



# Later Years Subject Handbook 2026

Year 10 / VCE / VET



Essendon Keilor College

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# Principal's Welcome

**At Essendon Keilor College, two of our key expectations are engagement and aspiration. We strive to ensure our students are actively involved in learning programs that cater to their individual needs. Our focus is to elevate our students' aspirations as they explore subject choices in their later years of schooling, setting them up for success and guiding them towards their desired pathways beyond our college.**

This is reinforced by a transition program designed to help students make well-informed decisions about their subjects and courses in their final years of schooling. We take pride in knowing our students well and customising programs to meet their unique needs, with the support of our dedicated teachers and leaders throughout the course selection process.

Our timetable for the later years is shaped by student choices, developed only after they have made their subject selections. This handbook provides valuable information on all available subjects and pathways, aiding students and their families in making informed decisions. We encourage all students and their families to actively participate in the transition process, seeking support and guidance as needed to ensure the chosen program is the right fit.

I wish all students the best in their future studies and assure you that we are here to support you in making the right choices throughout the course selection process.

*Adam Potter*

College Principal



# The Team at our Later Years Campus



**SALLY STEVENS**

Campus Principal



**MELISSA HAMILTON**

Assistant Principal



**LUKE CARROLL**

Campus Coordinator



**LAURA SLATER**

Later Years Curriculum



**BONNIE WONG**

Learning Specialist



**CARMELA ALDRIDGE**

International Student Program



**DANIEL KINGHAM**

Student Pathways Coordinator



**JULIA BIANCHIN**

Student Wellbeing Coordinator

# Timeline of Important Dates, Events & Requirements

## YEAR 10 2026

<i>Mon 24th - Fri 27th June</i>	Year 9 Morrisby Careers Interviews
<i>Monday 28th July</i>	Year 9 into 10 Course Selection Evening - Essendon Campus
<i>Friday 1st August</i>	Applications for VCE Access & AFL Football Program Due
<i>Friday 22nd August</i>	Year 9 into 10 Course Counselling Day - Course Selections Due
<i>Mon 8th - Fri 12th December</i>	Step Up Program (Essendon Campus)

## YEAR 11 2026

<i>Monday 28th July</i>	Year 10 into 11 Course Selection Evening - Essendon Campus
<i>Monday 4th August</i>	Year 10 into 11 Course Counselling Day - Course Selections Due
<i>Thu 20th Nov - Wed 3rd Dec</i>	Step Up Program (Essendon Campus)
<i>Thu 4th - Fri 5th December</i>	Course Confirmation Day

## YEAR 12 2026

<i>Tuesday 29th July</i>	Year 11 into 12 Course Counselling Day - Course Selections Due
<i>Thu 20th Nov - Wed 3rd Dec</i>	Step Up Program (Essendon Campus)
<i>Thu 4th - Fri 5th December</i>	Course Confirmation Day

# Introduction and Pathway Planning

This handbook contains information about Year 10, the Victorian Certificate of Education (VCE), the VCE Vocational Major (VCE VM) and Vocational Education and Training (VET) studies for students enrolled at Essendon Keilor College. Students should use this information to plan their pathway through senior school by selecting combinations of subjects that meet their interests and lead to their intended career and post-school studies at tertiary institutions.

## Essendon Keilor College offers a comprehensive range of courses at the Essendon Campus

### WHY SUBJECT SELECTION MATTERS:

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Subject selection in the Later Years is incredibly important as you get to exercise some independence and make some decisions that will help set up your future pathway.

#### The subjects you choose now can:

- Determine which subjects you will and won't be able to study in Year 12
- Influence the VET or higher education options open to you when you finish school
- Influence your selection to specific institutions based on prerequisite studies
- To some extent, shape your future career trajectory

#### 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 Year 10/VCE/VCE VM/VET descriptions in this handbook
- Find out what studies are recommended or prerequisites for the tertiary courses you may wish to undertake and consult the Student Pathways Coordinator (Daniel Kingham)

#### Your chosen course should:

- Fulfill the specific requirements of Year 10/VCE/VET/VCE VM in the number and range of units required
- Enable you to successfully complete the VCE/VCE VM
- Provide you with a viable pathway with options and post secondary school choices

### Additional Resources to support subject selection and pathway planning

#### EKC Careers Website

<https://www.ekccareers.com/>

#### My Career Portfolio

<https://mcp.educationapps.vic.gov.au/home>

#### Morrisby Career Profile

<https://www.morrisby.com/>

#### The Course Search link on the VTAC website

[www.vtac.edu.au](http://www.vtac.edu.au)



# Pathways at Essendon Keilor College

At Essendon Keilor College we have three main later years pathways beyond Year 10.

1. **VCE** Which can include a VET component
2. **VCE Unscored** Which can include a VET component
3. **VCEVM** Which will include a VET component

## 1. THE VICTORIAN CERTIFICATE OF EDUCATION (VCE)

The Victorian Certificate of Education (VCE) is a rigorous certificate that provides pathways for students into employment, TAFE and tertiary institutions. Obtaining the VCE is an achievable goal for most students, however performing well in the ranking is more difficult. This handbook provides information to assist you in planning your pathway through the VCE. Take the time to read it carefully and use it to ask questions about the courses you are interested in.

### Structure of the VCE

To graduate with your VCE you must satisfactorily complete a minimum of 16 units and must include:

- Three units from the English group which include a Unit 3 & 4 sequence,
- Three sequences of Unit 3 & 4 (including up to two VET sequences) other than English.

Students are normally required to attempt 12 units in the first year and 10 units in the second year of their VCE studies - see below.

#### Year 11

- 12 Units (6 subjects) of Unit 1 & 2

#### Year 12

- 10 Units (5 subjects) of Unit 3 & 4

Each “Unit” goes for one semester. Students generally complete 22 units in total over two years.

VCE is a rigorous academic program that requires students to be doing regular homework and revision throughout each week at home and during study sessions at school. Students will complete School Assessed Coursework (SACs) throughout the year and examinations at the end of the year. Students undertaking VCE are doing so to achieve an ATAR at the end of Year 12. **VCE is still the best pathway into university study.**

## 2. VCE UNSCORED

In Units 3 and 4, students have the flexibility to satisfactorily complete units without completing external graded assessments. This enables students to receive the Victorian Certificate of Education without receiving a study score for Unit 3 and 4 sequences. We refer to this as being an “VCE Unscored” and it can be a valid option for some senior students.

While students may choose to go unscored for one or more sequences, satisfactory completion of the Victorian Certificate of Education and the demonstration of all outcomes via coursework and school-based assessments, is still required. The attendance rate requirement remains unchanged for students who choose to complete an unscored VCE. It is important to consider the impact of choosing not to complete scored assessments on a student’s intended pathway.

### 3. THE VICTORIAN CERTIFICATE OF EDUCATION VOCATIONAL MAJOR (VCEVM)

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The VCE Vocational Major (VCE VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life. It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and
- empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

#### **What must students complete to achieve the VCE Vocational Major?**

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

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

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated. The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET, and can receive structured workplace learning recognition.

Most students will undertake 20 units over the two years.

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

**\*Suitable Year 12 students may be able to undertake a School Based Apprenticeship (SBAT). See Mr Kingham for further information.**



## AN OVERVIEW OF VOCATIONAL EDUCATION TRAINING (VET)

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A VET subject is a single subject that can be done in conjunction with VCE or VCEVM (as a whole study program)

- It gives you the opportunity to attain a separate qualification in addition to their VCE or VCEVM certificate (for example; Certificate III in Sport and Recreation)
- VET subjects done as part of your VCE may be able to contribute to your ATAR
- VET courses at EKC are generally completed over 2 Years
- VET courses are more practical based than standard VCE subjects, however they still have a large theoretical component.

### Things to Consider:

Students doing a VET subject should have:

- A genuine passion for a particular area (eg Sport and Recreation, Music, Community Services, Hospitality etc)
- An interest in wanting to gain practical experience in that industry
- Goals to one day potentially work in that particular industry or do further study / training in that field
- Both the practical skill and theoretical skills to succeed in the subject.

## STRUCTURED WORKPLACE LEARNING

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The VCAA has determined that Structured Workplace Learning (SWL) is an appropriate and valuable component of all VCE VET programs. SWL involves on-the-job training in which students are required to master a designated set of skills and competencies related to VCE VET programs. SWL experiences help students relate theory to a real world work environment while developing their skills.

All students will undertake structured workplace learning as part of the VCE VM. This will be linked to their VET course. Students are expected to investigate their own work placement with the support of the school and should be planning this well in advance of the school year starting.

# Year 10

All students will complete twelve units of study throughout Year 10 – six units per semester. In their program, students will study a compulsory two semesters of:

- English
- Mathematics

Students who select to undertake a Language will be required to take both semester 1 and semester 2. This will form part of the students 'free choice' in their subject selections. Students who are successful in their applications for VCE Access or the AFL Football Program will study these subjects over 2 semesters.

Students will study a further 8 subjects (semester long) over the year. Students must study at least 1 Science, Humanities, Arts/Tech and HAPE subject.

LEARNING AREA	SUBJECTS
<b>English</b> (2 units)	<ul style="list-style-type: none"> <li>• English <b>OR</b></li> <li>• English as an Additional Language (EAL)</li> </ul>
<b>Mathematics</b> (2 units)	<ul style="list-style-type: none"> <li>• General Mathematics <b>OR</b></li> <li>• Advanced Mathematics</li> </ul>
<b>Science</b> Minimum 1 unit - if only selecting one unit – it must be one of either Physical Sciences OR Life Science. Students can select the other or Psychology as an additional elective if they wish.	Students must choose: <ul style="list-style-type: none"> <li>• <b>Compulsory:</b> Physical Sciences <b>AND/OR</b> Life Sciences</li> <li>• <b>Elective/Optional:</b> Pre-VCE Psychology</li> </ul>
<b>Humanities</b> (minimum 1 unit)	<ul style="list-style-type: none"> <li>• Pre-VCE 20th Century History</li> <li>• Pre-VCE Accounting</li> <li>• Pre-VCE Legal Studies</li> <li>• Pre-VCE Business Management</li> </ul>
<b>Health &amp; Physical Education</b> (minimum 1 unit)	<ul style="list-style-type: none"> <li>• Pre-VCE Health &amp; Human Development</li> <li>• Pre-VCE Physical Education</li> <li>• Pre-VCE Outdoor Education</li> <li>• AFL Football Program (2 units)</li> </ul>
<b>Art</b> (minimum 1 unit)	<ul style="list-style-type: none"> <li>• Pre-VCE Art</li> <li>• Pre-VCE Me-dia Studies</li> <li>• Pre-VCE Music</li> <li>• Pre-VCE Drama</li> <li>• Pre-VCE Visual Communication and Design</li> </ul>
<b>Technology</b> (minimum 1 unit)	<ul style="list-style-type: none"> <li>• Pre-VCE Woodwork</li> <li>• Pre-VCE Textiles</li> <li>• Pre-VCE Food Studies</li> <li>• STEM</li> </ul>
<b>Languages</b> Languages must be studied across the whole year. Therefore, students are required to complete two units in their chosen language – one unit in each semester.	<ul style="list-style-type: none"> <li>• Italian</li> <li>• Japanese</li> <li>• Vietnamese</li> </ul>

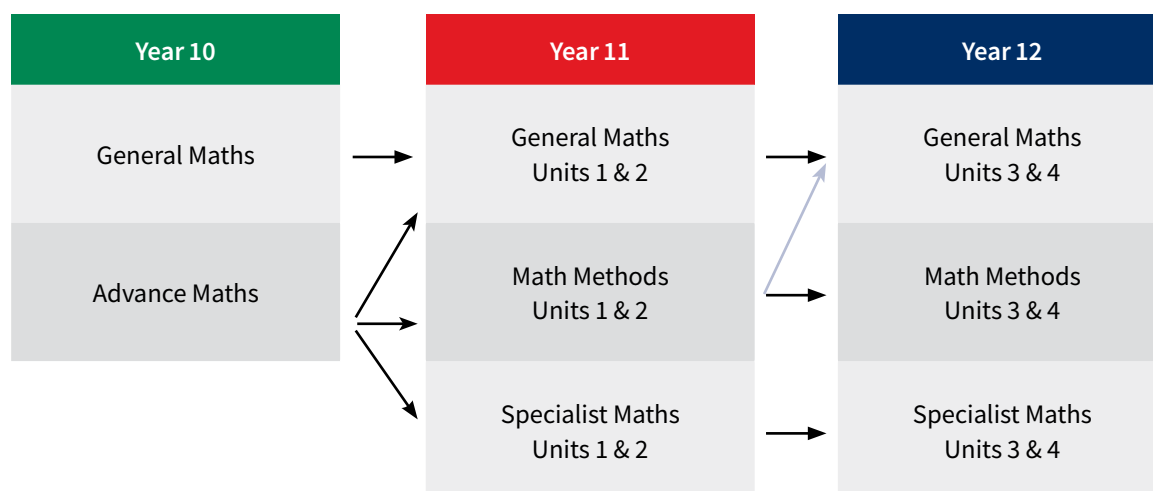
SAMPLE YEAR 10 PROGRAM:

Semester 1	English	General Mathematics OR Advanced Mathematics	1 x Humanities	1 x Science Life Science OR Physical Science	1 x H&PE	Elective 7 (your choice OR Language/ VCE Access/AFL)
Semester 2			1 x Art	1 x Technology	Elective 6 (your choice)	Elective 8 (your choice OR Language/ VCE Access/AFL)



# Year 10 Subjects

## Mathematics



### General Mathematics

SUBJECT ADVISOR: MS HAMILTON

2 SEMESTERS

*The General Mathematics course is aligned with the Victorian Curriculum and aims to prepare students for VCE General Mathematics.*

General Mathematics at Year 10 builds on the concepts taught in Years 7 - 9 Mathematics, with a focus on Number, Algebra, and Measurement. This course is mandatory for all students as it provides a direct pathway to VCE Mathematics subjects. Students will delve deeper into the topics of Statistics (& Data Analysis) and Financial Mathematics, while also being introduced to new topics, such as Matrices and Networks. Students will build on their capabilities to apply mathematical concepts within the strands of Statistics and Number.

### Advanced Mathematics

SUBJECT ADVISOR: MS HAMILTON

2 SEMESTERS

*The Advanced General Mathematics course aims to prepare students for VCE General Mathematics, VCE Mathematical Methods and VCE Specialist Mathematics.*

Students will be introduced to a range of new topics within the field of Mathematics, including Quadratics, Pre-Calculus, and Matrices. Students will build on their capabilities to apply mathematical concepts within the strands of Algebra and Probability.



# English

## English

SUBJECT ADVISOR: MS WILSON

2 SEMESTERS

*English is a core study in Year 10. This subject is structured around the Victorian Curriculum Strands of Language, Literature and Literacy*

Students read and view challenging texts to analyse and evaluate how text structures, language choices and visuals can be manipulated to achieve particular effects. Through both short and extended pieces of writing, they develop interpretations of texts and use evidence to support their discussion of key issues, ideas and views. They contribute actively to class and group discussions building on others' ideas, justifying opinions and developing and expanding arguments. Students must also plan and present oral presentations.

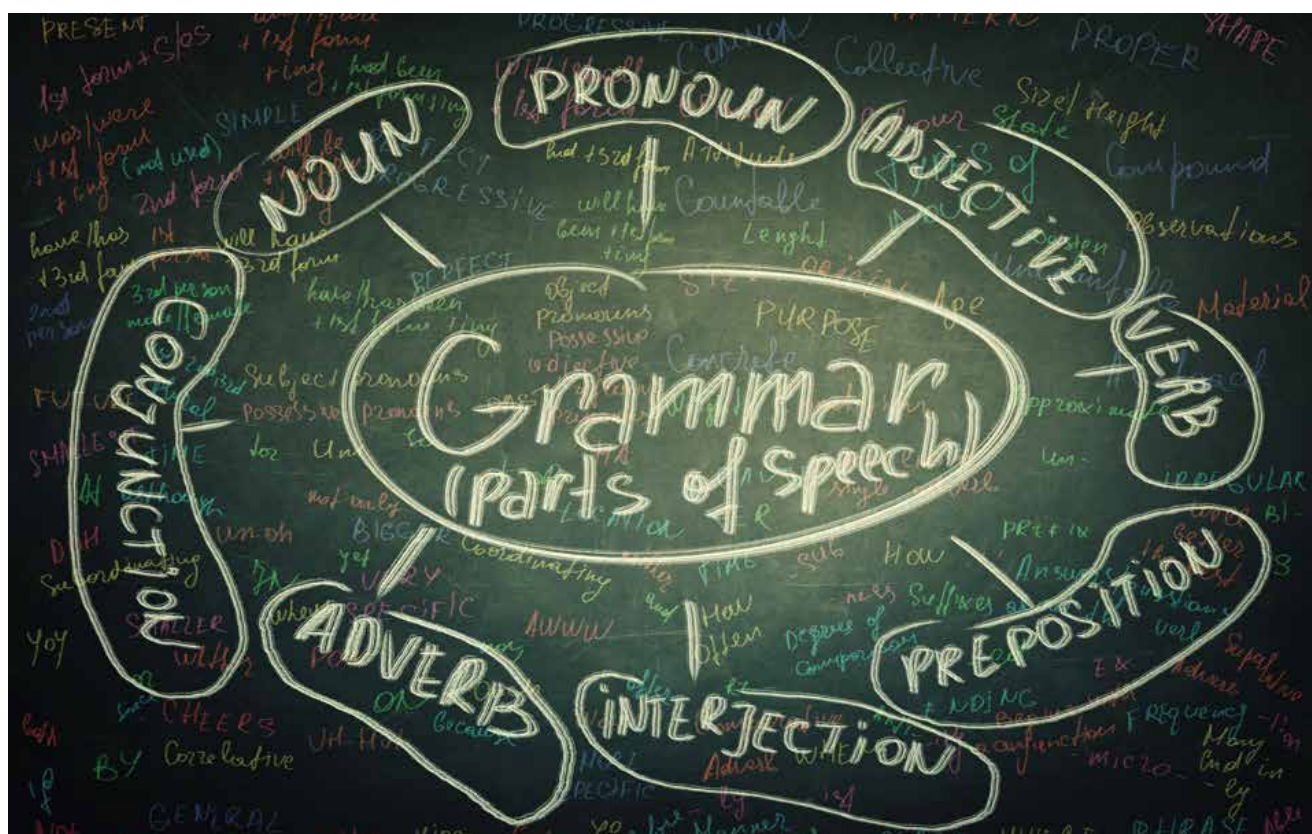
## English as an Additional Language

SUBJECT ADVISOR: MS WILSON

2 SEMESTERS

*English as an Additional Language is designed to provide a pathway for students moving from Language Centre to mainstream EAL, and to provide a course suitable for all mainstream EAL students and prepare students for Year 11 EAL.*

Students further develop their listening, speaking, reading, and writing skills through application to both short and extended tasks. In writing tasks, they build their skill in punctuation, grammar, vocabulary, fluency, and expression. Students read and view texts to analyse and evaluate how text structures, language choices and visuals can be manipulated to achieve particular effects. They contribute actively to class discussions and reflect on ways they can improve both content and delivery. Students must also plan and present oral presentations.



# Science

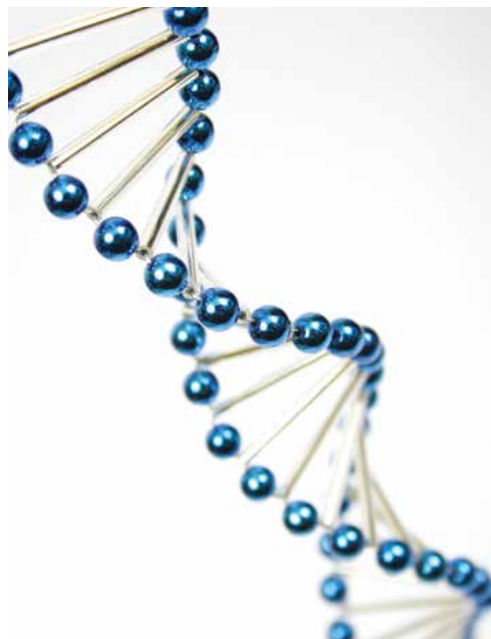
## Life Science

SUBJECT ADVISOR: MS SLATER

1 SEMESTER

*Students will develop an understanding of Biology and Chemistry. They will develop experimental design techniques, collect and analyse data and analyse issues that appear in society. This subject also aims to develop key knowledge and skills for study of VCE Sciences.*

This unit explores the transmission of heritable characteristics from one generation to the next involving DNA and genes. Students will understand how the theory of evolution by natural selection and the diversity of living things is supported by a range of scientific evidence. Students also learn about how chemical reactions involve rearranging atoms to form new substances, in particular that during a chemical reaction mass is not created or destroyed. The unit explores how different types of chemical reactions are used to produce a range of products and can occur at different rates; and how combustion and the reactions of acids are important in both non-living and living systems and involve energy transfer.



## Physical Science

SUBJECT ADVISOR: MS SLATER

1 SEMESTER

*Students will develop an understanding of Physics and Astronomy (The Universe) as they build and apply scientific knowledge. They will apply newly developed understanding to new contexts, develop experimental design techniques, use of technology skills and investigative techniques. This subject also aims to develop key knowledge and skills for study of VCE Sciences.*

This unit will explore features of the Universe including galaxies, stars, and solar systems, and investigate how the Big Bang theory can be used to explain the origin of the Universe. Students will learn about energy flow in Earth's atmosphere through the processes of heat transfer, and how to describe and explain the motion of objects involving the interaction of forces and the exchange of energy using mathematical models based on the laws of Physics.

## Pre-VCE Psychology

SUBJECT ADVISOR: MS BIANCHIN

1 SEMESTER

*Students will develop an understanding of the Psychology/Behavioural Science discipline. Students will build and apply scientific knowledge. They will develop experimental design techniques, use of technology skills and investigative techniques. Students must have completed one semester of Core Science before studying this unit.*

In Psychology, students will become familiar with the central nervous system and examine the anatomy and physiology of the human brain. Students will be building their understanding of key vocabulary, concepts and skills as required for success in Unit 1-4 Psychology. Students will apply knowledge in both a practical and theoretical capacity. Students will undergo assessment tasks that are designed to mimic the assessment processes and skills required at Units 1-4. Additionally, students will work to develop Scientific communication skills through practical investigations and experimental design tasks involving data collection and analysis. Students will be required to develop their ability to connect theoretical understandings with current events and real-world problems.



# Humanities

## Pre-VCE Business Management

SUBJECT ADVISOR: MR ROGERS

1 SEMESTER

*This unit provides an introduction into the subjects available in Humanities at the VCE level.*

This elective offers opportunities for students to develop knowledge and skills relevant to business and entrepreneurship, marketing, and public relations. Students require this knowledge and these skills to lead successful, productive, and financially stable lives as Australian citizens, and participants in the economy. Students analyse the implications of Australia's participation in the global economy via international trade. Students use a range of contemporary case studies to explore the strategies and tactics used by businesses to create and maintain a competitive advantage, including entrepreneurship, marketing, and public relations.

## Pre-VCE Legal Studies

SUBJECT ADVISOR: MR ROGERS

1 SEMESTER

*This unit provides an introduction into the subjects available in Humanities at the VCE level – Legal Studies.*

This elective aims to develop knowledge and understanding of Australia's representative democracy and the key institutions, processes, and roles people play in Australia's political and legal systems. Emphasis is placed on Australia's federal system of government, derived from the Westminster system, and the liberal democratic values that underpin it such as freedom, equality and the rule of law. The curriculum explores how the people, as citizens, choose their governments, how the system safeguards democracy by vesting people with civic rights and responsibilities, how laws and the legal system protect people's rights and how individuals and groups can influence civic life. By investigating contemporary issues and events students learn to value their belonging in a diverse and dynamic society, develop points of view and positively contribute locally, nationally, regionally and globally. As reflective, active and informed decision-makers, students will be well placed to contribute to an evolving and healthy democracy that fosters the wellbeing of Australia as a democratic nation.

## Pre-VCE 20th Century History

SUBJECT ADVISOR: MR ROGERS

1 SEMESTER

*This unit provides an introduction into the subjects available in Humanities at the VCE level – History.*

This elective offers opportunities for students to evaluate the significant events, developments and ideas that shaped the modern world. Students will formulate and adapt historical questions to support the development of historical investigations and their use of historical sources and concepts to interpret the modern world. Throughout the elective, students will organise historical narratives of events, ideas, and developments in chronological order to explain varied patterns and forms of continuity and change and their causes and consequences.

## Pre-VCE Accounting

SUBJECT ADVISOR: MR ROGERS

1 SEMESTER

*This unit provides an introduction into the subjects available in Humanities at the VCE level – Accounting and Business Management.*

This Year 10 Accounting course introduces students to key financial and economic concepts in preparation for VCE studies. Students explore how individuals, businesses, and governments make financial decisions, how markets operate, and the basics of budgeting, investing, and financial record-keeping. Through practical activities and case studies, students develop skills in problem-solving, data analysis, and financial literacy. This subject provides a strong foundation for those interested in pursuing VCE Accounting and Business Management related pathways.

# Art

## Pre-VCE Art Making and Exhibiting

SUBJECT ADVISOR: MS VITALE

1 SEMESTER

*Visual Arts focuses on creating works that communicate, challenge and express ideas within diverse art forms. Students will learn how to reflect and analyse artworks from historical and cultural contexts and learn about the art industry.*

Students analyse and evaluate how artists communicate ideas and convey meaning in artworks. They identify the influences of other artists and analyse connections between techniques, processes, and visual conventions in artworks to develop their own art practice. They select, and manipulate materials, techniques, processes, visual conventions, and technologies to express ideas and viewpoints. They evaluate artworks from different cultures, times, and places, and discuss how ideas and beliefs are interpreted by audiences.



## Pre-VCE Visual Communication & Design

SUBJECT ADVISOR: MS CADDY

1 SEMESTER

*The Year 10 Pre-VCE Visual Communication and Design course provides students with a foundational introduction to the key concepts, skills, and processes used in the VCE Visual Communication Design study.*

This subject is ideal for students considering future pathways in design, architecture, illustration, advertising, or related creative industries. Students explore how visual language is used to communicate ideas and messages across the fields of communication, environmental, and industrial design. They develop practical skills in both manual and digital drawing techniques, including freehand sketching, technical drawing, rendering, and the use of design software. Emphasis is placed on applying the design elements and principles to create purposeful visual solutions. Through the design process, students learn to generate ideas, develop concepts, refine visual presentations, and respond to specific design briefs. They also analyse existing visual communications to understand how designers make decisions based on audience, purpose, and context. By the end of the course, students will have built a portfolio of design work that demonstrates their creativity, problem-solving ability, and readiness for further study in VCE Visual Communication Design.

## Pre-VCE Music

SUBJECT ADVISOR: MS STEEL

1 SEMESTER

*In music, students will focus on their development in musical practices for performance and composition. Students will present and perform musical pieces in a variety of solo and group contexts while exploring and responding to music from diverse cultures, times and locations through analysis and music theory.*

Students create, present and analyse various styles of music. They analyse (various) genres of music and develop strategies to adapt their findings to their own compositions and performances. Students use technology to improvise and arrange music while developing aural awareness and technical skills. Through creating, practicing and rehearsing music, students refine their understanding of stylistic and historical conventions to expand on their musical vocabulary and creativity.

## Pre-VCE Drama

SUBJECT ADVISOR: MS STEEL

1 SEMESTER

*Students will learn expressive skills to apply to their own performances, leading up to presenting a monologue. They will then learn how to devise their own theatre work based on a key idea using a variety of play-making processes, as well as analysing existing theatre works.*

Students will learn expressive skills to apply to their own performances, leading up to presenting a monologue. They will then learn how to devise their own theatre work based on a key idea using a variety of play-making processes, as well as analysing existing theatre works.

## Pre-VCE Media Studies

SUBJECT ADVISOR: MR HENNEQUIN

1 SEMESTER

*Media focuses on three creative areas: Photography, Film Theory and Film Production. Students will also analyse and evaluate film and TV texts.*

Students develop foundational skills in photography by exploring key styles and visual elements through analysis and practical creation. They learn to analyse and evaluate films by examining codes and conventions such as genre, character, setting, camera techniques, and sound. In addition, they build essential production skills in filmmaking.



# Technology

## STEM

SUBJECT ADVISOR: MR LE

1 SEMESTER

*Students will use thinking and information systems to analyse, design and develop digital solutions.*

The Year 10 STEM (Science, Technology, Engineering, and Mathematics) course is an interdisciplinary subject designed to challenge students through inquiry-based, hands-on learning. Students will explore real-world problems and develop innovative solutions using scientific reasoning, mathematical modelling, and engineering design processes. Through collaborative projects and the use of emerging technologies, students build critical thinking, creativity, and digital literacy skills. Topics may include robotics, coding, data analysis, and sustainable design. This subject provides an engaging foundation for future studies in STEM-related pathways and fosters curiosity, problem-solving, and a growth mindset.

## Pre-VCE Food Studies

SUBJECT ADVISOR: MS FITZPATRICK

1 SEMESTER

*Students will prepare and present food suitable for family, social and vocational situations. They will focus on parts of the menu and the study of nutrition. Students will look at technological developments, the science of food, time management and food preparation and processing skills. This unit includes production sessions and theory related classes.*

Students develop an understanding of The Australian Guide to Healthy Eating. Students gain skills in meal planning, budgeting, reading food labels, and creating menus. There is a focus on Australian food trends and changing food behaviours. Students transfer theoretical knowledge to practical activities across a range of projects. They produce meals that incorporate healthy eating theory, and cooking processes, whilst following safety procedures to minimise risk and manage projects. They will analyse and make judgements on how the sensory and functional properties of food influence the design and preparation of ethical including sustainable food solutions for healthy eating.

## Pre-VCE Woodwork

SUBJECT ADVISOR: MR TAPSON

1 SEMESTER

*Students will develop an understanding of design and product development related to wood. This unit includes production sessions and theory related classes.*

Students develop their skill, knowledge and understanding in design processes, technology and tools. Through application they demonstrate an understanding of processes and production skills to produce design solutions. Students engage in problem-based learning through the development of design briefs that address identified needs of individuals or groups. They skilfully and safely produce quality design solutions suitable for the intended purpose.

## Pre-VCE Textiles

SUBJECT ADVISOR: MS VITALE

1 SEMESTER

*Students will develop an understanding of design and product development related to Textiles. This unit includes production sessions and theory related classes.*

The Year 10 Pre-VCE Product Design and Technology (Textiles) course introduces students to the design thinking, creative processes, and practical skills required to design and produce textile products. This subject lays the foundation for further study in VCE Product Design and Technology by focusing on sustainable design, user-centred thinking, and hands-on making. Students investigate how textile products are designed to meet specific needs or solve real-world problems. They learn about different fabric types, properties of materials, and how to apply appropriate tools, equipment, and construction techniques. Through the design process, students explore how to generate ideas, develop concepts, plan production, and reflect on their outcomes. Design thinking and sustainability are central to the course, with students encouraged to consider the environmental and ethical impacts of their design choices. Projects may include fashion garments, homewares, or accessories that balance form, function, and creativity.

# Health & Physical Education

## Pre-VCE Physical Education

SUBJECT ADVISOR: MR CARROLL

1 SEMESTER

*In HAPE, students will continue to develop the skills and principles learned in Years 7-9 Physical Education and Health classes. They will explore the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement. This unit prepares students for VCE Physical Education and VET Sport and Recreation.*

As part of the Health and Physical Education core studies, students will be introduced to the biomechanical and skill acquisition principles, as well as the key body systems used to produce human movement. They will also explore health and skill related fitness components and training principles through the development of their own training programs and practical activities.

## Pre-VCE Health & Human Development

SUBJECT ADVISOR: MS ODEWAHN

1 SEMESTER

*In Pre-VCE Health and Human Development students will continue to develop the skills and principles learned in Years 7-9 Physical Education and Health classes. They will investigate a range of health issues and begin to understand the complex nature of health and wellbeing, and human development. This unit prepares students for VCE Health and Human Development.*

This subject builds on the knowledge and skills developed in Years 7–9 Health and introduces students to real-world issues explored in VCE Health and Human Development. They will deepen their understanding of health and wellbeing across the lifespan and examine how nutrition, health promotion, and global initiatives such as the Sustainable Development Goals are shaping the health of individuals and communities. Over the semester, students will develop their health literacy skills by analysing data, interpreting media messages, and responding to real-world health information. They will make meaningful connections between their learning and their own lives, communities, and the broader world — gaining valuable insight into how health is shaped, supported, and improved across different contexts.

## Pre-VCE Outdoor Education

SUBJECT ADVISOR: MS GOUVAS

1 SEMESTER

*In Pre-VCE Outdoor Education students will have the opportunity to develop knowledge, skills and understanding of concepts that will allow progression into VCE Outdoor Education and Environmental Studies. Excursions and a camp are key components of this course.*

Pre-VCE Outdoor Education and Environmental Studies is a dynamic and engaging course designed to develop students' understanding and appreciation of the natural environment. Through a blend of theoretical learning and practical experiences, students will gain essential skills in outdoor activities, environmental stewardship, and sustainability practices. Key competencies of the course include navigational skills, environmental awareness, outdoor survival skills, teamwork and leadership and more. This course serves as an excellent foundation for students planning to pursue VCE Outdoor and Environmental Studies in Years 11 and 12.

*\*This subject carries a levy to help pay for activities.*



## Health & Physical Education (Continued)

### AFL Football Program - Select Entry

SUBJECT ADVISOR: MR CLIFTON

2 SEMESTERS

*Students will undertake practical classes which aim to develop their football skills, level of fitness and game sense. Theory classes will involve specific training principles & techniques designed to develop fitness and game awareness. The unit prepares students for VET Sport and Recreation (Football).*

This exciting and dynamic subject offers students the opportunity to develop their skills, knowledge, and understanding of Australian Rules Football through a combination of practical and theoretical learning. The course focuses on enhancing individual and team-based football skills, improving overall fitness levels, and deepening game sense through structured gameplay and tactical awareness activities. In practical sessions, students will participate in drills and modified games that develop fundamental football skills such as kicking, handballing, marking, tackling, and decision-making under pressure. These sessions also focus on improving physical fitness components specific to AFL, including endurance, speed, agility, and strength. Theoretical classes complement the practical component by exploring topics such as game strategies, rules, sports nutrition, injury prevention, and the importance of recovery. Assessment includes practical performance, skill development, fitness testing, participation, game analysis tasks, and theory-based assignments. This subject is ideal for students with a passion for AFL who wish to further their skills and knowledge in a supportive, team-oriented environment.

*\*This subject carries a levy to help pay for activities. Application form can be found in the Appendix.*





# Languages

## Italian

SUBJECT ADVISOR: MS VILLANTI

2 SEMESTERS

*Students in Year 10 Italian will consolidate the language skills of listening, speaking, reading and writing in the Italian language. Using multimedia texts, students will be exposed to a variety of social situations using Italian. Year 10 Italian will prepare students for VCE Italian.*

Students use written and spoken Italian to interact with peers and the teacher to exchange information and opinions about personal interests and experiences. With support they share information about broader topics of interest. They use set phrases to recount experiences, express feelings and opinions. They translate and analyse a range of spoken and written texts. Students predict the meaning of unfamiliar words from context.



## Japanese

SUBJECT ADVISOR: MR BUI

2 SEMESTERS

*Students in Year 10 Japanese will consolidate the language skills of listening, speaking, reading and writing in the Japanese language. Using multi-media texts, students will be exposed to a variety of social situations using Japanese. Year 10 Japanese will prepare students for VCE Japanese.*

Students become proficient in using the Japanese writing system to communicate about a range of everyday topics. They study the cultural and historical background of the Japanese and speak about their own lives. There is a strong emphasis on learning new and more complex language structures. Topics include both everyday life and social issues. The course includes immersion activities and interaction with visiting native speakers.

## Vietnamese

SUBJECT ADVISOR: MR NGUYEN

2 SEMESTERS

*Year 10 Vietnamese subject develops the student's ability to understand and use the language in depth. At the same time the subject gives students direct access to a culture which is rich in history, literature and the arts.*

Students become proficient in using the Vietnamese writing system to communicate about a range of everyday topics. They study the cultural and historical background of Vietnamese and speak about their own lives. There is a strong emphasis on learning new and more complex language structures. Topics include both everyday life and social issues.

# VCE / VET Access

Students currently in Year 9 in 2025 are invited to apply to be a part of the VCE/VET Access Program. This will involve students undertaking a Unit 1 and 2 subject whilst in Year 10 and a Unit 3 and 4 subject in Year 11. An application form must be completed and a variety of factors will be taken into account when determining the success of applications including:

- General academic performance in current year
- At or above level in NAPLAN reading and writing and for mathematics/Science subjects above level in numeracy
- Academic performance in the relevant subject(s)
- Progress Report Grade Point Average
- Attendance
- Demonstration of sound organisational skills, such as completing set tasks and managing due dates
- Interest in and understanding of the subject area
- Links with your career pathway goals

VCE/VET Access is available in a variety of subjects. A VCE/VET Access subject should not be a student's best subject, but one which will be beneficial to their careers planning and post-secondary pathway options. All students considering a VCE/VET Access subject must discuss this with the relevant Year Level Coordinator prior to submitting an application. All timelines must be adhered to. As preference into Year 11 subjects is given to current Year 10 students, it is essential that all Year 9 students applying for acceleration provide 2 subject preferences. Students seeking VCE/VET Access will be evaluated on their overall academic performance by their current Campus Principal and Assistant Principal. All students selected for acceleration must attend the subject orientation program from Monday 20th November – Friday 5th December at the Essendon Campus. All decisions will be communicated in a timely manner to students and their families in early to mid Term.

## NOTE:

- It is expected that if a student accesses a study at the Unit 1 & 2 level, they will continue with this study as an access subject at the Unit 3 & 4 level (subject to availability and performance)
- It is expected that VCE/VET Access students continue to study a full program (5 subjects) whilst in Year 12 to maximise their ATAR by completing six Unit 3/4 sequences by the end of Year 12
- This application or a positive panel recommendation does not guarantee a VCE/VET Access place at Essendon Keilor College. Not all requests can be granted due to the inability of a student to fully demonstrate the requirements of the criteria or due to no places being available in the requested subject
- For Units 3 and 4 approval consideration will be given to performance in the Units 1 and 2 accelerated subject

# Years 11 & 12

## Victorian Certificate of Education

The three main later years pathways beyond Year 10 are:

1. **VCE** Which can include a VET component
2. **VCE Unscored** Which can include a VET component
3. **VCEVM** Which will include a VET component

Each VCE unit involves at least 50 hours of scheduled classroom instruction. Students also undertake up to 50 hours of self-directed learning for each unit. Satisfactory completion of a VCE unit is based on successfully completing all outcomes within the unit. The school determines satisfactory unit completion in accordance with VCAA requirements.

The minimum VCE requirement is satisfactory completion of 16 units that must include:

- 3 units of English, including a Unit 3–4 sequence
- 3 Unit 3–4 sequences, which can include further sequences from the English group of subjects

The Victorian Tertiary Admissions Centre (VTAC) advises that satisfactory completion of a scored Unit 3–4 sequence from the English group of studies (excluding VCE VM Literacy) is required for the calculation of a student's ATAR.

The following VCE subjects will be offered at Essendon Keilor College in 2026:

LEARNING AREA	SUBJECTS
English	<ul style="list-style-type: none"> <li>English</li> <li>English as an Additional Language (EAL)</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>General Mathematics</li> <li>Mathematical Methods</li> <li>Specialist Mathematics</li> </ul>
Humanities	<ul style="list-style-type: none"> <li>History</li> <li>Business Management</li> <li>Accounting</li> <li>Legal Studies</li> </ul>
Science	<ul style="list-style-type: none"> <li>Physics</li> <li>Chemistry</li> <li>Biology</li> <li>Psychology</li> </ul>
Health & Physical Education	<ul style="list-style-type: none"> <li>Health &amp; Human Development</li> <li>Physical Education</li> </ul>
Vocational Education Training (VET)	<ul style="list-style-type: none"> <li>Sport &amp; Recreation - Fitness</li> <li>Sport &amp; Recreation - AFL Football</li> <li>Community Services</li> </ul>
Art	<ul style="list-style-type: none"> <li>Art Making &amp; Exhibiting</li> <li>Media Studies</li> <li>Music</li> <li>Visual Communication and Design</li> <li>Drama</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Product Design &amp; Technology - Woodwork</li> <li>Product Design &amp; Technology - Textiles</li> <li>Food Studies</li> </ul>
Languages	<ul style="list-style-type: none"> <li>Italian - Second Language</li> <li>Japanese - Second Language</li> <li>Vietnamese - First Language</li> </ul>

# VCE Subjects

## Mathematics

Students may study all three Unit 3 & 4 Mathematics subjects but only two sequences may be used in the 'primary four' when calculating the ATAR score. Please consider the following options when making your decisions.

### General Mathematics

SUBJECT ADVISOR: MS HAMILTON

*VCE General Mathematics is designed to provide students with a broad range of mathematical skills and knowledge that are relevant to everyday life, work, study, and active citizenship. The subject is ideal for students who require a general background in mathematics without the need for higher-level algebra or calculus. These units are intended for a wide range of students who require a Year 11 Mathematics or intend to study General Mathematics at Unit 3 & 4. The required calculator is the Casio FX-CP400.*

#### UNITS 1 & 2

General Mathematics Units 1 and 2 provide a broad foundation in a range of mathematical skills and concepts applicable to everyday life, work, and further study. The subject focuses on practical mathematics including algebra, data analysis, financial arithmetic, matrices, networks, measurement, and statistics. It encourages logical reasoning, problem-solving, and the use of digital technologies. These units are ideal for students seeking a flexible mathematics option that supports future pathways in commerce, health, social sciences, and trades.

#### UNITS 3 & 4

General Mathematics Units 3 and 4 offer students a practical and applied approach to mathematics, focusing on real-world contexts and problem-solving. The areas of study include data analysis, recursion and financial modelling, matrices, networks and decision mathematics. Students develop skills in interpreting and analysing information, using mathematical techniques to model scenarios, and applying technology effectively. This subject supports pathways into a wide range of tertiary courses and careers in fields such as business, health, humanities, and trades.

### Mathematical Methods

SUBJECT ADVISOR: MS HAMILTON

*These units are designed to introduce students to mathematical structure in a closely sequenced development of topics. The required calculator is the Casio FX-CP400. This calculator is also required for all Year 12 Mathematics courses including Mathematical Methods Units 3 & 4. Students will often study Mathematical Methods alongside General Mathematics.*

#### UNITS 1 & 2

Mathematical Methods Units 1 and 2 introduce students to key mathematical concepts that underpin advanced studies in mathematics and related fields. The course focuses on functions and graphs, algebra, calculus (including introductory differential calculus), and probability. It builds essential skills in mathematical reasoning, problem-solving, and symbolic manipulation. These units form the foundation for Units 3 and 4 and are suited to students intending to pursue studies in science, engineering, economics, and other areas requiring strong mathematical knowledge.

#### UNITS 3 & 4

Mathematical Methods Units 3 and 4 provide a strong foundation in mathematical concepts that are essential for fields involving science, technology, engineering, and mathematics (STEM). The subject covers functions and graphs, algebra, calculus, and probability. Students develop skills in analytical thinking, abstract reasoning, and the use of mathematical techniques to solve complex problems. The course places a strong emphasis on understanding and applying calculus and probability concepts, and it integrates the use of technology for computation and analysis.

## Specialist Methods

SUBJECT ADVISOR: MS HAMILTON

*These units are suitable as additional background for Mathematical Methods students and for students who intend to study Specialist Mathematics Units 3 & 4. The required calculator is the Casio FX-CP400.*

### UNITS 1 & 2

Specialist Mathematics Units 1 and 2 are designed for students with a strong interest in mathematics and a desire to explore advanced and abstract concepts. The course covers a wide range of topics including algebra, geometry, trigonometry, vectors, complex numbers, and introductory calculus. It extends the content of Mathematical Methods and emphasises mathematical structure, logical reasoning, and proof. These units are ideal for students considering tertiary study in mathematics, engineering, physics, or related disciplines, and are typically studied alongside Mathematical Methods.

### UNITS 3 & 4

Specialist Mathematics Units 3 and 4 provide an in-depth study of advanced mathematical concepts for students with strong mathematical ability and interest. Topics include complex numbers, vectors, calculus, mechanics, functions, and probability distributions. The subject emphasises mathematical reasoning, modelling, and problem-solving in both abstract and applied contexts. Designed to complement Mathematical Methods, Specialist Mathematics is ideal for students planning to pursue university courses in mathematics, engineering, physical sciences, or related fields.



# English

## English

SUBJECT ADVISOR: MS WILSON

*Students must satisfactorily complete at least one unit of Unit 1 and 2, and both units 3 and 4 to receive an ATAR.*

*English aims to develop skills in reading, writing, speaking and listening. Students study a range of texts, including media texts. They also complete oral presentations and a folio of written responses.*

### UNITS 1 & 2

Students are required to read, respond or compare texts in both analytical and creative ways. Students also analyse how arguments and persuasive language can influence an audience and create their own point of view texts. Students will explore writing around the framework of food and create their own texts intended to impact audiences.

### UNITS 3 & 4

Building upon the skills developed in Units 1 and 2, students will explore themes, ideas and issues presented in selected texts and the Australian media. Students will learn to communicate ideas and information through writing for different purposes and audiences. They will also present ideas to an audience in an oral presentation.

## English as an Additional Language

SUBJECT ADVISOR: MS STEEL

*EAL is similar to the study of English, with only minor variations in the set tasks. NOTE: A student is eligible for EAL status if both of the following are satisfied:*

- *The student has been a resident in Australia for not more than seven years prior to 1 January of the year when Units 3 and 4 are taken; AND*
- *English has been the main language of instruction for not more than seven years prior to starting Units 3 and 4.*

### UNITS 1 & 2

Units 1 & 2 of VCE English as an Additional Language (EAL) focus on developing students' proficiency in English for academic and social contexts. Students enhance their skills in speaking, listening, reading, and writing, engaging with a variety of texts and topics relevant to their experiences and future studies. The course emphasizes the development of language strategies to support clear communication, critical analysis, and effective expression. Students build confidence in using English in diverse contexts, preparing them for further study in VCE and real-world interactions in English-speaking environments.

### UNITS 3 & 4

Units 3 & 4 of VCE English as an Additional Language (EAL) focus on refining students' skills in speaking, listening, reading, and writing, with an emphasis on academic language proficiency and critical thinking. Students engage with a range of complex texts, including literary works, media, and informative texts, to analyze themes, language, and perspectives. They develop advanced language strategies to express ideas effectively and coherently in both written and oral forms. These units prepare students for the VCE English as an Additional Language examination and enhance their ability to participate confidently in academic and professional English-speaking environments.





## Biology

SUBJECT ADVISOR: MS SLATER

*Biology is about understanding how living organisms work and interact with the environment. It will help us solve and deal with issues facing our society, including conservation, pests and diseases, inherited diseases, biotechnology and genetic engineering, human variation and evolution.*

### UNITS 1 & 2

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse and investigate types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

### UNITS 3 & 4

In unit 3 students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. In unit 4 students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

## Chemistry

SUBJECT ADVISOR: MS IRATO

*Chemical processes have led to sustainable generation of energy, new medicines, synthetic materials, biotechnology, new forms of food preservation, fuels, transportation and communication systems. Chemical processes are important in improving human health and providing a sustainable environment for the future.*

### UNITS 1 & 2

Curious about what everything is made of? VCE Chemistry Units 1 & 2 takes you into the fascinating world of atoms, elements, and compounds that form the materials all around us. You'll explore the structure of matter, chemical reactions, the periodic table, and how substances interact — all through hands-on experiments, problem-solving and real-world applications. From testing water quality to understanding the chemistry behind products and processes, this subject builds essential skills in analysis, observation, and critical thinking. A perfect starting point for students interested in science, health, engineering, and environmental studies.

### UNITS 3 & 4

Students explore energy and chemical production of materials with reference to efficiencies, renewability, and their impact on the environment. Students compare and evaluate different chemical energy resources and combustion of fuels. The principles of galvanic cells, fuel cells and electrolytic cells and calculate quantities in electrolytic reactions. Students analyse factors that influence their reaction rates and extent. They apply the Le Chatelier's principle to efficiency. Students investigate the structural features, bonding, reactions and organic compounds including those found in food. Students process data from instrumental analyses to deduce organic structures and perform volumetric analyses to determine the concentrations of organic chemicals. They predict the products of reaction pathways. Students investigate key food molecules including carbohydrates, proteins, lipids and vitamins and use calorimetry to determine the energy in combustion of food.



## Physics

SUBJECT ADVISOR: MR LLOYD

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*Physics is the study of the fundamental laws governing energy, matter, space, and time. It seeks to understand how the universe works at every scale – from the tiniest particles to the largest galaxies. Physics covers topics including forces, motion, energy, light, electricity, and the structure and radioactive decay of atoms. Physics seeks to explore the world using practical investigations and explain phenomena using mathematical models.*

### UNITS 1 & 2

In this unit students study the principles of thermodynamics and how it relates to the Earth's Climate and use it in everyday life. Students will also study the nature of Electricity and Electrical circuits and also the nature of nuclear radiation and its use in medicine and energy generation. Students will also undertake practical investigations, presenting detailed reports regularly. Students study the motion of moving objects, forces, conservation of energy and momentum. Students choose one of twelve options related to astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. Students will design and undertake investigations using knowledge and skills acquired throughout Unit 1 and present their results as a poster.

### UNITS 3 & 4

Students explore how invisible fields—gravitational, electric, and magnetic—govern the motion of everything from satellites to subatomic particles. The physical world is examined through three powerful frameworks: classical physics, with Newton's laws of motion; quantum physics, revealing the wave-particle duality of light; and Einstein's theory of relativity, where time slows and space bends. Through experiments, hands-on problem-solving, and a student-designed investigation in Unit 4, you'll learn how physicists unravel the mysteries of the universe and engineer tomorrow's solutions.

## Psychology

SUBJECT ADVISOR: MS BIANCHIN

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*Psychology is the scientific study of mental processes and behaviours in humans. Students explore the complexity of human behaviours and thought processes.*

### UNITS 1 & 2

In Unit 1, students explore the biological and psychological foundations of behaviour and mental processes. They investigate the structure and function of the nervous system and how the brain influences perception, thought, and emotion. Key topics include the role of neurons, neurotransmitters, and the brain in regulating behaviour. Students also examine how learning theories, such as classical and operant conditioning, shape human behaviour and how these theories are applied in everyday life. The unit introduces the concept of the mind-body connection and explores how the environment interacts with biological processes to shape mental functions. Unit 2 delves into the role of external factors in shaping human behaviour and mental processes. Students explore the influences of social, cultural, and environmental factors on individual behaviour. They examine key topics such as perception, attitudes, and the impact of social interactions on decision-making and behaviour. Students study the ways in which external factors, such as relationships, stress, and culture, influence cognitive functions and mental health. The unit also covers the psychological and biological underpinnings of abnormal behaviour and introduces mental health concepts, including the signs, symptoms, and treatment of common psychological disorders.

### UNITS 3 & 4

In Unit 3, students explore the role of the nervous system in enabling a person to interact with the world around them. They examine how stress can affect the functioning of the nervous system and investigate the neural basis of learning and memory. Students study the interplay between biological, psychological, and social factors that influence behaviour and mental processes. Key topics include the structure and function of the nervous system, mechanisms of memory formation, models of learning, and the impact of stress on mental and physical wellbeing. Unit 4 focuses on understanding mental health, with an emphasis on the development, diagnosis, and treatment of psychological disorders. Students investigate the nature of consciousness, including sleep and the effects of sleep deprivation. They explore the concept of mental health as a continuum and examine the factors that contribute to the development of specific phobia, using the biopsychosocial model. Students also evaluate strategies for maintaining mental wellbeing and preventing mental illness, including both psychological and biological treatments.

# Humanities

## Accounting

SUBJECT ADVISOR: MS HAMILTON

*Accounting is about recording, reporting, analysing and interpreting financial data and accounting information. This information is then made available to stakeholders so that they can make better financial decisions. Accounting plays an integral role in the successful operation and management of businesses.*

### UNITS 1 & 2

Units 1 & 2 of VCE Accounting introduce students to the fundamental concepts of accounting and financial record-keeping. Students explore the role of accounting in business, learning how to record, report, and analyze financial transactions. Key topics include the preparation of financial statements, managing cash flow, and understanding the principles of budgeting and costing. Through practical activities, students develop the skills necessary to interpret financial information and make informed decisions. These units provide a solid foundation for further study in accounting and business-related fields.

### UNITS 3 & 4

Units 3 & 4 of VCE Accounting deepen students' understanding of financial management and accounting principles in business contexts. Students explore key concepts such as financial reporting, budgeting, and cost analysis, focusing on the preparation and interpretation of financial statements for both small and large businesses. They develop skills in using accounting software and apply accounting principles to real-world scenarios. Emphasis is placed on making informed financial decisions and understanding the role of accounting in business operations. These units prepare students for the VCE examination and provide a strong foundation for further studies in accounting and business.



## History

**SUBJECT ADVISOR: MS MOORE**

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*History is a dynamic discipline that involves structured inquiry into the human actions, forces and conditions (social, political, economic, cultural, environmental and technological) that have shaped the past and present.*

### UNITS 1 & 2

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world after World War 1 leading to World War 2. In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

### UNITS 3 & 4

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Whilst studying the French and Russian Revolutions, students will learn the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Students will learn the consequences of revolutions have a profound effect on the political and social structures of the post-revolutionary society.

## Business Management

**SUBJECT ADVISOR: MR ROGERS**

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*The VCE Business Management follows the process from the initial 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 the continued success of a business. Students develop an understanding of the complexity of the challenges facing decision-makers in managing businesses and their resources.*

### UNITS 1 & 2

In this unit, students explore how business ideas are created and how conditions in the external and internal environment affect business planning. They examine the personal and social motivations behind starting a business and investigate the features of successful entrepreneurship. Students learn about legal and financial considerations, staffing, and the importance of business planning. By developing a business plan or proposal, students gain insight into the practical steps involved in launching a business venture. Building on Unit 1, this unit focuses on the establishment phase of a business. Students explore key aspects of setting up a business, including choosing an appropriate business structure, marketing strategies, and managing operations and finances. They consider how business owners make decisions to improve performance, comply with legal regulations, and manage staff effectively. Through case studies and practical activities, students evaluate real-world business practices and begin to understand the challenges of maintaining a successful enterprise.

### UNITS 3 & 4

In Unit 3, students examine the key processes and strategies that managers use to efficiently and effectively achieve business objectives. They explore the relationship between operations management, human resource management, and business success. Students investigate how businesses improve productivity, manage staff, and adapt to internal and external challenges. Real-world case studies help students analyse management theory in practice and evaluate the performance of different business models. Unit 4 focuses on the dynamic nature of business and the need for change to maintain competitiveness. Students learn about the importance of reviewing performance through key performance indicators (KPIs) and apply change management theories, such as those developed by Lewin and Kotter. They consider the role of leadership, corporate culture, and innovation in successfully implementing change. Students evaluate the effectiveness of different change strategies and explore the impact of transformation on stakeholders.

## Humanities (Continued)

### Legal Studies

SUBJECT ADVISOR: MR ROGERS

*Legal Studies is about the way the law relates to our everyday lives. It focuses on the way laws are made, structured and operated in Australia. It also develops knowledge about basic legal rights and responsibilities.*

#### UNITS 1 & 2

In Unit 1, students explore the foundations of the legal system, focusing on criminal and civil law. They examine the purposes and key principles of justice, the structure of laws in Victoria, and the role of individuals, laws, and the legal system in achieving justice. Students investigate how laws are made by parliament and interpreted by courts. Through the study of real and hypothetical cases, students analyse concepts such as criminal liability, civil responsibility, and the impact of legal decisions on individuals and society. Unit 2 builds on students' understanding by examining the enforcement of criminal and civil law, and how rights are protected in Australia and internationally. Students investigate the role of key institutions such as courts, tribunals, and complaints bodies in resolving legal disputes and delivering justice. They explore the types and purposes of sanctions and remedies and consider how effective these are in achieving justice. Additionally, students study how rights are protected in Australia and compare this to another country, developing a broader perspective on legal systems.

#### UNITS 3 & 4

Unit 3 explores the Victorian criminal and civil justice systems and their ability to achieve the principles of justice: fairness, equality, and access. Students examine the institutions, procedures, and principles that underpin these systems, including the role of courts, dispute resolution bodies, and the use of juries. They investigate the rights of individuals, the responsibilities of legal institutions, and recent reforms aimed at improving the effectiveness of the justice system. Case studies and current examples are used to evaluate how well the legal system upholds justice in practice. Unit 4 focuses on the role of law-making bodies and the people in influencing legal change. Students examine the roles of parliament and the courts in creating and interpreting law, and the interaction between these two law-making bodies. They analyse factors that enable and hinder legal change, including the role of the media and law reform bodies. Students also explore the significance of the Australian Constitution, the protection of rights, and how Australia's legal system compares to that of another country.





# Art & Technology

## Art Making & Exhibiting

SUBJECT ADVISOR: MS VITALE

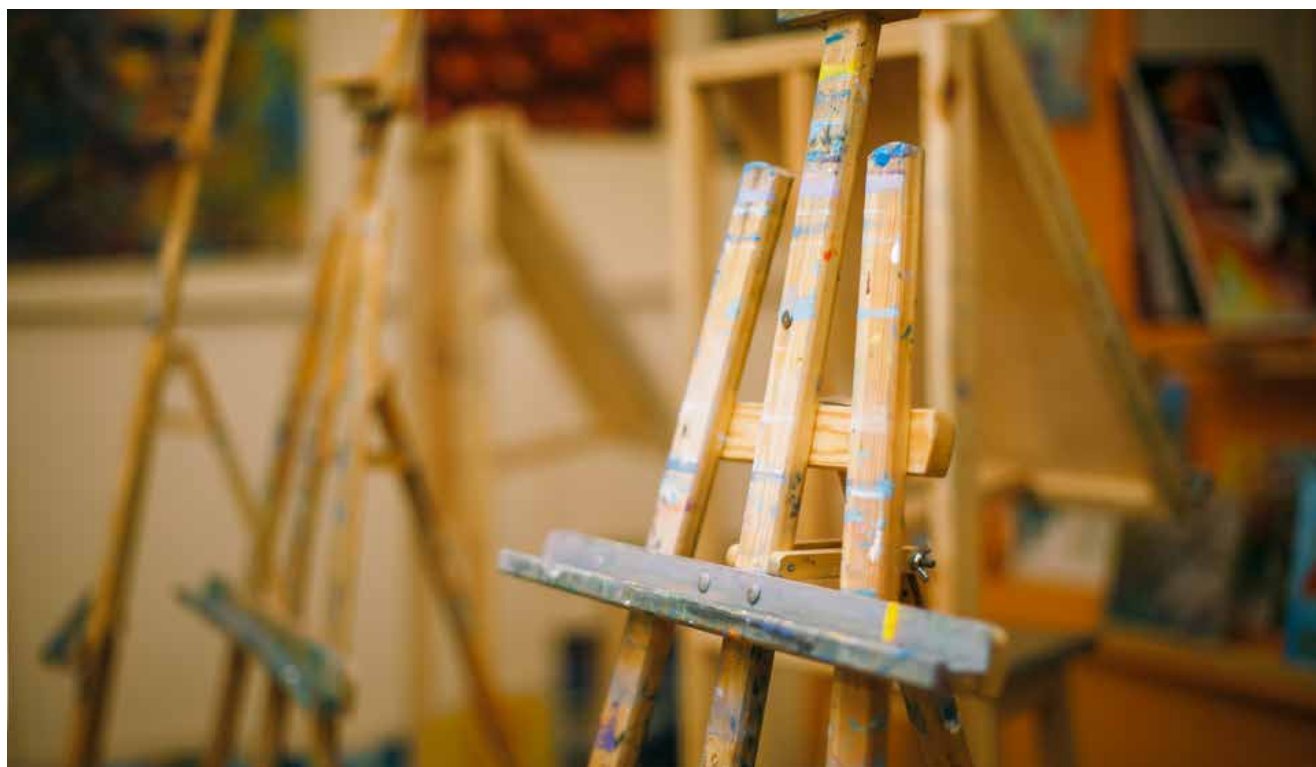
*Students will explore a variety of 2D and 3D studio forms, related media and techniques including drawing, painting, photography, printmaking, sculpture or other related design areas. In Units 3 and 4, students select a studio form and present a folio and final pieces.*

### UNITS 1 & 2

In Unit 1 students explore a range of art materials, techniques and processes, developing their understanding of how these elements are used across different art forms. They investigate the historical development of art practices and how materials and techniques have evolved over time. Through experimentation and creative exploration students generate ideas and broaden their approach to art making. Their work is documented in both written and visual form in a visual arts journal with an emphasis on safe material handling throughout. In Unit 2 students explore how artists use aesthetic qualities, art elements and principles to communicate ideas and emotions in artworks. They respond to a set theme, developing and refining their own concepts. They also investigate how artworks are displayed, learn about exhibition planning, the organisation of spaces and the roles involved in curating which helps their understanding of how meaning is communicated.

### UNITS 3 & 4

In Unit 3 students actively create artworks by exploring materials, techniques and processes while developing personal ideas inspired by research into artists, artworks and contexts. They use their visual arts journal to document their creative process. Students plan and produce artworks through the unit, reflecting on their evolving ideas and developing style before presenting a critique to peers. Unit 4 builds on the ideas produced in Unit 3 including evaluation of their materials, techniques and the visual and conceptual aspects of their work.



# Art & Technology (Continued)

## Visual Communication & Design

SUBJECT ADVISOR: MS CADDY

*Visual communication and design is a folio-based subject that involves technical drawing, freehand drawing, rendering and computer-based design. In Units 3 & 4 students work with the 3 different fields of design; Environmental, Communication and Industrial and complete folio work in accordance with the design process. There is both theory and practical work involved in these subjects.*

### UNITS 1 & 2

Students learn how visual language is used to convey ideas, information and messages. They develop skills in freehand drawing, rendering, instrumental drawing, digital methods, and the use of typography and layout. Students analyse visual communications from different historical, social and cultural contexts and start to apply the design process to develop their own concepts. This unit focuses on the practical application of visual communication design across different design fields. Students use the design process to respond to specific briefs and develop targeted visual solutions. They explore the role of visual communication in society, refine technical drawing and digital skills, and evaluate the effectiveness of their visual communications in meeting specific purposes and audiences. Across both units, students build their visual literacy, critical thinking, and creative problem-solving skills, laying a strong foundation for further study in Units 3 and 4.

### UNITS 3 & 4

Students investigate how visual communications are designed and produced in professional contexts. They analyse and evaluate visual communications with attention to purpose, audience, context, and presentation format. Using the design process, students create two distinctly different communication needs for a single client. They generate ideas, research, develop concepts and experiment with methods, media, materials, design elements and principles to inform their final designs. In this unit, students apply their knowledge and skills to complete the development and refinement of their two final presentations in response to the brief developed in Unit 3. They focus on technical and aesthetic refinement, decision-making, and the resolution of design ideas. Students also reflect on their design process, explaining how their visual communications meet the needs of the client and target audience. Throughout Units 3 and 4, students demonstrate creative thinking, technical proficiency, and the ability to visually communicate ideas with purpose and clarity. These units prepare students for further study or careers in design, architecture, advertising, and related creative industries.



## Media

**SUBJECT ADVISOR: MR HENNEQUIN**

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*This subject is about how the mass media operates in our society. It involves both practical and analytical assignments. The theory component involves the study of films, TV programmes and advertising. Each unit focuses on the refinement of production skills. All production work in Units 3 and 4 is completed individually by each student. It is highly recommended that students have completed Media 1 & 2 before undertaking Media 3 & 4.*

### UNITS 1 & 2

VCE Media Units 1 & 2 lay the groundwork for understanding the powerful influence of media in shaping how we see ourselves and the world around us. In Unit 1, students explore the concept of media representation, with a particular focus on gender portrayal across various media forms such as advertising, television, and film. They also examine Australian film texts. Building on this analytical foundation, students complete two creative productions: a photography project and a short film, using digital cameras and Adobe Premiere Pro. In Unit 2, students work in collaborative production teams to create a short film, deepening their understanding of the film production process and the stylistic choices of a selected filmmaker. The unit concludes with an investigation into how emerging media technologies are reshaping the way media is produced, consumed, and shared.

### UNITS 3 & 4

Unit 3 Media begins with an in-depth study of a selected film text, where students analyse how filmmakers construct narratives and engage audiences. They also examine how social, cultural, and historical contexts shape the stories we tell through media. Throughout the unit, students develop a detailed folio (SAT), thoroughly planning their major media production—film, photography, or print—which they produce and refine in Term 3. Students also explore the topic of Agency and Control in and of the Media, investigating the dynamic relationship between media institutions and audiences.

Year 12 Media is a challenging academic subject that balances critical analysis with practical production, preparing students for success in both their major media project and the end-of-year exam.

## Music

**SUBJECT ADVISOR: MS STEEL**

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*Throughout VCE Music, students develop their performance and musicianship skills by performing, creating, analysing and responding to music works.*

### UNITS 1 & 2

In these units students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation. They prepare and perform ensemble and solo works, create short musical exercises, and develop their knowledge of music language concepts through analysing a range of music. In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created.

### UNITS 3 & 4

In these units, students prepare a full recital program that showcases their practical musical skills. They study the work of other performers and analyse their approaches to interpretation and how personal voice can be developed through reimagining existing music works. Students identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. They listen and respond to a wide range of music by a variety of performers in contemporary styles. They also study music language concepts such as scales, harmony and rhythmic materials that relate to contemporary music.

## Art & Technology (Continued)

### Drama

SUBJECT ADVISOR: MS STEEL

*In VCE Drama, students develop their skills in analysing, creating, and performing theatrical works.*

#### UNITS 1 & 2

In these units, students focus on the creation and performance of characters and stories that communicate ideas, meaning and messages using contemporary drama-making practices. Students engage with creative processes, explore and respond to stimulus material, and apply play-making techniques to develop and present devised work. Students learn about, and draw on, a range of performance styles and conventions through the investigation of work by a diverse range of drama practices and practitioners, including Australian drama practitioners.

#### UNITS 3 & 4

In Unit 3, students collaborate to devise, develop and perform an ensemble piece inspired by contemporary and historical drama practices, exploring a range of performance styles, conventions, and play-making techniques to communicate meaning and engage an audience. They also analyse and evaluate their own creative processes and a live professional performance. In Unit 4, students create, develop and perform a devised solo piece, building on their understanding of non-realistic performance styles, conventions and non-linear structures from a range of contemporary and historical contexts. They use play-making techniques, apply dramatic elements and production areas, and document and evaluate their creative process as they shape a solo performance to be presented at their end of year exam.

### Product Design - Textiles

SUBJECT ADVISOR: MS VITALE

*Product Design and Technology (Textiles), students take on the role of designer-maker, applying the product design process to create innovative and functional textile products that meet the needs of a specific client or end-user. The focus is on problem-solving, creativity, critical thinking, and sustainable design practices.*

#### UNITS 1 & 2

Students investigate the lifecycle of textile products and consider how sustainability principles can be applied to redesign an existing product. They learn about fibre types, fabric characteristics, and the environmental impact of textile production. Students follow the product design process to generate, develop and present a redesign that improves sustainability, functionality, or appeal. This unit focuses on designing and producing a textile product in response to a client or end-user's needs. Working individually or collaboratively, students engage in client-focused design, research user needs, and create design options. They use a range of materials and construction techniques, while considering the influence of cultural and social factors on design choices. Throughout both units, students document their design journey, experiment with materials and processes, and reflect on their progress. This course builds practical and creative skills, preparing students for further study in Units 3 and 4 Product Design and Technology.

#### UNITS 3 & 4

Students investigate a real-world design problem and develop a detailed design brief and criteria for success. They conduct research, generate and refine design ideas, and plan the production of a textile product using suitable materials, tools, and techniques. Sustainability, ethical practices, and the broader impacts of design decisions are key considerations throughout the development process. In this unit, students produce their final textile product in response to the design brief developed in Unit 3. They document the construction process, apply quality and safety measures, and reflect on their efficiency and problem-solving skills. Upon completion, students evaluate the finished product against the design brief and criteria for success, and analyse the effectiveness of their design process and decision-making.



## Food Studies

SUBJECT ADVISOR: MS FITZPATRICK

*This subject focuses on the importance of food in our daily lives from both a practical and theoretical viewpoint. Students are able to develop knowledge and skills about the physical, chemical, sensory and functional properties of food.*

### UNITS 1 & 2

**Food origins** - This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time with a focus on both global and local foods. The practical component explores the use of ingredients available today that were used in earlier cultures, including ingredients indigenous to Australia. **Food makers**- Students investigate food systems in contemporary Australia with a focus on commercial food production industries and food production in small-scale domestic settings. Students will produce foods and compare their foods to commercial products.

### UNITS 3 & 4

**Food in daily life** - Explores our physical need for food and how it nourishes and sometimes harms our bodies. Students will also explore influences on food choice. The practical component will focus on the functional properties of food and the changes that occur during food preparation and cooking.

**Food issues, challenges, and futures** - Students examine debates about global and Australian food systems. Students will also explore ways to empower consumers to make discerning food choices. The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues.



# Health & Physical Education

## Physical Education

SUBJECT ADVISOR: MR KINGHAM

*Physical Education examines how the human body works and moves during physical activity from anatomical, biomechanical, physiological and skill acquisition perspectives. The course involves both a theoretical and practical component.*

### UNITS 1 & 2

In Unit 1, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. They examine the structure and function of these systems and investigate how the body responds to physical activity. Students analyse the impact of physical activity, sport, and exercise on the body, as well as the acute responses and long-term adaptations that occur. Practical activities complement theoretical learning, helping students to apply biomechanical principles and improve movement efficiency and performance. Unit 2 focuses on the social, cultural, and environmental influences on participation in physical activity. Students explore the benefits of regular activity and investigate the barriers and enablers that affect individual and population-level participation. They examine how policies, programs, and strategies are used to promote physical activity and reduce sedentary behaviour. Students also develop an understanding of the role of technology and data in monitoring and influencing physical activity patterns.

### UNITS 3 & 4

In Unit 3, students explore the biomechanical and skill acquisition principles that influence movement and performance in physical activity. They analyse how individuals learn and refine motor skills and investigate the application of biomechanical principles to improve technique. The unit also focuses on the energy systems that fuel physical activity and how they contribute to performance in different types of sport and exercise. Students study acute responses to exercise and analyse how energy system interplay affects performance and fatigue. Unit 4 builds on the knowledge from Unit 3 by focusing on the design and evaluation of training programs. Students learn how to assess fitness components and collect and interpret data to identify strengths and areas for improvement. They explore training principles and methods, and how these are applied to improve specific fitness components. Students also examine chronic adaptations to training and consider factors that affect performance, including psychological strategies, nutritional considerations, and recovery techniques.

## Health & Human Development

SUBJECT ADVISOR: MS ODEWAHN & MS GOUVAS

*VCE Health and Human Development allows students to explore the concepts of health, wellbeing, and human development across local, national, and global contexts, examining the many factors that influence health outcomes. Students will build health literacy as they investigate health inequalities, analyse Australia's healthcare system and health promotion strategies, and evaluate global efforts to improve health through sustainable development and aid programs.*

### UNITS 1 & 2

In Units 1 and 2, students develop an understanding of health and wellbeing from multiple perspectives and explore the dynamic nature of health as shaped by individual and societal influences. They examine health attitudes, practices and beliefs, including among Aboriginal and Torres Strait Islander communities, and develop health literacy through research and analysis of youth health issues. Students also explore the human lifespan, particularly the transition from youth to adulthood, and investigate how the healthcare system supports individuals during this stage. They consider the impact of digital media, health information, and access to healthcare in shaping health outcomes and personal responsibility.

### UNITS 3 & 4

Units 3 and 4 focus on health, human development and wellbeing in both Australian and global contexts, highlighting the interconnectedness of health outcomes worldwide. Students investigate the variation in health status across different populations and evaluate the role of health promotion, public health initiatives, and the Australian healthcare system in improving outcomes. They analyse global health inequalities, the impact of social and environmental factors, and the influence of globalisation on health. Students explore and evaluate global responses to health challenges, including the UN Sustainable Development Goals, WHO programs, non-government organisations, and Australia's international aid efforts.



## Outdoor Education

SUBJECT ADVISOR: MS GOUVAS

*VCE Outdoor Education has both theory and practical aspects to the course. Students will have a variety of outdoor and environmental experiences with focus on ecology, geology, recreation, indigenous perspectives and conservation.*

### UNITS 1 & 2

In Unit 1, students investigate the motivations for and types of outdoor experiences, as well as the ways people form relationships with natural environments. They explore how different cultural, historical, and personal perspectives influence interactions with outdoor environments. Students examine the impact of these interactions on both individuals and the environment, considering how outdoor experiences can foster environmental understanding, personal growth, and wellbeing. Field trips and practical outdoor experiences are central to this unit, providing opportunities for reflection and connection with nature. Unit 2 focuses on the characteristics of outdoor environments and how they are understood and influenced by human activity. Students examine natural systems and processes, including ecological and geological features, and consider how these environments have changed over time. They explore the impact of human activities such as recreation, conservation, and primary industries, evaluating both positive and negative effects. Through fieldwork, students develop skills in environmental observation and analysis while deepening their understanding of the interrelationship between humans and nature.

### UNITS 3 & 4

In Unit 3, students explore the dynamic and evolving relationships between humans and outdoor environments in Australia. They examine how different historical, cultural, and political contexts have shaped perceptions and uses of natural environments, from Indigenous connections and European settlement to contemporary interactions. Students investigate the impacts of these relationships on the environment and consider the role of outdoor experiences in developing environmental values and stewardship. Practical outdoor experiences complement theoretical learning, allowing students to observe and analyse relationships with natural settings firsthand. Unit 4 focuses on the sustainable use and management of outdoor environments. Students explore current environmental issues and examine the effectiveness of strategies used to protect, conserve, and restore natural areas. They evaluate the role of individuals, governments, and organisations in shaping environmental policies and actions. Key concepts include sustainability, conservation, recreation, and the impact of climate change. Through outdoor experiences and case studies, students critically assess how sustainable relationships with the environment can be achieved and maintained.



# Languages

## Italian - Second Language

SUBJECT ADVISOR: MS VILLANTI

*Italian is about communicating in the target language in a variety of social situations. It will interest students who wish to understand Italian culture as well as for those who wish to learn how to listen, speak, read and write in Italian who wish to understand Italian culture as well as for those who wish to learn how to listen, speak, read and write in Italian.*

### UNITS 1 & 2

Units 1 & 2 of VCE Italian focus on developing students' ability to communicate in Italian through speaking, listening, reading, writing, and viewing. Students engage with a variety of personal, social, and cultural topics that are relevant to young people, both in Italy and in Italian-speaking communities around the world. They build foundational language skills and explore aspects of Italian culture, identity, and traditions. Learning activities incorporate authentic materials such as film, music, articles, and conversations. These units lay the groundwork for further study in Units 3 & 4 by strengthening vocabulary, grammar, and intercultural understanding.

### UNITS 3 & 4

Units 3 & 4 of VCE Italian focus on refining students' ability to communicate effectively and confidently in Italian across a range of contexts. Students extend their skills in listening, speaking, reading, writing, and viewing through the study of contemporary and traditional texts, issues, and themes relevant to Italian-speaking communities. They explore and express ideas on topics such as youth culture, global citizenship, travel, and Italian traditions. A deeper understanding of language structures and cultural perspectives is developed, preparing students for practical language use and formal assessments, including the oral and written examinations.

## Japanese - Second Language

SUBJECT ADVISOR: MR BUI

*This subject is about communicating in Japanese in a variety of social situations. It will interest students who wish to understand Japanese culture as well as those who wish to learn how to listen, speak, read and write in Japanese.*

### UNITS 1 & 2

Units 1 & 2 of VCE Japanese Second Language introduce and develop students' skills in speaking, listening, reading, writing, and viewing in Japanese. Students explore everyday topics such as family, school life, hobbies, and travel while building core vocabulary, grammar, and kanji knowledge. Through a variety of interactive and culturally rich learning experiences, students begin to understand and express ideas in Japanese and gain insight into the culture and daily life of Japanese-speaking communities. These units provide a strong foundation for further language study in Units 3 & 4.

### UNITS 3 & 4

Units 3 & 4 of VCE Japanese Second Language focus on advancing students' ability to communicate in Japanese with fluency and accuracy. Students engage with a range of topics such as youth culture, travel, technology, and social issues, exploring them through listening, speaking, reading, writing, and viewing tasks. Emphasis is placed on developing sophisticated vocabulary, grammar, and kanji knowledge, while also deepening understanding of Japanese customs, values, and contemporary life. These units prepare students for practical language use in real-world contexts and for successful completion of the oral and written VCE examinations.



## Vietnamese - First Language

SUBJECT ADVISOR: MR NGUYEN

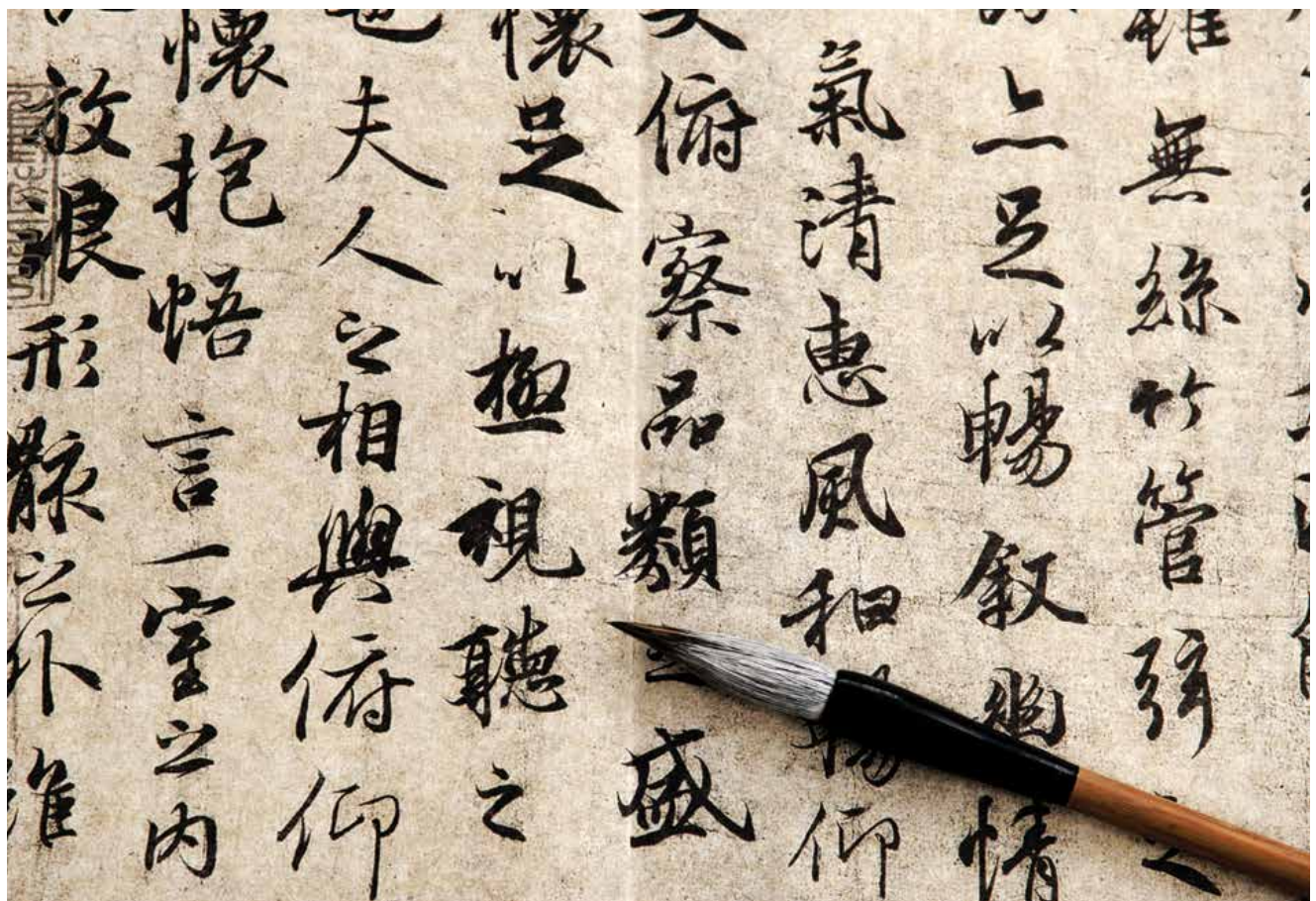
*This course is intended for native speakers and students whose major language of instruction at school has been Vietnamese. The course is similar to the Vietnamese (Second Language) course, but the prescribed themes and the outcomes reflect higher expectations of a course prepared for experienced users of the language.*

### UNITS 1 & 2

Units 1 & 2 of VCE Vietnamese First Language focus on developing students' skills in listening, speaking, reading, and writing in Vietnamese with a high level of proficiency. Students explore a variety of personal, social, and cultural topics, such as family, identity, traditions, and contemporary issues in Vietnamese-speaking communities. They engage with a range of authentic texts, including literary works, media, and everyday communication. These units also introduce students to formal and informal language styles and help build the analytical and expressive skills needed for further study in Units 3 & 4.

### UNITS 3 & 4

Units 3 & 4 of VCE Vietnamese First Language refine students' advanced skills in listening, speaking, reading, and writing through the analysis and creation of a wide range of texts. Students explore complex themes such as cultural identity, social issues, and perspectives in contemporary and traditional Vietnamese literature and media. Emphasis is placed on developing sophisticated vocabulary, grammar, and critical thinking skills. Students are supported to express and justify opinions, analyse ideas, and create coherent and well-structured responses, preparing them for the oral and written components of the VCE examinations.



# Victorian Certificate of Education Vocational Major (VM)

The VCE Vocational Major is a new vocational and applied learning program that sits within the VCE. It consists of new subjects and make up the core of your program. It takes an applied learning approach. Applied learning involves students engaging in relevant and authentic learning experiences. It is a method of learning where theoretical information comes to life for students in a real-world context that relates directly to their future. All within their own control and in an environment where they feel safe and respected. The VCE Vocational Major is the replacement for the Intermediate and Senior VCAL. It is a two-year program over Year 11 and 12. The VCE Vocational Major will prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce. The four main studies are assessed at a school level through authentic assessment activities. There are no external examinations for the VCE VM studies and therefore students do not receive a study score and are not eligible to receive an ATAR.

Students who have completed the satisfactory completion requirements of the VCE VM will receive a Victorian Certificate of Education with the words Vocational Major on it to recognise their achievements.

To get your VCE vocational Major, you must successfully finish at least 16 units, including a minimum of:

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

## VCEVM Subjects

### Literacy Unit 1-4

**SUBJECT ADVISOR: MS JOHNSON**

VCE Vocational Major (VM) Literacy Units 1–4 focus on developing essential literacy skills for work, further education, and everyday life. Students engage with a wide range of texts, including workplace documents, media articles, narratives, and persuasive texts, building their ability to interpret, analyse, and create written, spoken, and multimodal communication. The course emphasizes practical literacy skills such as reading for meaning, writing for purpose, and effective oral communication in real-world contexts. Through collaborative and independent tasks, students strengthen their confidence and competence in using language in personal, community, and workplace settings.

### Numeracy

**SUBJECT ADVISOR: MS HAMILTON**

VCE Vocational Major (VM) Numeracy Units 1–4 equip students with practical mathematical skills for everyday life, work, and further education. The course focuses on applying numeracy to real-world contexts such as budgeting, measurement, data interpretation, and problem-solving in personal, civic, and workplace settings. Students develop confidence in using mathematical reasoning and tools to make informed decisions and solve problems. Through hands-on activities and projects, they strengthen their understanding of key mathematical concepts and their relevance in day-to-day situations.

## Work Related Skills

**SUBJECT ADVISOR: MR KINGHAM**

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VCE Vocational Major (VM) Work Related Skills Units 1–4 are designed to prepare students for the workplace by developing essential employability skills, including teamwork, communication, problem-solving, and time management. Students explore safe work practices, employer expectations, and workplace rights and responsibilities. Through practical experiences such as structured workplace learning, projects, and industry engagement, students build their understanding of different career pathways and develop the skills and attitudes needed for successful employment in a range of industries.

## Personal Development Skills

**SUBJECT ADVISOR: MS CADDY**

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VCE Vocational Major (VM) Personal Development Skills Units 1–4 focus on building students' personal and social capabilities to become confident, active, and responsible members of their community. Students engage in community-based projects, team activities, and reflective practices to develop skills in leadership, goal setting, resilience, and problem-solving. The program encourages self-awareness, civic responsibility, and a positive mindset, supporting students to make informed decisions and contribute meaningfully to their personal lives, workplaces, and broader society.

## Structured Workplace Learning

**SUBJECT ADVISOR: MR KINGHAM**

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VCEVM Structured workplace learning provides students with the opportunity to integrate on-the-job experience with secondary study as part of the Victorian Certificate of Education (VCE), the VCE Vocational Major or the Victorian Pathways Certificate. Structured workplace learning provides students with the opportunity to integrate practical on-the-job experience and learning in workplaces.

The benefits of structured workplace learning for students include:

- improved understanding of the work environment and employers' expectations
- exposure to the world-of-work
- increased self-understanding, maturity, independence and self-confidence, especially in the workplace
- increased motivation to continue study and/or undertake further training
- enhanced opportunities for part-time and casual employment
- opportunity to develop and gain work-related competencies
- opportunity to acquire skills relevant to the workplace
- opportunity to try out career choices before leaving school
- opportunity to develop contacts with potential employers
- opportunity to demonstrate mastery of specific skills and competencies related to the accredited course which they are undertaking
- opportunity to undertake relevant courses which count towards the student's exit credential and articulate into further education and training.



# Year 11 & 12

## Vocational Education Training (VET)

Scored assessment is available for all VET subjects within a VCE Program and can be accessed as a non-scored component of the VCEVM program. Students who wish to receive an ATAR contribution for VCE VET subjects must undertake scored assessment. This consists of coursework tasks and an end-of-year examination which both contribute to the overall study score.

Scored assessment is based on the scored Unit 3–4 sequence of the VCE VET program. The scored Unit 3–4 sequence must be delivered and assessed in a single enrolment year. Students are strongly advised against undertaking the scored Unit 3–4 sequence without first completing Units 1 and 2 because Unit 3–4 sequences are not designed for standalone study.

## VET Subjects

### Sport & Recreation - Fitness

**SUBJECT ADVISOR: MR CARROLL**

*VET Fitness is about students combining their VCE or VCEVM with a Cert III in Sport & Recreation program (Fitness specific). are delivered across TWO YEARS.*

#### UNITS 1 & 2

Get active and explore the exciting world of sport, fitness, and recreation! In Units 1 & 2, students will develop practical skills in fitness training, coaching, and leadership while gaining insight into the sport and recreation industry. You'll learn how to plan and deliver safe and effective fitness sessions, understand the basics of anatomy and physiology, and explore what it takes to run community sport and recreation programs. With a strong focus on hands-on learning, this subject is perfect for students who enjoy being active and want to build skills for work or further study in the health, sport, and fitness industries.

#### UNITS 3 & 4

Take your passion for sport and fitness to the next level! In Units 3 & 4, students will refine their skills in planning, delivering, and evaluating fitness programs while gaining real-world knowledge of the sport and recreation industry. Learn how to instruct group training sessions, develop client relationships, manage risk in physical activity settings, and explore career pathways in the health and fitness sector. With a strong practical component, this subject prepares students for work or further study in areas like personal training, coaching, or sport development. If you're ready to lead, train, and inspire — this is your chance to step up and stand out!

### Sport & Recreation - AFL Football

**SUBJECT ADVISOR: MR CLIFTON**

*VET Football is about students combining their VCE or VCEVM with a Cert III in Sport & Recreation program (Australian Rules Football specific) Units 1-4 are delivered across TWO YEARS.*

#### UNITS 1 & 2

Students will study topics including conditioning for sport, conducting sport and recreation events and providing equipment for activities. They will develop an understanding of the sport, recreation and fitness industries and will learn how to respond to emergency situations and how to conduct sport coaching sessions. Students gain a first aid certificate and undertake work placement in the sport and recreation industry. They will undertake regular gym training on campus.

#### UNITS 3 & 4

Students will develop a greater understanding of a number of areas relevant to the Sport and Recreation Industry including workplace health and safety and delivering recreation sessions. Students will continue to participate in football development and conditioning activities. They will learn how to effectively plan and conduct sport and recreation programs and will further develop their ability to conduct sport coaching sessions.

## Community Services

SUBJECT ADVISOR: MR CARROLL

*VET Community Services is about students combining their VCE or VCEVM with a Cert III in Community Services. Units 1-4 are delivered across TWO YEARS.*

### UNITS 1 & 2

VET Community Services Units 1 & 2 introduces students to the rewarding field of social and community support work. This hands-on course focuses on developing practical skills in communication, working with diverse people, and supporting individual wellbeing. You'll explore real-life scenarios, complete industry-relevant tasks, and gain insight into areas like youth work, aged care, disability support, and mental health services. With a blend of theory and workplace-style learning, this course is perfect for students who are compassionate, people-focused, and interested in building a future in the community services sector.

### UNITS 3 & 4

Make a real impact in people's lives with VET Community Services Units 3 & 4. This course builds on the foundational skills from Units 1 & 2, preparing students for work in the community services sector through hands-on, practical learning and simulated workplace experiences. Students will develop deeper knowledge in supporting individual needs, responding to clients in crisis, working within legal and ethical frameworks, and promoting mental health and wellbeing. With a strong focus on empathy, communication, and teamwork, this course is ideal for students pursuing careers in youth work, aged care, disability support, or social services. Graduate with real skills, real insight, and a real pathway into a career that makes a difference.



# Australian Rules Football Academy

Essendon Keilor College is one of the first elite football schools established in Victoria. The outstanding success of the program is clearly reflected in the number of grand finals won in the prestigious, invitation-only School Sport Victoria Premier League Football competition. The College is also proud of the 32 footballers who have experienced further success by being drafted to AFL clubs. Access to the program is via application or invitation only (see Appendix). Both boys and girls are encouraged to apply. Students begin their journey at Year 10 level with a Football Program subject across the full year. Students can then specialise through the VET Sport & Recreation - AFL Football program. Students are also invited to trial for our Premier League team with games throughout Term 2, including the possibility of a Football Camp.

## OVERVIEW

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The Senior Elite Football Program has been re-launched at the Essendon Senior Campus for Years 10-12 students. The new program will be overseen and in alignment with Essendon Football Club & Calder Cannons Coates Talent League Program. Student athletes will have access to:

- 4 x inner sanctum experiences at Essendon Football Club, to use the 'Hanger' facilities
- education sessions on game analysis, game plan, vision, physical performance, nutrition and individual performance run by Academy coaches.
- YEAR 10 - Football Program (1 year program)
- YEAR 11 & 12 VCE & VCEVM - VET Sport & Recreation Football.

The school's continued commitment to the football program will require collaboration between football coaches, sports teachers, pathway coaches, parents, and students. This elite program provides an opportunity for young athletes with excellent football abilities to advance their established skills while providing a challenging environment that encourages them to reach their full potential. This specialised program operates in conjunction with the mainstream curriculum.

## PROGRAM EXPECTATIONS

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Students within the accelerated football program are expected to follow the outlined guidelines below:

- Student athletes will attend all class and training sessions
- Hold a GPA of 3 or above on average across all their subjects.
- Work to develop positive relationships with all staff and students involved in the program.
- Bring a positive attitude to each session understanding they will be working to gain positive outcomes.
- During football season, inform coaches of your load and any injuries.

## ENTRY REQUIREMENTS

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Entry to the program is by application or invitation only. The selection criteria may include:

- A potential high level of ability/performance indicated through skills testing and possible trials
- A high level of coachability
- A positive sporting attitude
- A positive attitude towards school and study
- A history of high standard of good behaviour, attendance, and social skills
- A recent member of a football team (club or school)
- A documented high level of ability/performance.

## WHAT THE PROGRAM INVOLVES

SKILL DEVELOPMENT	FITNESS AND CONDITIONING	THEORY COMPONENT
<p>Students will perform skills with efficiency, accuracy and consistency.</p> <p>An individual's technique will be analysed, refined and practiced until the skills can be performed consistently during competition.</p> <p>Sessions will be planned and run in conjunction with coaches and development officers from Essendon Football Academy &amp; Calder Cannons</p> <p>Skill sessions will focus on skill development, positional education, movement patterns, running patterns and attacking and defensive methods.</p> <p>A variety of feedback will be used including video analysis of techniques and game play.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Develop and maintain fitness levels which enable them to extend their potential in football.</li> <li>• Analyse the 'fitness components' of football.</li> <li>• complete the AFL combine fitness tests.</li> <li>• Identify a variety of training methods required and complete a variety of activities to improve and maintain appropriate fitness levels.</li> <li>• Study injury prevention and management.</li> <li>• Resistance training focusing on injury prevention and technique.</li> </ul>	<p>The subject is predominantly practical however specific theory work is also undertaken.</p> <p>Topics covered will include:</p> <ul style="list-style-type: none"> <li>• Team play and tactics (practical and theoretical)</li> <li>• Coaching (practical and theoretical)</li> <li>• Positional play (practical and theoretical)</li> <li>• Nutrition</li> <li>• Fitness (practical and theoretical)</li> <li>• Sports Psychology</li> <li>• Pathways in football (goal setting, club administration)</li> <li>• Leadership seminars</li> <li>• Umpiring (practical and theoretical)</li> <li>• Prevention and management of injuries.</li> </ul>









# Select Entry Application Forms

## VCE/VET Access Policy & Application

### Purpose

Essendon Keilor College endeavours to provide students with the opportunity to maximise their learning potential whilst at the school. All students, where it would improve their educational outcomes, may apply to access a VCE or VET program by studying a Unit 1 and 2 subject in Year 10 and a Unit 3 and 4 sequence in Year 11. This allows for a more challenging and stimulating program for the students in their senior years. It also allows them to maximise their ATAR score by completing six Unit 3 and 4 sequences instead of five.

### Criteria for Selection

All students are encouraged to express their interest in the VCE/VET Access Program at Essendon Keilor College. However a selection process and criteria apply to all applications. This includes:

- General academic performance in current year
- NAPLAN reading, writing and numeracy levels
- Academic performance in the relevant subject(s) in particular common assessment tasks
- Progress Report Grade Point Average
- A minimum of 90% attendance
- Demonstration of sound organisational skills, such as completing set tasks and managing due dates
- Interest in and understanding of the subject area
- Links with your career pathway goals

#### NOTE:

- It is expected that if a student accesses a study at the Unit 1 & 2 level, they will continue with this study as an access subject at the Unit 3 & 4 level (subject to availability and performance).
- It is expected that VCE Access students continue to study a full program (5 subjects) whilst in Year 12 to maximise their ATAR by completing six Unit 3 /4 sequences by the end of Year 12.
- This application or a positive panel recommendation does not guarantee a VCE/VET Access place at Essendon Keilor College. Not all requests can be granted due to the inability of a student to fully demonstrate the requirements of the criteria or due to no places being available in the requested subject.
- For Units 3 and 4 approval consideration will be given to performance in the Units 1 and 2 accelerated subject.

### Application Process

- VCE/VET Access is available in subjects on a case by case basis. First and second Language acceleration is only available in some circumstances.
- A VCE Access subject should not be a student's best subject, but one which will be beneficial to their careers planning and post-secondary pathway options.
- All students considering a VCE/VET Access subject must discuss this with the relevant Year Level Coordinator prior to submitting an application. All timelines must be adhered to.
- As preference into Year 11 subjects is given to current Year 10 students, it is essential that all Year 9 students applying for acceleration provide 2 subject preferences
- Students seeking VCE/VET Access will be evaluated on their overall academic performance by their current Campus Principal and Assistant Principal.
- All students selected for acceleration must attend the subject orientation program from Monday 24th November – Wednesday 3rd December at the Essendon Campus.
- All decisions will be communicated in a timely manner to students and their families in early to mid Term 3.

**Written Task:** Please attach a written explanation (between 300-500 words) outlining your reasons for choosing this subject and why you believe you are a suitable candidate for accelerated entry into the VCE/VET Access Program. Discuss how you have met the above selection criteria.

# Application to Study a VCE or VET Subject in 2026

The information below explains the process that will apply for successful entry into the VCE/VET Access Program. There are a limited number of places available for Year 10 students in the VCE/VET Access Program.

Please fill in this form and submit to your Campus Assistant Principal on or before Friday 15th August 2026.

Full Name: \_\_\_\_\_ Homegroup: \_\_\_\_\_ Campus: \_\_\_\_\_

Please read these points and tick off to indicate that you have read and understood each one:

VCE subjects are full year subjects	
My academic performance in NAPLAN, CATs and other assessments demonstrates my capacity to undertake a VCE/VET subject	
I have good organisational skills, including completing set tasks and managing due dates	
Interest in	
The subject I'm applying for link with your career pathway goals	
I have a strong interest in and understanding of the subject area I am applying for and it links with my future pathway goals	
I consistently have a strong Grade Point Average (GPA)	
My attendance is 90% or above	
I have spoken with my Year Level Coordinator and/ or a subject teacher about my application	
If successful, I will attend the Year 11 Step Up Classes in Term 4	

The final decision with regard to a student's enrolment in the VCE/VET Access Program rests with the College.

I have read and understood the expectations of the VCE/VET Access Program.

Student (signed): \_\_\_\_\_

**This application must be authorised and signed by a parent or guardian. I understand the expectations of VCE/VET Access and support this application.**

Parent/Guardian (signed): \_\_\_\_\_

Subject Preference #1: \_\_\_\_\_

Subject Preference #2: \_\_\_\_\_

## AFL Football Program Year 10 2026

Student Name:	Date of Birth:
Current Football Club:	
Current & previous Division & other football experience:	
Key position/s you play:	
Current Football Achievements (awards won, representative teams):	
Reason for wanting to apply for the AFL Football Program at EKC (include your football aspirations):	
Any medical concerns or previous injuries we need to be aware of:	

**\*\*If applying from another school, please attach your most recent semester report.**

**By completing this application, you agree to the outlined expectations and guidelines within this document.**

Student signature	
Parent/guardian name	
Parent/guardian contact number	
Parent/guardian signature	
Emergency contact name	
Emergency contact number	

# Year 9 into 10 Sample Course Selection

EDVAL STUDENT CODE:		Name: (please print)	
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## 2025 Campus (please tick):

Keilor Campus	
Niddrie Campus	

External	
International Student	

## Subject Selection

- All students study **12 units** in the year, 6 units each semester. A unit is studied for 1 semester (6 months)
- You must study two semesters of: English and Mathematics – a total of 4 units
- You must select either Life Science OR Physical Science - one unit minimum
- All students must select a minimum of one semester subject from Humanities, Arts/Tech and HAPE subject
- Students undertaking a Unit 1/2 subject, a Language and/or the AFL Football Program should be aware that these are year long subjects and count as 2 units for the year (one per semester)

## English – Circle one

English	EAL: English as an Additional Language (if eligible*)
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\*English as an Additional Language is for students from non-English speaking backgrounds who have been living in Australia less than 7 years.

## Mathematics – Circle one

Year 10 General Mathematics	Year 10 Advanced General Mathematics
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## Language (Optional) – Circle one

Italian (Second Language)	Japanese (Second Language)	Vietnamese (First Language)	No Language
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\*Students who select to undertake a Language will be required to take both semester 1 and semester 2.

## VCE or VET (Optional)

VCE/VET* subject	Yes or No	If Yes, subject choice:
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# Year 9 into 10 Student Course Selection Planner

Tick the blue boxes you are interested in selecting. Have you included:

1. 2 units of English
2. 2 units of Mathematics
3. 8 Elective choices

(Remember - if you are selecting a language, a VCE Access subject and/or the AFL Football Program, these count as 2 x units each).

<b>English</b>	English x2		EAL x2	
<b>Mathematics</b>	General x2		Advanced x2	
Minimum of one subject from each of the following areas				
<b>Humanities</b>	Pre-VCE Business Management			
	Pre-VCE 20 th Century History			
	Pre-VCE Accounting & Economics			
	Pre-VCE Legal Studies			
<b>Health &amp; PE</b>	Pre-VCE Physical Education			
	Pre-VCE Health & Human Development			
	Pre-VCE Outdoor Education			
	AFL Football Program (2 semesters)			
<b>Science</b>	Life Sciences			
	Physical Science			
	Pre-VCE Psychology			
<b>Art</b>	Pre-VCE Art Making & Exhibiting			
	Pre-VCE Media Studies			
	Pre-VCE Music			
	Pre-VCE Drama			
<b>Technology</b>	Pre-VCE Product Design Textiles			
	Pre-VCE Visual Communication & Design			
	Pre-VCE Product Design Woodwork			
	Pre-VCE Food Studies			

# Year 10-12 Student Course Selection Planner

Use the following template to document your proposed study plan for Year 10/Year 11/Year 12.

EDVAL STUDENT CODE:		Name: (please print)	
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## My Year 10 Course:

1	English or EAL	7	
2	English or EAL	8	
3	A mathematics subject	9	
4	A mathematics subject	10	
5		11	
6		12	

## My Year 11 Course:

1	English	7	
2	English	8	
3		9	
4		10	
5		11	
6		12	

## My Year 12 Course:

1	English	7	
2	English	8	
3		9	
4		10	
5			
6			

## My pathway Goal is:

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The above plan includes any required/known prerequisites (Please circle):      Y      N

Walter

CAESAR

DG

261

W314

CAESAR AND ROMAN POLITICS

DG  
262  
Y3813  
1983

HARDY  
—  
SOME  
PROBLEMS  
IN ROMAN  
HISTORY

DG  
262  
H3

WILL RICHTER - Caesar als Diktator

DG  
262  
H5

SIHLER  
—  
ANNALS  
OF  
CAESAR

DG  
262  
S5

DIVUS  
JULIUS

WEINSTOCK

DG  
262  
W4

JULIUS CAESAR  
AND HIS PUBLIC IMAGE

DG  
262  
Y3813  
1983

ZW  
YAVETZ

DION CASSIUS  
—  
HISTOIRE  
ROMAINE  
—  
LIVRE 44 & 45

Text  
et  
traduction

DG  
266  
C3714  
2002

DG  
266  
C42  
1959  
V.1



## Essendon Keilor College

### Administration

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### EAST KEILOR Campus

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