is a smart, flexible option that gives you useful life skills, supports heaps of future careers, and keeps you confident in maths without overloading you with abstract theory.

Subject Overview



UNIT 1: Data Analysis, Recurrence and Finance	UNIT 2:
• **Financial Maths** – Learn how to budget, calculate interest, manage loans, and understand how money works in the real world. This is real adulting stuff—like how to afford a car or plan a holiday. • **Data and Statistics** – You'll work with data sets, draw graphs, and figure out what data is actually saying. • **Linear and Simultaneous Equations** – You'll use simple algebra to solve problems, often with graphs or real-world examples like travel plans, phone plans, or business models.	• **Measurement and Geometry** – You'll deal with things like length, area, volume, and angles—handy in design, construction, and trades. • **Matrices** – These are number arrays used to organise and track information. • **Networks and Graphs** – You'll look at routes, connections, and how to optimise systems—useful for transport planning, project management, and decision making.
UNIT 3: Data Analysis & Finance	**UNIT 4: Matrices & Networks**
• **Data Analysis** – You'll learn how to interpret data, use statistics, and spot trends. Great for careers in health, social sciences, sports analytics, or anything involving decision-making and evidence. • **Financial Maths** – Learn how to budget, calculate loans, interest, investments, and understand how money really works. Want to manage your finances like a pro or get into a business-related field? This stuff is gold.	• **Matrices** – These are number grids used for things like tracking systems, networks, and even designing algorithms. Super useful in fields like IT, logistics, and game development. • **Networks and Decision Maths** – Plan efficient routes, schedules, or projects. Think Google Maps, delivery services, or even event planning. It's all about optimisation and strategy.

Work Requirements

- Set questions from textbook
- Short quizzes and tests
- Investigation projects.
- Bound reference book

Why choose this subject?

It's Practical and Useful. This subject is full of maths you'll actually use in everyday life, such as managing money, reading graphs, understanding data, and making informed decisions. General Maths teaches the type of problem-solving and number skills you'll need.

POSSIBLE PATHWAY	
YEAR	**COURSES OFFERED**
Year 9/10	General Mathematics Classes
VCE	General Maths Units 1, 2 and 3, 4, VCE VM
Further Study/Careers	Administration, Business, Education, Health, IT, Logistics, Nursing, Trades, Social Sciences

Health & Human Development

Units 1-4

What's it all about?

This subject explores the factors that influence health and wellbeing from youth to adulthood. It examines individual, societal, and global determinants of health, Australia's healthcare system, and the roles of organisations in promoting wellbeing. Students build skills to analyse and improve health outcomes across populations.

Subject Overview

UNIT 1: Understanding health and wellbeing	UNIT 2: Managing health and development
• Explore youth health through multiple dimensions and sociocultural influences. • Study nutrition, food models, and influences on dietary choices.	• Investigate youth health issues, inequalities, and support programs. • Examine transitions to adulthood and intergenerational health. • Explore youth access to and rights within the health system.
UNIT 3: Australia's health in a globalised world	**UNIT 4: Health and human development in a global context**
• Analyse health as dynamic and influenced by multiple factors. • Examine public health developments and health promotion strategies.	• Compare health and development across countries using key indicators. • Explore global health initiatives, including the UN SDGs and WHO programs.

Work Requirements

- Analyse real-world health data
- Explore case studies
- Investigate public health campaigns
- Evaluate government strategies
- Investigate country health data

Why choose this subject?

Builds your understanding of how health is shaped by society, policy, and personal decisions, prepares you for a range of health-related careers, helps you develop critical thinking, data analysis and communication skills appeals to students interested in health sciences, wellbeing, and social justice

POSSIBLE PATHWAY	
YEAR	**COURSES OFFERED**
Year 9/10	Health and Physical Education, SEED
VCE	Units 1-4 Health and Human Development
Further Study/Careers	Nursing, Public Health, Nutrition and Dietetics, Social Work, Paramedicine, Occupational Therapy, Health Promotion, Education, Psychology, Community Development

Legal Studies

Units 1-4

What's it all about?

Legal studies examines the institutions and principles of the legal system. You will develop an understanding of criminal and civil law, law-makers including parliament and the courts, the justice system and how rights are protection in Australia. Using a range of actual and hypothetical scenarios, your will develop their ability to use legal reasoning to argue a case.

Subject Overview

UNIT 1: The Presumption of Innocence	UNIT 2: Wrongs and Rights
• Exploring the role of laws in society and why they are needed. • Examining how laws are made by parliaments and courts. • Investigating key features of criminal law and civil law. • Understanding legal principles, rights, and responsibilities in the justice system.	• Examining how the criminal and civil justice systems operate in Victoria. • Exploring the role of courts, juries, and legal professionals in trials. • Investigating how sanctions and remedies achieve justice. • Considering the rights of individuals and how they are protected by law.
UNIT 3: Rights and justice	**UNIT 4: The people and the law**
• Exploring the Victorian criminal justice system and its principles of justice. • Examining the roles of key participants in criminal and civil cases. • Investigating how rights are protected in Australia through the Constitution and law. • Analyzing the effectiveness of legal institutions in delivering justice.	• Evaluating recent reforms and recommended changes to the justice system. • Comparing the Australian and another country's approach to rights protection. • Examining how law-making powers are divided under the Australian Constitution. • Analyzing the roles of the High Court and parliament in law-making.

Work Requirements

- Written reports
- Case analysis
- Structured questions
- Researching legal issues
- Evaluating laws
- Participate in debates

Why choose this subject?

Legal Studies is useful for careers in law, criminology, policing, politics, social justice, business, and public service. It builds a strong foundation for university pathways in law and humanities.

POSSIBLE PATHWAY	
YEAR	**COURSES OFFERED**
Year 9/10	Humanities: Civics & Citizenship
VCE	Units 1-4 Legal Studies
Further Study/Careers	Bachelor of Laws, Bachelor of Criminology, Bachelor of Arts, Police officer, Judges Associate, Law Clark, Paralegal, Lawyer

Mathematics Methods

Units 1-4

What's it all about?

Math Methods isn't just another maths subject. It's your gateway to understanding how the world works through numbers, logic, and patterns. Whether you're aiming for a career in science, engineering, space, commerce, IT, or even medicine, this subject gives you a serious edge.

Subject Overview

UNIT 1:	UNIT 2:
• Linear Relationships • Quadratics and their applications • Polynomials and their applications • Relations and Functions • Counting Principles (Probability)	• Calculus and its Applications • Circular Functions (Trigonometry) • Exponential and Logarithms • Probability
UNIT 3:	**UNIT 4:**
• Algebra and Coordinate Geometry • Calculus • Relations and Functions • Circular Functions • Exponential and Logarithms • Applications of Differentiation	• Discrete Random Variables • Integration • Continuous Random Variables • Sample Proportion • Functions and Calculus

Work Requirements

- Set questions from textbook
- Short quizzes and tests
- Investigation projects.
- Bound reference book

Why choose this subject?

Because Math Methods sets you up for success. It keeps doors open—for university courses, future careers, and opportunities you might not have even thought of yet. More than that, it builds confidence, analytical thinking, and the ability to solve complex problems. That's a skill set in high demand everywhere. It's challenging, yes—but in the best way. And the payoff? Totally worth it!

POSSIBLE PATHWAY	
YEAR	**COURSES OFFERED**
Year 9/10	Yr 9 & 10 General Mathematics, 10 Advanced Maths Class
VCE	General Maths Units 1-4 as a support Specialist Maths Units 1-4 as an extension
Further Study/Careers	Degrees, Master Degrees in Mathematics, Physics, Engineering, Space Science, Software Development, Computer Programming, Mechatronics, Medical Scientist, Data Scientist, Commerce, Biomedicine.

Media

Units 1-4

What's it all about?

VCE Media is about exploring how media is created, used, and understood in society. Students learn to analyse and produce media products such as films, photography, advertisements, social media content, and more. The subject covers storytelling, audience engagement, media influence, and how media technologies evolve. It combines creative work (like making short films or digital media projects) with theoretical learning, where students study media representations, narratives, and the role media plays in shaping culture and opinions.

Subject Overview

UNIT 1: Media forms, representations and Australian stories	UNIT 2: Narrative across media forms
• Exploring how media texts are constructed using codes and conventions. • Analyzing how audiences engage with and interpret media products. • Creating media products using digital tools and production techniques. • Investigating the role of media in society and its influence on ideas and values.	• Developing and planning media productions through pre-production processes. • Exploring narrative and genre in media forms such as film, TV, or games. • Creating media products using production and post-production techniques. • Analyzing how media creators communicate meaning and engage audiences.
UNIT 3: Media narratives and pre-production	**UNIT 4: Media production; agency and control in and of the media**
• Investigating media representations and how they shape meaning. • Analyzing media narratives and how they are structured to engage audiences. • Exploring the influence of media on individuals, culture, and society. • Developing and documenting a media production design	• Producing and refining a media product based on the Unit 3 production design. • Evaluating the process and outcome of your media production. • Investigating issues of agency and control in the media industry. • Analyzing how media influences and is influenced by audiences and institutions.

Work Requirements

- Film Narrative Analysis
- Media Folio Production
- Media Artifact Production

Why choose this subject?

VCE Media helps develop practical production skills, critical thinking, and media literacy—valuable for careers in film, television, journalism, advertising, marketing, social media, and communications.

POSSIBLE PATHWAY	
YEAR	**COURSES OFFERED**
Year 9/10	Media
VCE	Units 1-4 Media
Further Study/Careers	Director, Actor, Writer, Camera Operator, Producer, Journalist

Outdoor & Environmental Studies

Units 1-4

What's it all about?

VCE Outdoor and Environmental Studies explores the relationship between humans and the natural environment. It looks at how people experience, understand, and impact the outdoors through recreation, conservation, and resource use. You will study different environments and how these have been used and managed over time, including Indigenous perspectives and practices. The course includes both classroom learning and hands-on outdoor experiences like hiking, camping, or kayaking.

Subject Overview

UNIT 1:	UNIT 2:
• Exploring personal and societal relationships with outdoor environments. • Investigating motivations for outdoor experiences and their impacts. • Developing outdoor skills through practical experiences in different environments.	• Investigating environmental risks, challenges, and conservation strategies. • Examining personal responses and connections to natural places. • Participating in outdoor experiences to build environmental understanding.
UNIT 3:	**UNIT 4:**
• Investigating the historical relationships between humans and outdoor environments in Australia. • Exploring how different societal views shape environmental interactions. • Analyzing the impact of land management and environmental practices. • Examining case studies of environmental change and sustainability efforts.	• Evaluating current and future impacts on outdoor environments. • Investigating environmental conflicts and management strategies. • Analyzing sustainable practices and their effectiveness. • Exploring how policies and actions shape environmental futures.

Work Requirements

- Written reports
- Case studies
- Research tasks
- Fieldwork Analysis
- Data Collection

Why choose this subject?

This subject builds awareness of environmental issues, sustainability, and personal connections to nature. It's ideal for students interested in the outdoors, environmental science, health, or careers in education, ecotourism, land management, or conservation.

POSSIBLE PATHWAY	
YEAR	**COURSES OFFERED**
Year 9/10	Outdoor Education
VCE	Units 1-4 Outdoor & Environmental Studies
Further Study/Careers	Studying VCE Outdoor & Environmental Studies can lead to a variety of careers related to the environment, outdoor education, sustainability, and health.

Physical Education

Units 1-4

What's it all about?

VCE Physical Education is about understanding how the human body moves and how physical activity affects health, fitness, and performance. It combines theory and practical learning to explore the science behind movement, training, and sport. You will study body systems, biomechanics, energy systems, skill development, and strategies for improving physical performance. The subject also looks at broader topics like the role of physical activity in society, health promotion, and factors that influence participation in sport and exercise.

Subject Overview

UNIT 1:	UNIT 2:
• Exploring how body systems work together to produce movement. • Examining the role of physical activity in promoting health and wellbeing. • Investigating the benefits and barriers to being physically active.	• Investigating how physical activity is measured and improved. • Exploring the impact of social, cultural, and environmental factors on participation. • Participating in practical activities to apply theoretical knowledge.
UNIT 3:	**UNIT 4:**
• Examining the role of the musculoskeletal and cardiovascular systems in movement. • Analyzing how energy systems contribute to physical performance. • Investigating acute responses and chronic adaptations to physical activity. • Applying biomechanical principles to improve technique and performance.	• Analyzing factors that affect performance and fatigue in physical activity. • Examining strategies to enhance performance, including training principles and methods. • Investigating recovery techniques and their role in performance improvement. • Evaluating training programs using data and scientific principles.

Work Requirements

- Written reports
- Data analysis
- Practical activity reflections
- Structured questions
- Case Studies

Why choose this subject?

It's ideal for students who enjoy being active, are interested in health and sport, and want to explore careers in areas like physiotherapy, exercise science, teaching, coaching, fitness, or health promotion.

POSSIBLE PATHWAY	
YEAR	**COURSES OFFERED**
Year 9/10	SEED, Year 9 Physical Education, Year 10 Health & PE
VCE	Units 1-4 Physical Education
Further Study/Careers	Studying VCE Physical Education can lead to a wide range of careers in health, sport, fitness, and education.

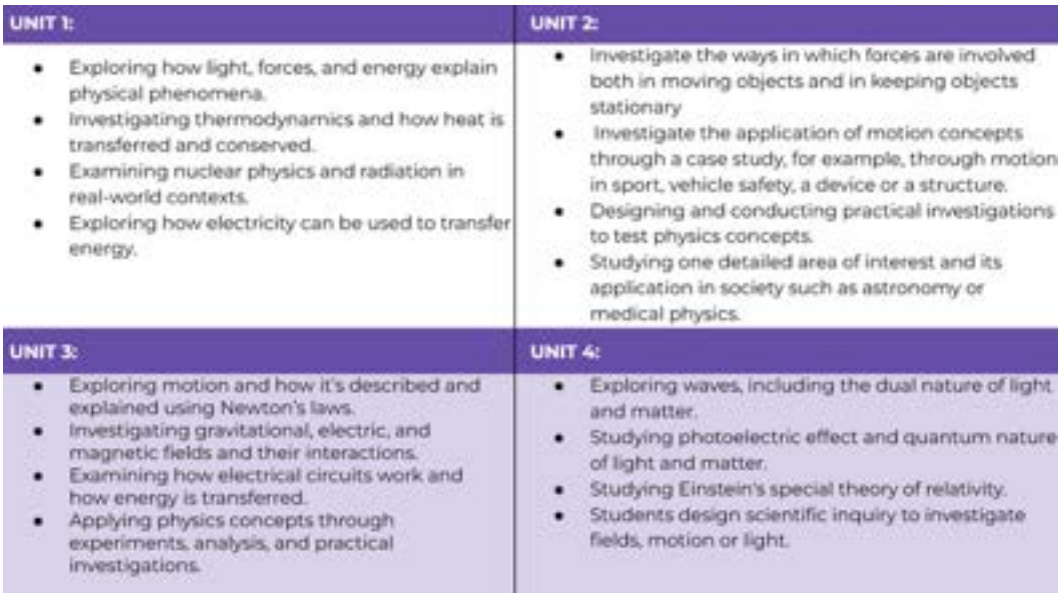
Physics

Units 1-4

What's it all about?

VCE Physics explores how the physical world works, from the smallest particles to the largest structures in the universe. Students learn about motion, forces, energy, electricity, light, and matter. The subject focuses on applying scientific theories, conducting experiments, solving problems, and understanding real-world technologies. It helps students build analytical and practical skills useful for science, engineering, and technology pathways.

Subject Overview



Work Requirements

- Complete experiments
- Write reports
- Analyse data
- Design investigations
- Structured Questions

Why choose this subject?

You should consider choosing VCE Physics if you're interested in understanding how the world works — from everyday phenomena like motion and electricity to cutting-edge topics like quantum physics and relativity.

POSSIBLE PATHWAY	
YEAR	**COURSES OFFERED**
Year 9/10	Science (Physics)
VCE	Units 1-4 Physics
Further Study/Careers	Studying physics can lead to a wide range of careers across science, technology, engineering, and beyond.

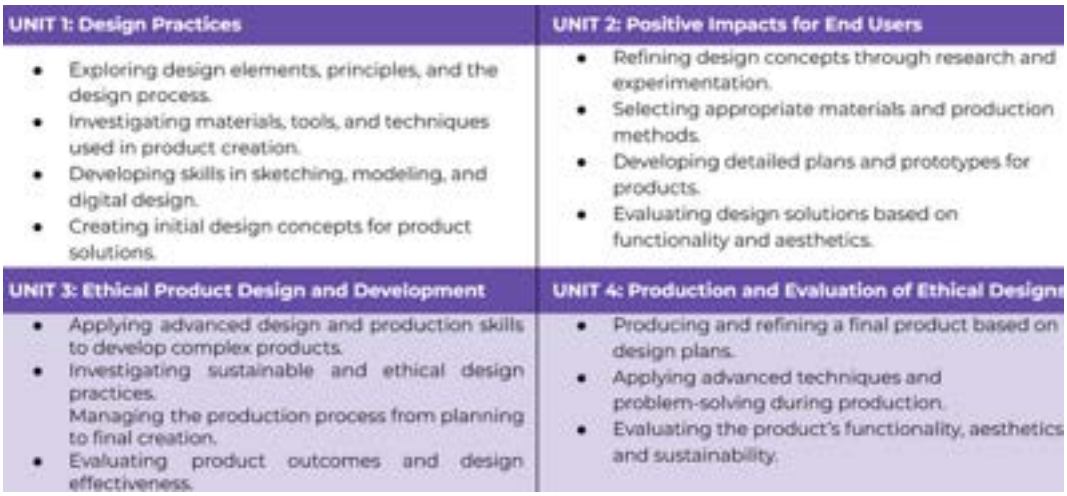
Product Design & Technology

Units 1-4

What's it all about?

VCE Product Design and Technology is about designing and creating functional, innovative, and sustainable products using a range of materials such as wood, metal, textiles, or plastics. It combines creative thinking with practical skills to solve real-world problems through design. Students learn the design process—from identifying a need, researching, and developing ideas to planning, producing, and evaluating their own products. They also explore sustainability, ethical production, and technological advancements in design.

Subject Overview



Work Requirements

- Create design concepts
- Develop prototypes
- Written reports
- Sketching and Modelling
- Managing production processes

Why choose this subject?

This subject suits students who enjoy hands-on work, problem-solving, and bringing ideas to life. It's a great pathway into careers in product design, industrial design, fashion, engineering, architecture, interior design, furniture making, or manufacturing.

POSSIBLE PATHWAY	
YEAR	**COURSES OFFERED**
Year 9/10	Textiles
VCE	Units 1-4 Product Design & Technology
Further Study/Careers	Studying VCE Product Design & Technology can lead to a variety of creative, practical, and technical careers.

Psychology

Units 1-4

What's it all about?

VCE Psychology is the study of the mind, brain, and human behaviour. It explores how people think, feel, and act, using scientific methods to investigate topics like memory, learning, emotions, mental health, and brain function. You will learn about biological, psychological, and social factors that influence behaviour. They also study mental processes, such as perception and cognition, and examine real-life issues like stress, sleep, and psychological disorders.

Subject Overview

UNIT 1:	UNIT 2:
• Understanding the structure and function of the brain. • Exploring how neurons transmit information. • Investigating how sensory systems work and influence perception. • Examining the biological basis of behavior and mental processes.	• Exploring learning processes such as classical and operant conditioning. • Investigating memory, including how information is encoded, stored, and retrieved. • Examining factors that influence behavior and mental processes. • Understanding developmental changes in behavior across the lifespan.
UNIT 3:	**UNIT 4:**
• Exploring how stress affects behavior, and physical & mental health • Investigating ways of learning and remembering information, including how memory works • Conducting and evaluating psychological research and experiments.	• Analysing the factors that contribute to, and interventions to treat, phobia . • Examining psychological strategies for managing mental wellbeing • Determining the effects of sleep deprivation, sleep disorders and treatments to improve quality and quantity of sleep

Work Requirements

- Conduct experiments
- Analyse data
- Write reports
- Complete case studies
- Structured questions

Why choose this subject?

VCE Psychology helps develop skills in critical thinking, research, and communication, and provides a strong foundation for careers in health, education, social work, and science. It's ideal for students interested in understanding people and helping others.

POSSIBLE PATHWAY	
YEAR	**COURSES OFFERED**
Year 9/10	Science (Psychology)
VCE	Units 1-4 Psychology
Further Study/Careers	Bachelor of Science, Bachelor of Arts (Psychology), Bachelor of Psychology/Psychological Studies, Counselling, social work, education, human resources, or further study in psychology to become a registered psychologist.

Specialist Maths

Units 1-4

What's it all about?

If you're up for a challenge and have big aspirations in fields like engineering, physics, computer science, economics, or research, Specialist Maths is where you want to be. It's the go-to subject for students aiming to become real problem-solvers in a world full of complex systems and advanced technology. It's a stepping stone to top-tier uni courses – If you want to study engineering, architecture, computer science, advanced economics, or even some branches of medicine, Specialist Maths is pretty much a must. It's the kind of maths that prepares you for some of the most exciting, challenging courses out there.

Subject Overview

UNIT 1:	UNIT 2:
• Reviewing Algebra • Numbers systems and sets • Sequences and Series • Additional Algebra • Proof • Logic • Algorithms • Combinatorics	• Matrices • Graph Theory • Simulation and Sampling • Trigonometric Ratios and their applications • Graphing functions and relations • Complex Numbers • Transformations of the plane • Vectors in the plane
UNIT 3:	**UNIT 4:**
• Logic and Proof • Circular Functions • Vectors • Vector equations of lines and planes • Complex Numbers • Differentiation and rational functions	• Techniques and applications of integration • Differential Equations • Kinematics • Vector Functions and Vector Calculus • Linear Combinations of random Variables and the sample mean

Work Requirements

- Chapter Questions
- Bound reference book
- Investigations tasks

Why choose this subject?

Specialist Maths is demanding, but if you put in the work, the rewards are huge. It's an elite subject that opens doors to some of the most exciting, high-paying, and innovative careers out there. Plus, the satisfaction of cracking tough problems and mastering advanced topics is second to none. If you're ready for the challenge, Specialist Maths will take you places—just make sure you're prepared to invest the time, effort, and determination to make it happen.

POSSIBLE PATHWAY	
YEAR	**COURSES OFFERED**
Year 9/10	Yr 10 Advanced Mathematics Class
VCE	Maths Methods Units 1-4 as a support, Systems Engineering, Physics
Further Study/Careers	Degrees/Master Degrees in Engineering, Physics, Mechatronics, Computer Science, Advanced Economics, Mathematics, Space Science, Research Scientist

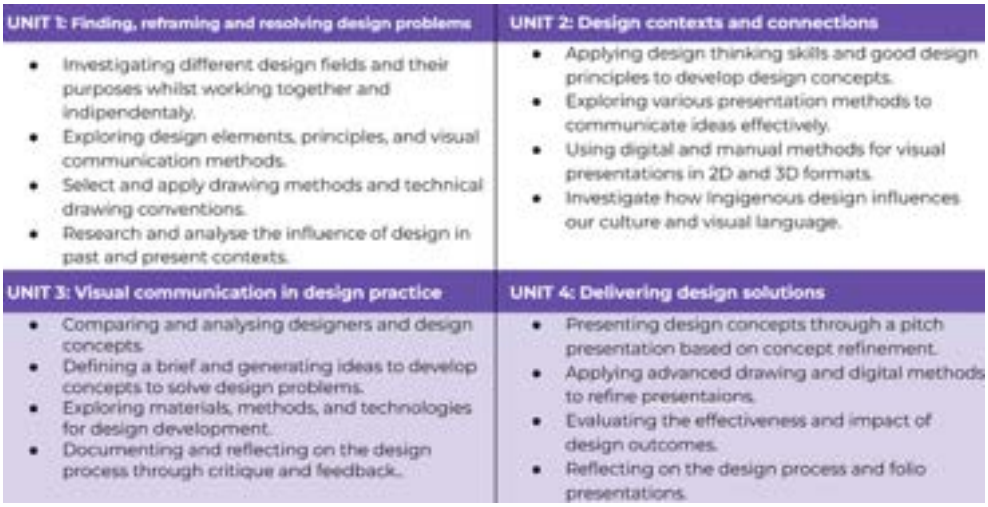
Visual Communication Design

Units 1-4

What's it all about?

Visual Communication Design is distinct in its study of visual language and the role it plays in communicating ideas, solving problems and influencing behaviours. Students learn how to manipulate type and imagery when designing for specific contexts, purposes and audiences. Students choose and combine manual and digital methods, media and materials with design elements and principles. Students work both together and independently to find and address design problems, making improvements to services, systems, spaces and places experienced by stakeholders, both in person and online. Students participate in critiques, both delivering and receiving constructive feedback.

Subject Overview



UNIT 1: Finding, reframing and resolving design problems	UNIT 2: Design contexts and connections
• Investigating different design fields and their purposes whilst working together and indipendentaly. • Exploring design elements, principles, and visual communication methods. • Select and apply drawing methods and technical drawing conventions. • Research and analyse the influence of design in past and present contexts.	• Applying design thinking skills and good design principles to develop design concepts. • Exploring various presentation methods to communicate ideas effectively. • Using digital and manual methods for visual presentations in 2D and 3D formats. • Investigate how Ingigenous design influences our culture and visual language.
UNIT 3: Visual communication in design practice	**UNIT 4: Delivering design solutions**
• Comparing and analysing designers and design concepts. • Defining a brief and generating ideas to develop concepts to solve design problems. • Exploring materials, methods, and technologies for design development. • Documenting and reflecting on the design process through critique and feedback.	• Presenting design concepts through a pitch presentation based on concept refinement. • Applying advanced drawing and digital methods to refine presentaions. • Evaluating the effectiveness and impact of design outcomes. • Reflecting on the design process and folio presentations.

Work Requirements

- Research design
- Develop concepts
- Analyse visual communication methods
- Annote the design process
- Present design ideas

Why choose this subject?

This subject is ideal for students interested in good design principles, graphic design, advertising, building brand identity, architecture, or any creative industry where visual communication is key.

POSSIBLE PATHWAY	
YEAR	**COURSES OFFERED**
Year 9/10	Visual Art
VCE	Units 1-4 Visual Communication Design
Further Study/Careers	Graphic design, advertising, illustration, architecture, interior design, animation, marketing, fashion design, visual merchandising, university studies or TAFE

Planning Your Pathway

Three easy steps to help you feel confident about your Senior Pathway

01.

Explore

- Read the handbook
- Think about what interests you
- Look at where each pathway can lead

02

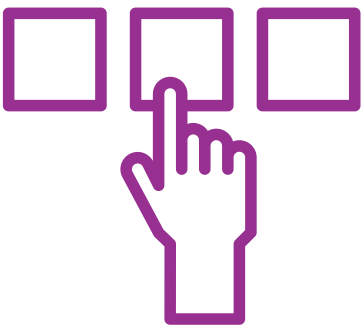
Ask

- Speak with your teachers
- Meet with the Careers Team
- Talk to your family

03

Choose

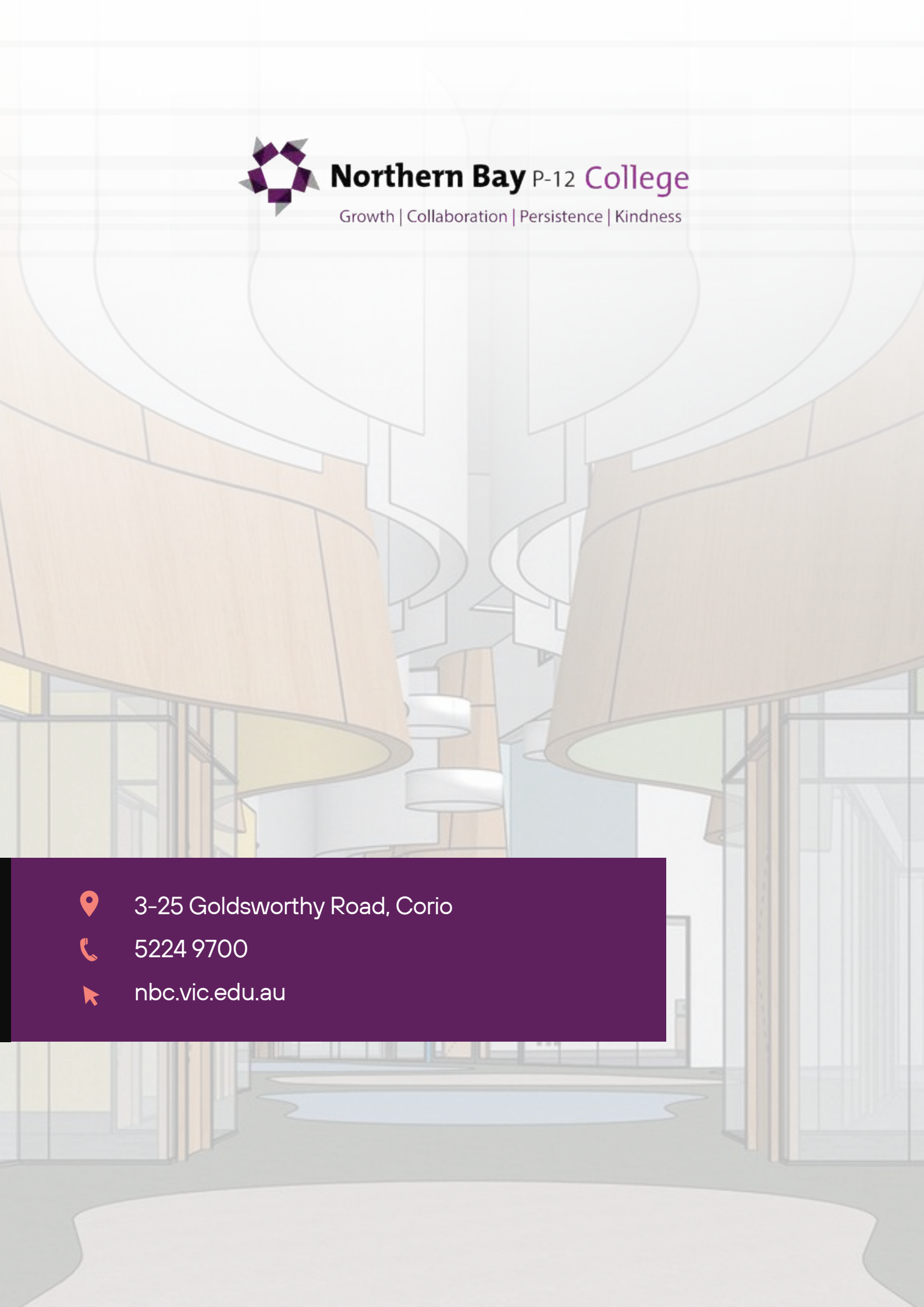
- Pick subjects that match your goals
- Make sure they align with future study or job plans
- Submit your selections when ready



Your notes

Northern Bay P-12 College

Growth | Collaboration | Persistence | Kindness



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