



EPPING SECONDARY COLLEGE

Learning for Life

VCE 2026

**Programs
&
Subject Information
Handbook**

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How to use this Handbook

This handbook provides students with information on the various subject offerings in VCE, VCE Career Focus, VCE Vocational Major and VET courses at Epping Secondary College.

Students are encouraged to read through this booklet prior to making decisions about which subjects they would like to study in 2026.

For information about VCE-VM subjects and the application for VM, you will need to speak to Mr Malcolm.

Follow these steps to make the most out of this booklet:

1. Read through the booklet
2. Pay attention to details such as pre-requisite studies, these are the subjects the university requires you take before entering courses, or recommended subject pairings
3. Develop a short list of preferred subjects in conjunction with parents / caregivers, mentors, teachers
4. Record your subject selections on the application form in this booklet, online
5. Use this handbook in conjunction with the Careers information to find out more about the subjects you are interested in AND speak with your current teachers about what the VCE subject is like
6. Follow the Course Counselling and Subject Selection process & timeline. You must bring to this interview:
 - A completed application form for either VCE, VCE (Vocational Major) or Career Focus VCE
 - My Career Match Survey result
 - Career Portfolio (Career Action Plan)
 - Mid-Year report
 - Accelerated Subject Selection form completed and signed – if applicable

Note: A Subject running is dependent on student numbers.

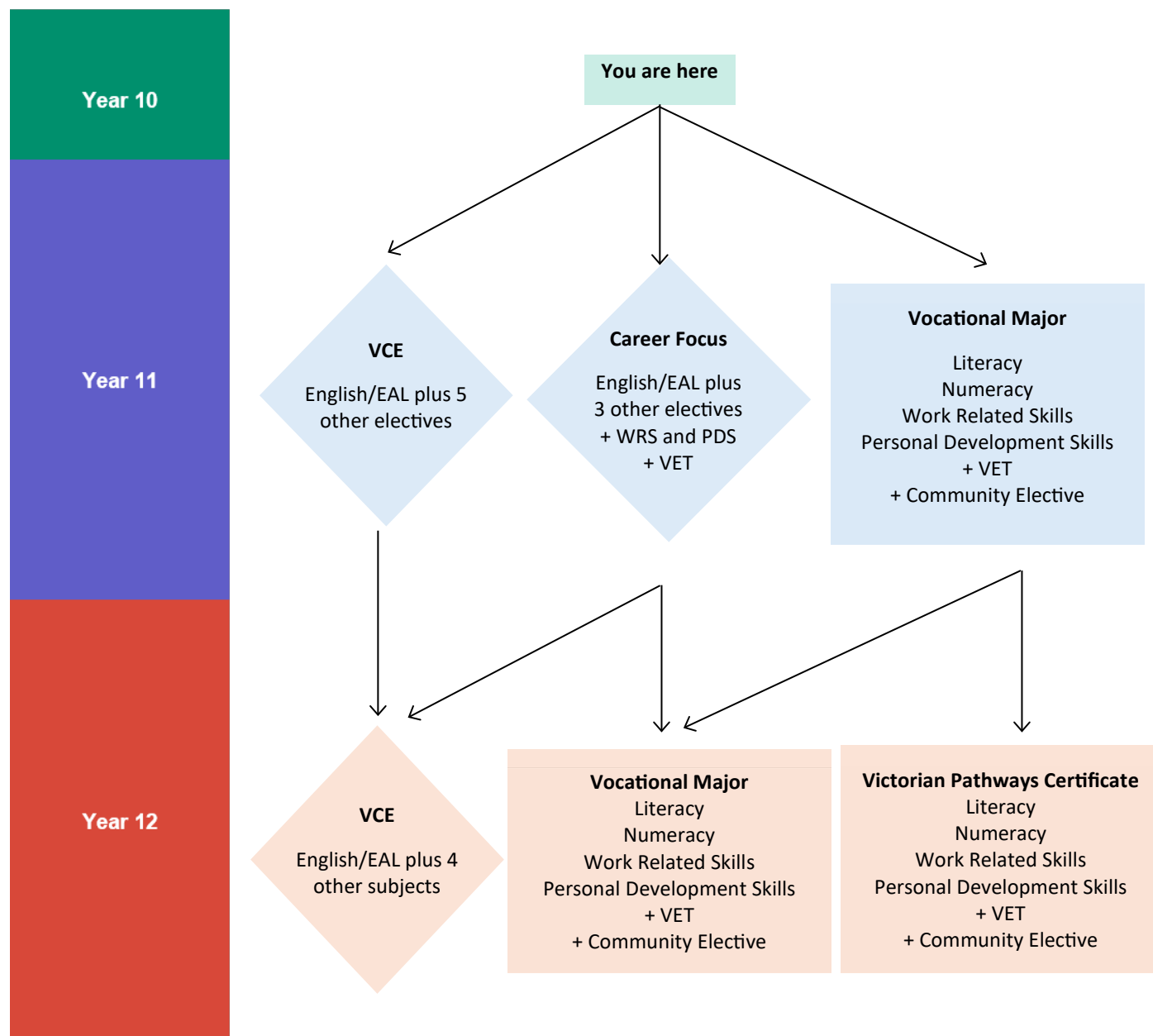
VCE Programs offered at ESC

- Victorian Certificate of Education (VCE)
- Victorian Certificate of Education - Career Focus (combination of VCE & VM)
- Victorian Certificate of Education - Vocational Major (VM)
- Victorian Pathways Certificate (VPC) – this program will be offered to students at the discretion of the school



What program should I choose?

Recommended VCE Pathways



Advice for choosing a VCE Program

1. Breadth and Depth of Study

- **Aim for variety:** Choose subjects from different areas to keep your future options open.
- **Avoid over-specialisation:** Don't pick only one type of subject (e.g., all sciences) unless you're very certain of your career direction.
- **Keep your pathways flexible:** The broader your selection, the more pathways remain open.

2. Interests and Talents

- **Choose subjects you enjoy:** You're more likely to be motivated and perform better.
- **Avoid picking just for ATAR scaling:** Subjects that scale up can be harder and may lower your score if they don't suit your strengths.
- **Think long term:** Pick subjects related to things you might want to do in the future.

3. Pathways Planning

- **Start with a career goal** (if you have one): Then work backward to identify which subjects are prerequisites.
- **Use counselling support:** ESC offers course counselling and has a Careers team to help with subject choices and aligning them to university/TAFE requirements.
- **Use tools and resources:** Websites like vtac.edu.au can show subject prerequisites, course details, and ATAR scaling.

4. No Easy Subjects

- **Every subject is demanding:** Choose based on genuine interest and ability, not perceived difficulty.
- **Research well:** Talk to subject teachers and Learning Area Leaders for a full understanding of expectations and content.

5. Folio-Based Subjects (e.g. Visual Arts, Design, Technology)

- **High time commitment:** These subjects require effort inside and outside of class.
- **Highly rewarding:** If you enjoy creative and practical work, these can be fulfilling choices.
- **Ask for guidance:** Speak to CAPA or Technologies leaders for support and clarity.

Practical Steps for Students

- **Ask yourself:**
 - What do I enjoy learning?
 - What am I good at?
 - What careers or courses am I curious about?
 - What subjects will help me get there?
- **Consult:**
 - ESC's course counselling team
 - The Careers team
 - VTAC website for university prerequisites and ATAR info
 - Subject teachers and Learning Area Leaders
- **Explore:**
 - VTAC Prerequisite Explorer
 - CourseSearch

What might your VCE program look like?

Year 11

VCE Program

Students must complete English/EAL and **five** other electives.

Note: **All** students are enrolled into:

Learning For Life

This subject runs once a week.

Year 11 VCE	English / EAL	Elective	Elective	Elective	Elective	Elective
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VCE Career Focus Program

Students must complete English/EAL, Personal Development Skills, Work Related Skills, VET, and three other electives.

Year 11 VCE Career Focus	English / EAL	Personal Development Skills	Work Related Skills	VET*	Elective	Elective	Elective
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Note: Year 11 Career Focus students undertake Unit 1 of Personal Development Skills & Unit 1 Work Related Skills across the year.

VCE Vocational Major Program

For students considering the VCE Vocational Major or apprenticeships/traineeships. Emphasis is placed on practical, hands-on learning.

Year 11 VCE Vocational Major	Literacy	Numeracy	Personal Development Skills	Work Related Skills	VET*	Community Elective
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Year 12

VCE Program

VCE (Victorian Certificate of Education) is a recognised pathway into employment, TAFE, and tertiary institutions.

Students select English/EAL and **four** other electives and will be timetabled into a study period subject. Some subjects may be taken externally or via a LOTE provider like the Victorian School of Languages.

It is highly recommended that students continue with the subjects they have studied in Year 11 and will need to decide on which subject to discontinue.

Year 12 VCE	English / EAL	Elective	Elective	Elective	Elective	Study
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Year 12 VCE Vocational Major Program or Victorian Pathways Certificate

For students considering the VCE Vocational Major or apprenticeships/traineeships. Emphasis is placed on practical, hands-on learning.

Year 12 VCE Vocational Major	Literacy	Numeracy	Personal Development Skills	Work Related Skills	VET	Community Elective
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Year 12 Victorian Pathways Certificate	Literacy	Numeracy	Personal Development Skills	Work Related Skills	VET	Community Elective
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Non-Scored VCE Program – Epping Secondary College

Epping Secondary College offers a Non-Scored VCE program to personalise learning and better support student wellbeing and achievement. A Non-Scored VCE results in the student successfully completing and being awarded the Victorian Certificate of Education (VCE), but without receiving study scores or an ATAR.

Students considering a Non-Scored VCE are encouraged to apply through the Year Level Coordinator or Careers Team. Final approval will require parent/guardian consent and a consultation with the Senior School team.

Benefits of Choosing a Non-Scored VCE

- Allows students to learn in a way that suits their individual style and pace
- Removes pressure associated with high-stakes exams and ATAR rankings
- Helps prevent feelings of demoralisation from low academic grades
- Encourages deeper understanding and genuine learning of content and skills
- Promotes wellbeing and supports healthy self-esteem through achievable success
- Supports access to university and further education through alternate entry schemes
- Enables students to explore and prepare for alternative career pathways
- Offers targeted guidance through ESC's Senior School support systems

Scored vs Non-Scored VCE – A Comparison

	Scored VCE	Non-Scored VCE
ATAR	Yes	No
Sits VCE Exams	Yes	No
Study Scores	Yes	No
Focus of Learning	Assessment and exam-driven	Personalised learning and skill development
Pathway Access	University via ATAR	TAFE, work, uni via alternate entry pathways

Profile of Students Suited to a Non-Scored VCE

- Students who experience significant anxiety or pressure around exams
- Students with unique learning needs or personal health considerations
- Students interested in vocational, creative, or hands-on learning pathways
- Students who plan to enter the workforce, TAFE, or apprenticeships
- Students who benefit from a flexible, supportive learning environment
- Students seeking university entry through alternate pathways, such as:
 - Special consideration (SEAS)
 - Early entry schemes
 - Foundation or bridging programs

For more information, please contact the Senior School Office, Year Level Coordinator, or the ESC Careers Team. We are here to support your journey toward success, whatever path you take.

University and TAFE Prerequisites

Universities and TAFE have prerequisites for many of their courses. These prerequisites identify the subjects they want students to have taken while at school and the minimum scores they will accept from students with these subjects.

Understanding Prerequisites

- Units 3 and 4 prerequisites: A course specifying Units 3 and 4 of a study as prerequisites typically requires a minimum VCE study score, often 25 or higher, depending on the course and institution.
- Minimum study scores: Courses may require specific study scores in certain subjects. For example, a course might require a study score of at least 30 in English (EAL) or 25 in any other English.

Additional Resources

- VTAC CourseSearch: Use the VCE Prerequisite Explorer to check course prerequisites and plan your VCE subjects accordingly.
- University Websites: Always verify prerequisites on the specific university's course page, as requirements can change.



VCE Subjects offered at Epping Secondary College





Art Making and Exhibiting

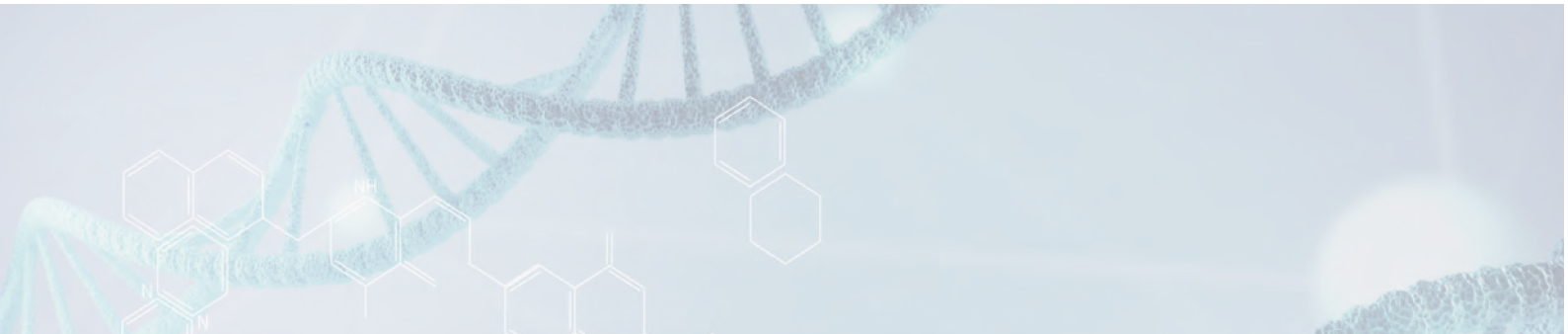
Year 11

Unit 1: Exploring Materials and Techniques	Unit 2: Developing Ideas and Artworks
Students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use.	Students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning. Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. The planning and development of at least one finished artwork are documented in their Visual Arts journal.

Year 12

Unit 3: Investigating and Developing Artworks	Unit 4: Refining and Resolving Artworks
In this unit, students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.	Students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

Possible career pathways include Practicing Artist, Commercial Artist, Courtroom Artist, Tattoo Artist, Printmaker, Art Therapist, Gallery Curator, Art Conservator, Art Historian, Art Publicist, Exhibition Designer, Animator, Illustrator, Set Designer, and Special Effects Makeup Artist.



Biology

Year 11

Unit 1: How Do Organisms Regulate Their Functions?	Unit 2: How Does Inheritance Impact on Diversity?
This unit examines the cell as the structural and functional unit of life. Students focus on cell growth, replacement and death, and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals and consider the role homeostatic mechanisms play in maintaining an animal's internal environment. Students will design, plan and report on their own individual investigation related to the function of cells or systems.	This unit focuses on reproduction and the transmission of biological information from generation to generation and the impacts this has on species diversity. Students will explain the inheritance of characteristics and analyse patterns of inheritance. Additionally, they will analyse advantages and disadvantages of sexual and asexual reproduction, as well as explore interdependences between species. Students will individually investigate and report on a contemporary ethical issue in genetics, reproductive science, inheritance, or adaptations and interdependencies beneficial for survival.

Year 12

Unit 3: How Do Cells Maintain Life?	Unit 4: How Does Life Change and Respond to Challenges?
In this unit, students investigate the workings of the cell from several perspectives. They analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells, and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies. Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.	In this unit, students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how evolutionary biology is based on the accumulation of evidence over time. They examine the evidence for relatedness between species and change in life forms over time using evidence from palaeontology, structural morphology, molecular homology and comparative genomics. Students also examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

University Prerequisites

Often *recommended* for:

- Bachelor of Nursing
- Bachelor of Health Sciences
- Bachelor of Biomedical Science

Note: While not always a strict prerequisite, Biology is recommended for these courses.



Business Management

Year 11

Unit 1: Planning a Business In this unit, students are introduced to the foundational elements of starting a business. They explore how and why business ideas are developed and consider how innovation and entrepreneurship can be fostered at a national level. Students investigate the internal and external environments that influence business planning. This includes understanding macro and operating factors (external), as well as the internal business environment and how these elements affect the decisions made when establishing a business.	Unit 2: Establishing a Business This unit focuses on the key aspects of setting up a business. Students learn the importance of complying with legal obligations and maintaining proper financial records. They explore how to establish policies and procedures that support smooth business operations. Marketing strategies are also covered, with emphasis on building a customer base and using case studies to understand public relations. In addition, students investigate staffing needs and assess management approaches from both employer and employee perspectives. Many students find this subject engaging because it offers practical insight into how large-scale organisations function.
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Year 12

Unit 3: Business Foundations Unit 3 delves into the structure and management of established businesses. Students examine different types of businesses and stakeholders, analysing how corporate culture, management styles, and skills influence outcomes. Human resource management is a major focus, with students learning about motivation theories and applying them to workplace scenarios. Strategies for effective employee management are evaluated. Students also study operations management and how it aligns with business objectives, proposing methods to improve operational efficiency and effectiveness.	Unit 4: Transforming a Business This unit examines how businesses manage change. Students use key performance indicators (KPIs) to assess current performance and identify driving and restraining forces that influence change. They evaluate various strategies managers can use to position a business for future success. Additionally, students analyse the implementation of change and consider the effects on different stakeholders. The unit encourages critical thinking about how change is handled in dynamic business environments and what makes such transitions successful.
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University Prerequisites

Note: This subject is rarely a prerequisite but is beneficial for:

- Bachelor of Commerce
- Bachelor of Business
- Bachelor of Accounting
- Bachelor of Finance



Chemistry

Year 11

Unit 1: How Can the Diversity of Materials Be Explained? This unit explores the development and use of materials for specific purposes, which is a vital aspect of human progress. Students investigate a wide range of materials including metals, salts, polymers, and nanomaterials. Using their understanding of elements and atomic structure, they examine the relationships between a material's properties, its structure, and the bonding forces that exist within and between particles. These particles range in size from the visible to nanoparticles, molecules, and atoms. The unit encourages students to connect atomic theory with the observable properties of different substances.	Unit 2: What Makes Water Such a Unique Chemical? In this unit, students focus on water — Earth's most widely used solvent. They investigate its physical and chemical properties, the types of reactions that occur in water, and techniques for water analysis. Key areas include water's polarity, the forces between molecules, solubility, concentration, pH, and common reactions such as precipitation, acid-base, and redox. Students are introduced to both qualitative and quantitative analysis, using stoichiometry and instrumental procedures to determine concentrations of substances in water samples, including pollutants and contaminants.
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Year 12

Unit 3: How Can Chemical Processes Be Designed to Optimise Efficiency? As global demand for energy and materials rises, this unit focuses on the sustainable production of materials and energy. Students examine various energy sources — fossil fuels, biofuels, galvanic cells, electrolytic cells, and fuel cells — and compare their efficiency, renewability, and environmental impact. They investigate the factors affecting reaction rates and learn to apply equilibrium laws and Le Chatelier's principle to maximise yield and efficiency in chemical processes. This unit highlights the intersection of chemistry with energy and environmental concerns.	Unit 4: How Are Organic Compounds Categorised, Analysed and Used? The final unit explores the chemistry of carbon — a key element in organic compounds. Students examine the structure, bonding, typical reactions, and practical uses of major families of organic compounds, including those present in food and pharmaceuticals. They learn to interpret data from instrumental techniques to determine or confirm the structure of organic compounds. Volumetric analysis is used to measure concentrations in mixtures. The unit culminates in designing synthetic pathways to create specific organic molecules from given starting materials.
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University Prerequisites

Required for:

- Bachelor of Biomedicine (University of Melbourne)
- Bachelor of Pharmacy
- Bachelor of Medicine (some undergraduate programs)
- Bachelor of Dentistry
- Bachelor of Veterinary Science
- Bachelor of Chemical Engineering

Typical requirement: Study score of at least 25 in Chemistry



Computing

Year 11

Units 1 & 2: (Applied) Computing

Applied Computing in Units 1 and 2 equips students with broad, transferrable skills in areas like collaboration, design thinking, and information literacy. These units provide foundational knowledge for both of the specialisation streams offered in Units 3 and 4. In Unit 1, students explore two main areas: Area of Study 1 (AOS 1) focuses on collecting, analysing, and visually presenting data—skills foundational to the Data Analytics stream. Area of Study 2 (AOS 2) introduces programming concepts, where students develop software solutions to address user needs, laying the groundwork for the Software Development stream. Unit 2 explores the future of technology, encouraging collaborative development of innovative solutions (using tools like Arduinos and VR), and introduces networking concepts and cybersecurity, including how data is exchanged and protected in organisational contexts.

Year 12

Units 3 & 4: Data Analytics

In the Data Analytics stream, students work with large datasets to extract meaning and present insights visually. In Unit 3, AOS 1 focuses on sourcing and visualising data to tell a meaningful story, while AOS 2 begins the School-Assessed Task (SAT) by having students develop a research question and collect data for further analysis. Unit 4 continues the SAT with AOS 1, where students design infographics based on the data collected in Unit 3. AOS 2 introduces information security, where students explore how data is protected and why cybersecurity is critical to modern organisations. This stream is ideal for students interested in design, research, or business-related careers, and pairs well with studies like Business Management.

Units 3 & 4: Software Development

The Software Development stream is aimed at students who enjoy solving problems through coding and wish to pursue a career in IT. In Unit 3, students begin by exploring data-driven design thinking in AOS 1 and move into AOS 2, where they begin their SAT by defining a user need and preparing to design a software solution. In Unit 4, AOS 1 sees students implement and refine their solution into a functioning program based on their earlier design. AOS 2 dives into software security practices and their importance to organisations, equipping students with awareness of secure development protocols. This stream appeals to those who enjoy programming and technical problem-solving.

English/EAL

Year 11

Unit 1: Students will: • Enhance text response skills • Develop oral presentation skills • Analyse the way current issues and arguments are portrayed in the media. • (In addition to this EAL students will be required to complete a listening comprehension activity).	Unit 2: Students will: • Compare texts based on similar themes, issues and ideas • Develop text response skills • enhance communication and listening skills • Produce persuasive texts
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Year 12

Unit 3: Students will: • Enhance text response skills • Enhance creative writing skills • Develop oral presentation skills • Analyse the way current issues and arguments are portrayed in the media. • (In addition to this EAL students will be required to complete a listening comprehension activity).	Unit 4: Students will: • Compare texts based on similar themes, issues and ideas • Develop text response skills • Enhance communication skills • Analyse and present argument in a written form.
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NOTE: It is compulsory for all students to study a Unit 1-4 sequence in at least one English study to attain their VCE certificate. Students who are eligible may also choose to study English as an Additional Language (EAL) and this counts as their 1 – 4 English sequence.

University Prerequisites

Required for: Virtually all university courses

Examples:

- Bachelor of Arts
- Bachelor of Science
- Bachelor of Commerce
- Bachelor of Engineering
- Bachelor of Nursing
- Bachelor of Education

Typical requirement: Study score of at least 25 in English or 30 in English (EAL).



Literature

Year 11

Unit 1: Reading Practices & Literary Movements	Unit 2: Voices of Country & Texts in Context
This unit introduces students to different ways of reading and interpreting literary texts. In <i>Outcome 1: Reading Practices</i>, students examine how language, structure, and stylistic choices are used in a range of literary forms. They engage in reading, thinking, discussing, and writing about texts to uncover how writers construct meaning and create imaginative worlds. In <i>Outcome 2: Exploration of Literary Movements and Genres</i>, students study distinctive forms of literature—such as modernism, tragedy, magic realism, and science fiction—and consider the ideas, conventions, and concerns common within these movements.	In this unit, students explore literature with a strong cultural and contextual focus. <i>Outcome 1: Voices of Country</i> centres on the perspectives and experiences of Aboriginal and Torres Strait Islander authors and creators. Students reflect on how place, culture, and identity are conveyed through storytelling. In <i>Outcome 2: The Text in its Context</i>, students study a text within its historical, cultural, or social setting. They analyse how a particular time period or culture influences the representation of ideas, characters, and events.

Year 12

Unit 3: Adaptations and Interpretations	Unit 4: Creative and Analytical Responses
This unit focuses on how meaning can shift when texts are adapted into different forms. In <i>Outcome 1: Adaptations and Transformations</i>, students explore how novels, plays, or other literary works are transformed into film or live performances. They analyse similarities and differences in meaning, construction, and interpretation. In <i>Outcome 2: Developing Interpretations</i>, students investigate the values and viewpoints suggested by a text. They consider how texts critique aspects of human behaviour and how different audiences across time may interpret a work differently.	In the final unit, students consolidate their interpretive and creative skills. <i>Outcome 1: Creative Responses</i> requires students to produce imaginative responses to texts and reflect on the connections between their creations and the original works. These tasks assess students' ability to understand and reimagine texts with insight. In <i>Outcome 2: Close Analyses</i>, students perform detailed examinations of selected passages, considering how key moments contribute to the meaning of the text as a whole and how they support various interpretations.



Food Studies

Year 11

Unit 1: Food Origins This unit explores the cultural and historical origins of food, with a particular focus on Australia's multicultural cuisine. Students learn about where food comes from and examine the influences of overseas and Indigenous cultures. Topics include how traditional hunter-gathering and farming practices have shaped food production, and how food has been traded historically and in the modern world. Cooking tasks allow students to demonstrate their learning, collaborate with others, and share their understanding of food traditions.	Unit 2: Food Makers Unit 2 focuses on the production of food for both home and business purposes. Students prepare and compare their food products to commercially made items, gaining insight into the Australian food industry's practices. They examine how the industry ensures safe, high-quality foods for local and export markets. Through hands-on cooking, students learn to meet specific needs including customer preferences, dietary and nutritional guidelines, food safety, hygiene, and overall food quality.
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Year 12

Unit 3: Food in Daily Life In this unit, students examine how the body uses food and how diet impacts physical, social, and emotional health. Topics include the Australian dietary guidelines, nutrition, and food appreciation. Students explore how social environments influence eating habits, values, and behaviours through factors like media, culture, family, and education. Cooking activities focus on preparing meals that are nutritious, sustainable, and practical for everyday living.	Unit 4: Food Issues, Challenges and Futures This final unit prepares students to make informed decisions about food selection and preparation by examining key global issues. Students investigate environmental, ethical, and technological challenges in the food industry, including food waste, safety, and security. They explore how to use resources like water and land sustainably and consider food fads, labelling, marketing, and consumer trends. Practical tasks involve selecting ingredients responsibly and refining cooking skills to solve real-world food problems.
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Health & Human Development

Year 11

Unit 1: Understanding Health and Wellbeing Students investigate different interpretations of health and wellbeing, including the WHO definition. They examine how wellbeing influences all dimensions of health and explore factors that shape personal attitudes and behaviours. The unit also considers perspectives of Aboriginal and Torres Strait Islander peoples. Students reflect on their own health and compare it with the overall health status of Australian youth.	Unit 2: Managing Health and Development This unit explores the transition from youth to adulthood from a developmental and health perspective. Students examine physical, social and emotional changes, and assess the role of Australia's healthcare system. They consider digital media and emerging health technologies, as well as the ethical use of health data and access to healthcare services.
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Year 12

Unit 3: Australia's Health in a Globalised World Students analyse the concept of health as multidimensional and dynamic. They explore Australia's healthcare system and health promotion strategies, focusing on topics like smoking, road safety, and skin cancer. The unit encourages students to reflect on how good health supports social and economic roles within the community.	Unit 4: Health and Human Development in a Global Context In this unit, students study global health trends and inequalities between and within countries. They explore the influence of globalisation, climate change, digital technology, and population movement. A key focus is on the UN Sustainable Development Goals and the work of the WHO. Students evaluate global health initiatives and consider how they can contribute to improving health and wellbeing.
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University Prerequisites

Not usually prerequisites, but relevant for:

- Bachelor of Nursing
- Bachelor of Health Science

Note: Some universities consider these subjects for selection rank adjustments.



Modern History & History Revolutions

Year 11

Unit 1: Twentieth Century History (1918–1939) Students explore the aftermath of World War I and the rise of ideologies that contributed to conflict. They examine peace treaties, authoritarian regimes, and the causes of World War II. The unit also focuses on cultural and social change in countries such as Germany, Italy, the USSR, Japan, and the USA.	Unit 2: Twentieth Century History (1945–2000) This unit investigates the Cold War and its impact on global politics and societies. Students analyse specific conflicts and explore causes of societal change. They study two significant movements or events that challenged traditional ideas in the second half of the 20th century.
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Year 12

Unit 3: History Revolutions – Causes of Revolution Students analyse the ideas, individuals, events, and popular movements that led to revolution. Revolutions covered include the American, French, Russian and/or Chinese. The focus is on the origins of revolutionary movements and the breakdown of old regimes.	Unit 4: History Revolutions – Consequences of Revolution This unit explores the outcomes and effects of revolutions on society, governance, and daily life. Students evaluate how revolutionary ideals were implemented, resisted, or transformed, and assess the extent of social, political, and economic change.
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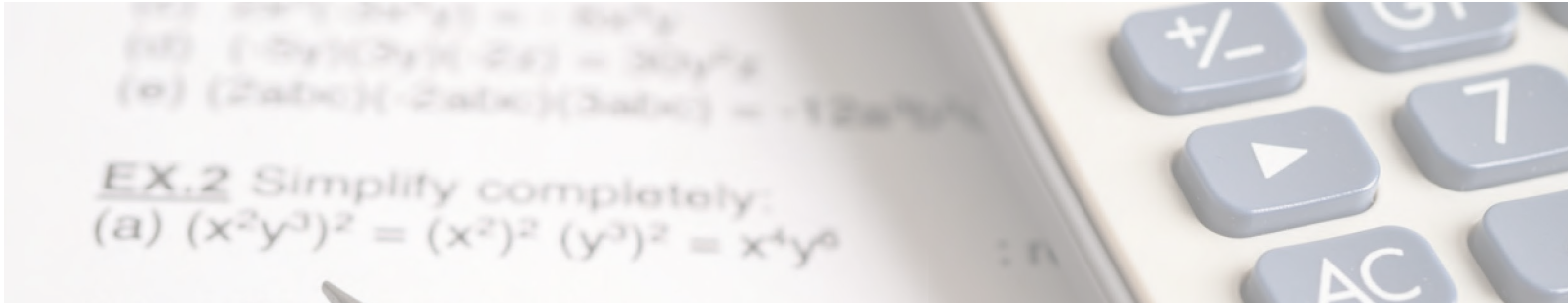
Legal Studies

Year 11

Unit 1: Guilt and Liability Students explore the foundations of the legal system, including sources and types of law. They investigate criminal law concepts, such as the presumption of innocence, and apply reasoning to hypothetical cases. They also study civil law, focusing on liability and dispute resolution.	Unit 2: Sanctions, Remedies and Rights This unit looks deeper into criminal sanctions and civil remedies. Students explore how the principles of justice apply in each case type. They also examine how rights are protected in Australia, compare this with another country, and assess the influence of legal cases on the rights of individuals.
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Year 12

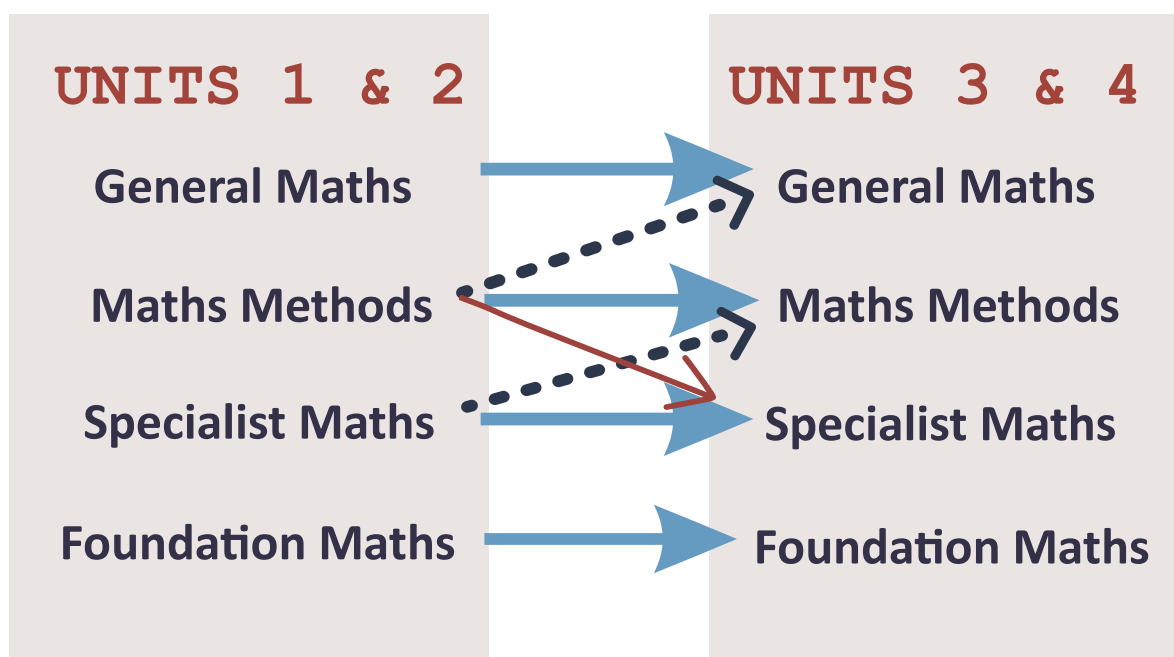
Unit 3: Rights and Justice Students examine the criminal and civil justice systems in Victoria. They consider the rights of accused persons and victims, how criminal and civil cases are resolved, and whether these systems uphold the principles of fairness, equality, and access.	Unit 4: The People and the Law In this final unit, students focus on the role of the Australian Constitution and how it checks parliamentary lawmaking. They analyse how individuals and institutions influence legal change and evaluate the effectiveness of parliament and courts in responding to changing societal needs.
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VCE Mathematics

There are a range of options for Mathematics at VCE level, and this is to cater for the wide range of Numeracy needs for different pathways. Many university courses have a study of Mathematics as a prerequisite and so it is very important to be aware of the Mathematical requirements of a career pathway when choosing Mathematics at VCE.

The Diagram below provides a basic outline of the range of pathways through VCE Mathematics. Please be aware that the type of Mathematics being studied and the sophistication of Mathematical ideas vary greatly between the different subjects.



Important Notes for Students

- Seek teacher endorsement before selecting Mathematical Methods or Specialist Mathematics.
- Consider the mathematical requirements of your intended career or university course.
- Students studying Specialist Mathematics must also study Mathematical Methods.
- All students studying higher-level maths need to use a CAS calculator.
- Foundation and General Mathematics offer practical math skills for everyday life and a range of employment pathways.
- Mathematical Methods and Specialist Maths offer preparation for university studies in science, engineering, medicine, and other quantitative fields.

VCE Mathematics - General Mathematics

This Mathematics pathway is the most commonly adopted by VCE students and provides course of study for a broad range of students and potential pathways.

UNIT 1 General Maths focuses on everyday maths applications. You will use and apply previously learned Algebraic and Linear Graphing skills. You will also be introduced to a new topic of Matrices. You will study Statistics and how they are used to support or reject arguments. How do we know a species is evolving? How do we know that smoking causes lung cancer? These are real situations where statistics can be used.	UNIT 2 You will continue to build on previous skills from Unit 1. New areas of learning will teach you all about Number & Patterns, Graphs & Networks and Financial Maths. You will learn how to simplify and summarize information to find out what is or isn't possible as well as how to solve problems and make decisions.
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UNITS 3 & 4 General Mathematics is intended to provide a sound platform for life experiences such as loans and statistics. General Mathematics consists of a Victoria-wide common area of study "Data analysis, Recursion and Financial modelling" and then two modules: Matrices and Networks and Decision Mathematics chosen from a selection of four modules which are "Matrices", "Networks and Decision Mathematics", "Graphs and Relations" and "Geometry and Measurement".

Further Information

General Mathematics is the subject that most students select to study in Year 11 and then continue into Year 12. It provides a continuation to the mathematics learnt in previous years and teaches general and applicable everyday skills likely to be needed across a range of employment fields.

***All students are required to have a CAS calculator.**

University Prerequisites

Accepted for: Many courses that require "any Mathematics"

Examples:

- Bachelor of Nursing (some universities)
- Bachelor of Business/Commerce (at certain institutions)
- Bachelor of Psychology
- Bachelor of Health Sciences

Note: Not sufficient for courses requiring Mathematical Methods or Specialist Mathematics.



VCE Mathematical Methods (CAS)

VCE Mathematical Methods covers more challenging and applied Mathematical concepts than General Mathematics.

Mathematical Methods (CAS) Units 1 and 2 have a closely sequenced development of material, intended as preparation for Mathematical Methods (CAS) Units 3 and 4. Mathematical Methods (CAS) Units 3 and 4 may be taken alone or in conjunction with either Specialist Mathematics Units 3 and 4 or General Mathematics Units 3 and 4, and provide an appropriate background for further study in, for example, science, humanities, economics or medicine.

UNIT 1 Unit 1 will take a variety of topics from the areas of "Functions, relations and graphs", "Algebra, number and structure", "Calculus" and "Data analysis, probability and statistics". In completing these topics students will be expected to build upon previously acquired skills and knowledge from Year 10.	UNIT 2 Students will study further topics from the areas of "Functions, relations and graphs", "Algebra, number and structure", "Calculus" and "Data analysis, probability and statistics". The skills and knowledge acquired in Unit 1 will continue to be built upon in preparation for Units 3 & 4 Mathematical Methods (CAS)
UNIT 3 Students will continue to study topics from the areas of "Functions, relations and graphs", "Algebra, number and structure", "Calculus" and "Data analysis, probability and statistics" which increase in complexity throughout Units 3 and 4. Students will be assessed through one application task (Unit 3) which spans across two or more of the four areas of study.	UNIT 4 Students will continue to study topics from the areas of "Functions, relations and graphs", "Algebra, number and structure", "Calculus" and "Data analysis probability and statistics" which increase in complexity throughout Units 3 and 4. Students will be assessed through two tasks (Unit 4) on two areas of study: a modelling task on Calculus and a problem-solving task on Probability.

Further information about Mathematical Methods (CAS)

- Students must have achieved a 70% average over their two Year 10 Maths exams if they are to cope effectively with the demands of Methods in year 11 and 12.
- Students wishing to study Mathematical Methods without an endorsement will be required to make up additional work and demonstrate a level of achievement as specified by the head of faculty prior to the beginning of the VCE year.
- Students wanting to study Mathematical Methods at year 11 must attain endorsement from their Mathematics teacher prior to subject selection day.
- All Students are required to have a CAS calculator

University Prerequisites

Required for:

- Bachelor of Science (many majors)
- Bachelor of Engineering
- Bachelor of Commerce (especially at Melbourne and Monash)
- Bachelor of Computer Science
- Bachelor of Actuarial Studies

Typical requirement: Study score of at least 25 in Mathematical Methods



VCE Specialist Mathematics

UNITS 1 and 2

This subject is a course of study for students who wish to undertake an in-depth study of Mathematics.

The Areas of Study for Units 1 and 2 are 'Algebra, number and structure', 'Discrete mathematics', 'Space and measurement', 'Functions, relations and graphs' and 'Data analysis, probability and statistics'. Topics and content are selected from these areas of study.

Study in this subject involves rigorous mathematical application and requires very sound mathematical skills as well as the ability and willingness to acquire and apply new algebraic skills.

All students are required to have a CAS calculator.

UNITS 3 and 4

Specialist Mathematics Units 3 and 4 consists of the areas of study:

'Discrete mathematics', 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus', 'Space and measurement' and 'Data analysis, probability and statistics'. Students are expected to be able to apply techniques both with and without the use of technology.

Mathematical Methods Units 3 and 4 must be taken in conjunction with Specialist Mathematics Units 3 and 4. Specialist Mathematics is designed to complement tertiary studies in Science, Engineering and Mathematics.

University Prerequisites

Often required or recommended for:

- Advanced Engineering courses
- Theoretical Physics majors
- Mathematics degrees

Note: Often required in addition to Mathematical Methods.



VCE Foundation Maths

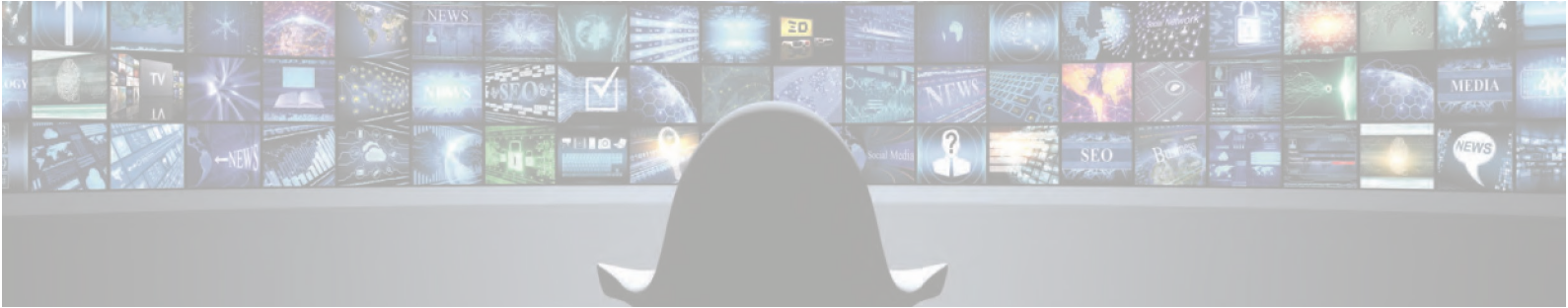
UNITS 1 and 2

Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units. The areas of study for Units 1 and 2 are 'Algebra, number and structure', 'Data analysis and statistics', 'Discrete mathematics', and 'Space and measurement'.

All students are required to have a scientific calculator.

UNITS 3 and 4

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. The areas of study for Units 3 and 4 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'. All four areas of study are to be completed over the two units, and content equivalent to two areas of study covered in each unit.



Media

Year 11

Unit 1: Media Forms, Representation & Australian Stories	Unit 2: Narrative Across Media Forms
<i>Representations</i>: How the media constructs meaning, the role of audience interpretation, and changes over time. <i>Media Forms</i>: Practical production work, creating content tailored to audience needs. <i>Australian Stories</i>: Focus on how stories are told in the Australian context, especially in film and television.	<i>Narrative, Style & Genre</i>: Exploration of how media narratives are structured. <i>Narratives in Production</i>: Group video production projects that reflect narrative structures. <i>Media and Change</i>: Analysis of how technology, taste, and context influence the media.

Year 12

Unit 3: Media Narratives & Pre-Production	Unit 4: Media Production & Issues in the Media
- Study of two narrative films, analysing construction, distribution, and audience engagement. - Research into media codes, conventions, genre, and style to prepare for production.	- Completion of a media product planned in Unit 3. - Study of media-audience relationships, regulation, user-generated content, and media ethics.

Potential Careers in Media

- Film & Animation
- Digital & Interactive Media
- Journalism (Online, Print, Broadcast)
- Music Video & Photography
- Scriptwriting & Creative Writing
- Video Game Design
- Radio, TV & Technical Crew Roles



Physical Education

Year 11

Unit 1 – The Human Body in Motion Students explore the structure and function of the musculoskeletal and cardiorespiratory systems, and the role they play in physical activity, sport and exercise, and how the systems adapt to the demands of the activity. They evaluate the social, cultural and environmental influences on movement. Students consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems and evaluate perceived benefits and describe potential harms of legal and illegal performance enhancers.	Unit 2 – Physical Activity, Sport and Society Students develop an understanding of physical activity, sport and society from a participatory perspective. They are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing. Students explore different types of physical activity promoted in their own lives and within different population groups. They apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level and analyse data in relation to physical activity and sedentary behaviour guidelines.
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Year 12

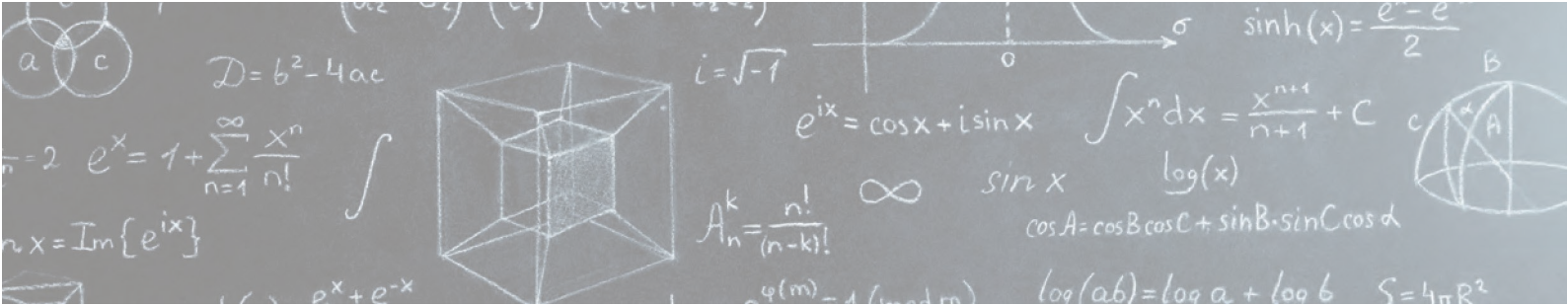
Unit 3: Movement Skills and Energy for Physical Activity Students explore the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. They use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise, focusing on the characteristics of each system and their interaction during physical activity.	Unit 4: Training to Improve Performance Students analyse movement skills from a physiological, psychological and sociocultural perspective. They apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. They consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods.
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University Prerequisites

Not usually prerequisites, but relevant for:

- Bachelor of Nursing
- Bachelor of Health Science
- Bachelor of Sports Science
- Bachelor of Physiotherapy

Note: Some universities consider these subjects for selection rank adjustments.



Physics

Year 11

Unit 1: How Can Thermal Effects Be Explained? In this area of study, students investigate the thermodynamic principles related to heating processes, including concepts of temperature, energy, and work. They examine the environmental impacts of Earth's thermal systems and human activities, particularly focusing on surface materials, greenhouse gas emissions, and the contribution to the enhanced greenhouse effect. Students also learn to analyse the strengths and limitations of the collection and interpretation of thermal data to better understand and engage with climate science debates.	Unit 2: What Do Experiments Reveal About the Physical World? This unit encourages students to explore the power of experiments in the development of models and theories. Students investigate a variety of phenomena by making observations and generating questions, leading to the design and execution of experiments. They engage with a combination of core and optional topics such as astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound, and sports science, applying their learning to real-world and theoretical contexts.
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Year 12

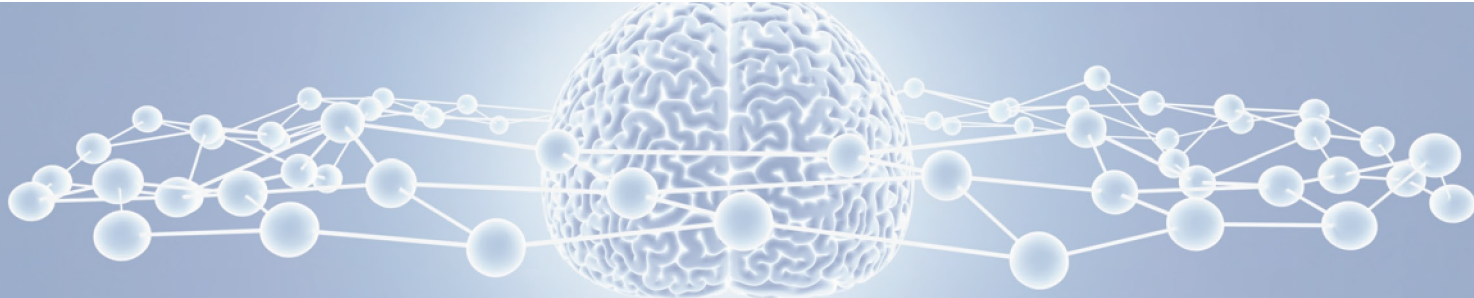
Unit 3: How Do Fields Explain Motion and Electricity? Students explore how energy is used in daily life and how electricity is generated and transmitted to homes. The unit also examines forces that act at a distance, leading to a deeper understanding of gravitational, electric, and magnetic fields. Students apply Newton's laws to investigate motion in one and two dimensions and are introduced to Einstein's theories to understand the motion of objects travelling at very high speeds.	Unit 4: How Can Two Contradictory Models Explain Both Light and Matter? In this unit, students examine the wave and particle models used to explain the behaviour of light and matter. They explore the wave model's application in understanding properties like diffraction and interference and then analyse the particle model, particularly in explaining phenomena such as the photoelectric effect. Through this, students gain insight into the dual nature of light and the complexities of physical theories.
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University Prerequisites

Required for:

- Bachelor of Engineering (especially at Melbourne and Monash)
- Bachelor of Science (Physics major)
- Bachelor of Aviation (e.g., RMIT)

Typical requirement: Study score of at least 25 in Physics.



Psychology

Year 11

Unit 1: How Are Behaviour and Mental Processes Shaped? Students investigate how understanding of brain structure and function has developed over time. They explore how the brain enables interaction with the world, focusing on brain plasticity and the effects of brain damage. Biological, psychological, and social influences on development are examined, offering insights into how different factors shape human behaviour and mental processes.	Unit 2: How Do External Factors Influence Behaviour and Mental Processes? This unit focuses on the processes of sensation and perception, particularly vision and taste, and how these influence individual experience. Students examine the relationship between stimuli and perception and investigate how biological, psychological, and social factors shape individual and group behaviours. Key concepts include attitude formation, prejudice, discrimination, helping behaviour, and bullying.
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Year 12

Unit 3: How Does Experience Affect Behaviour and Mental Processes? Students explore how human experiences shape behaviour and mental processes. They study the nervous system's role in responding to stimuli and how neurotransmitters like dopamine and serotonin influence functioning. Stress is examined as a psychobiological process using models such as Selye's GAS and Lazarus and Folkman's model, including the role of the gut-brain axis. Students investigate learning through classical, operant, and observational models and examine memory processes using models like Atkinson-Shiffrin's. They explore brain structures involved in memory and compare mnemonic strategies, including Aboriginal songlines.	Unit 4: How Is Mental Wellbeing Supported and Maintained? Students explore consciousness and altered states, including sleep and its disruptions. They consider mental health and illness, focusing on the biopsychosocial model to understand and manage specific phobias. Students learn about protective and risk factors and physiological strategies that promote wellbeing. A major component includes designing and presenting a scientific investigation related to mental processes.
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University Prerequisites

Counts as a science for:

- Courses that list a general science prerequisite, such as "a study score of at least 20 in any Science"



Sociology

Year 11

Unit 1: Youth and Family This unit is divided into two outcomes. Outcome 1 focuses on youth as a social category, exploring how Australian society has historically and currently understood youth. It considers the experiences of young people and how social categories shape identity. Outcome 2 examines the concept of family, exploring various definitions and how families have evolved. Students analyse diverse family experiences across cultures and time, including the influences and roles families play as social institutions.	Unit 2: Social Norms: Breaking the Code Outcome 1 delves into the concept of deviance, exploring how and why behaviours are labelled as deviant. Students evaluate sociological theories and examine the role of moral panic. Outcome 2 focuses on crime in Australia, considering the goals of punishment and how different methods influence behaviour. Students critically assess the justice system and its role in shaping societal norms.
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Year 12

Unit 3: Culture and Ethnicity Outcome 1 explores Australian Indigenous culture, investigating how it has been represented in media and public discourse both historically and in contemporary times. Students evaluate changes in awareness and societal views. Outcome 2 shifts focus to ethnicity, analysing experiences of ethnic identity in Australia. Students consider how culture is formed, how diversity is experienced, and the factors influencing belonging and inclusion in a multicultural society.	Unit 4: Community, Social Movements and Social Change Outcome 1 investigates how the concept of community has changed and how communities are experienced today. Students also analyse one specific community in detail. Outcome 2 focuses on social movements, studying their aims, strategies, and influence on social change. Students investigate a particular movement to understand its context and impact on society.
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Visual Communication and Design

Year 11

Unit 1: Finding, Reframing and Resolving Design Problems In this unit, students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.	Unit 2: Design Contexts and Connections Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.
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Year 12

Unit 3: Visual Communication in Design Practice In this unit, students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.	Unit 4: Delivering Design Solutions In this unit, students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes.
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Students are expected to have studied VCD in Years 9 and 10 to come into the VCE years with a broad knowledge of Visual Communication Design curriculum, terminology, practice and expectations. It is not recommended that students without prior experience undertake Units 1–4.



Vocational Major

Literacy

Year 11

Unit 1 – Understanding Issues and Voices Students read, view and interact with different digital texts and participate in learning activities to develop their capacity to explore and discuss their impact. They explore texts through their own experiences, knowledge, values and interests, as well as those of others. They practise their use of persuasive language and participate in discussions of issues. Students consider their own perspectives and develop reasoned and respectful responses to different viewpoints.	Unit 2 – Literacy for Personal Use and Understanding and Creating Digital Texts Students focus on the structure and features of a range of texts—print, visual and film—and the personal reasons readers engage with them. They also explore the digital world, learning to interact safely and respectfully with others online. They engage with texts of an informational, organisational or procedural nature and read technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organisations they interact with.
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Year 12

Unit 3 – Understanding and Engaging with Literacy for Advocacy Students investigate, analyse and create content for the advocacy of self, a product or a community group of their choice, in a vocational or recreational setting. They use language, context and audience awareness to deliver an oral presentation showcasing their learning and create texts that influence or advocate.	Unit 4 – Extending Literacy Skills and Strategies Building on previous units, students refine their ability to interpret, create and critically analyse complex texts across a range of real-world contexts. They further develop literacy skills required for informed participation in their personal, community and vocational lives.
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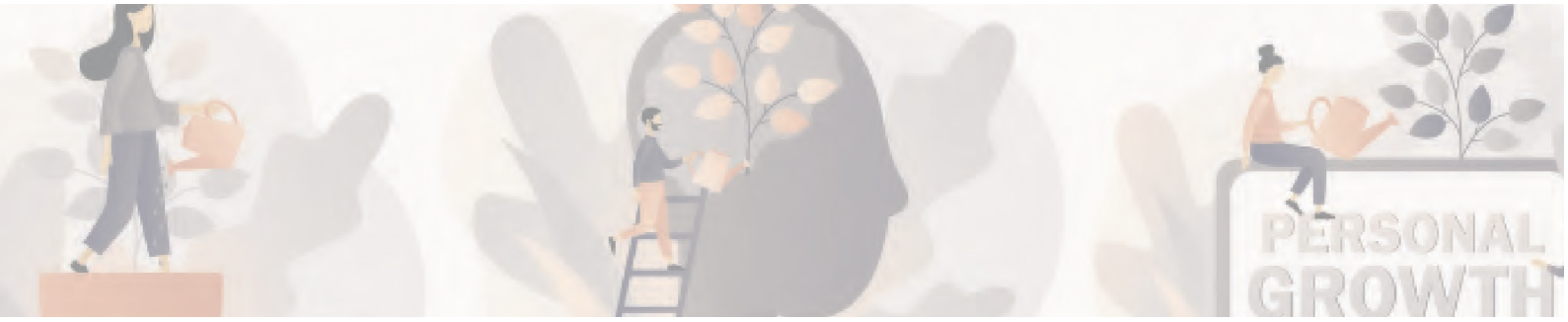
Numeracy

Year 11

Unit 1 Students develop fundamental mathematical knowledge and skills through the study of: Number; Shape; Quantity and Measures; and Relationships. These areas provide students with the foundation to solve real-world problems relevant to personal, workplace, further learning and community contexts.	Unit 2 Students extend their numeracy practices in the study of: Dimension and Direction; Data; Uncertainty; and Systematics. They explore more complex problems and contexts, using appropriate technologies to assist in understanding mathematical challenges in personal, public and vocational lives.
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Year 12

Unit 3 Students consolidate and apply mathematical concepts from Unit 1 across the four areas: Number; Shape; Quantity and Measures; and Relationships. Emphasis is placed on using numeracy to solve increasingly complex problems.	Unit 4 Students deepen their understanding of mathematical concepts covered in Unit 2, revisiting: Dimension and Direction; Data; Uncertainty; and Systematics. Students apply their skills in broader, real-world scenarios using appropriate technologies.
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Vocational Major (continued)

Work-Related Skills

Year 11

Unit 1 – Careers and Learning for the Future Students investigate future employment options, including pathways, emerging industries and trends. They reflect on their skills and capabilities in relation to education and employment goals and develop strategies to communicate their findings.	Unit 2 – Workplace Skills and Capabilities Students explore essential employability, specialist, technical and personal capabilities. They prepare for the workplace by collecting evidence of their skills and developing resumes, cover letters and interview strategies.
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Year 12

Unit 3 – Portfolio Preparation and Presentation Students explore the purpose of a portfolio for various contexts and audiences. They compare physical and digital portfolios, examine high-quality examples, and plan and develop their own portfolio.	Unit 4 – Industrial Relations, Workplace Environment and Practice Students learn about positive workplace relationships and cultures, pay and conditions, and issues such as workplace bullying, discrimination and dispute resolution. They also explore the importance of teamwork and communication.
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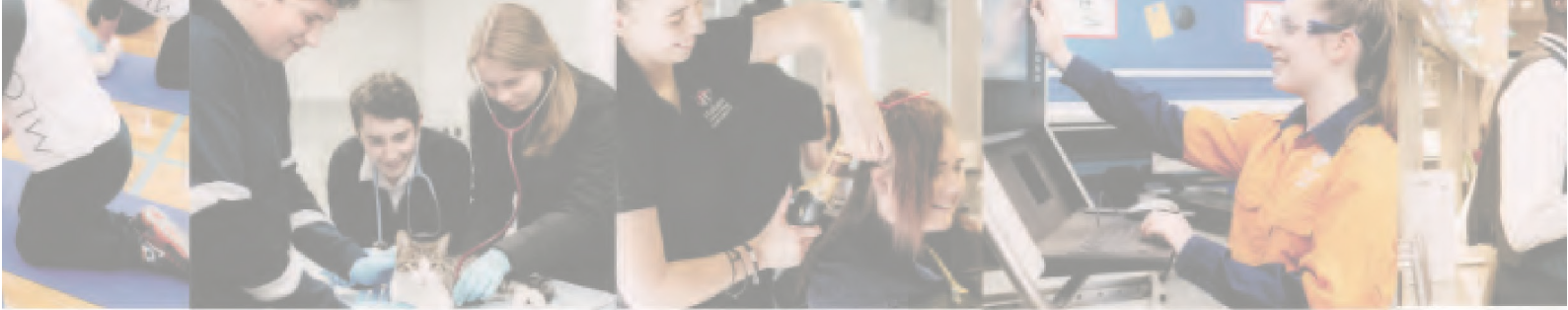
Personal Development Skills

Year 11

Unit 1 – Health and Wellbeing Students explore elements of emotional intelligence and relationships between communities and individual wellbeing. They investigate local health-promoting organisations and design and implement strategies to improve health. Emphasis is placed on personal identity and critical thinking.	Unit 2 – Community Project Students reflect on and respond to a selected community issue. They plan, implement and evaluate a project, considering emotional intelligence, effective teamwork, safety and ethical issues.
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Year 12

Unit 3 – Leadership and Teamwork Students explore concepts of leadership and effective teamwork. They reflect on personal development and leadership roles within community or group-based projects, building confidence and capacity.	Unit 4 – Active Citizenship Students investigate how they can contribute to and influence their communities. They consider citizenship and civic engagement, exploring local and global issues while planning and undertaking initiatives that demonstrate social responsibility.
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Victorian Pathways Certificate (Year 12 ONLY)

Literacy

Unit 3 – Understanding and Creating Digital Texts

Students examine digital communication, understanding how to engage safely and effectively in digital spaces. They analyse and create texts with informational, procedural, or organisational purposes. Students explore technical and workplace texts relevant to their chosen pathways, developing their ability to interpret and use specialised language in context.

Unit 4 – Understanding and Engaging with Literacy for Advocacy

In this unit, students learn to advocate for themselves, products, or community groups using persuasive and engaging communication. They explore advocacy through different media and deliver oral presentations tailored to a specific audience and purpose. Emphasis is placed on using language effectively to influence, inspire, and inform.

Numeracy

Unit 3 – Numeracy in Work and Learning

Students deepen their understanding of number, shape, quantity, and relationships in the context of vocational and further education. They solve more complex mathematical problems and develop strategies for interpreting and presenting mathematical information clearly and accurately across workplace scenarios.

Unit 4 – Advanced Numeracy Applications

This unit focuses on applying advanced numeracy knowledge in real-world scenarios. Students examine dimension and direction, analyse data trends, address uncertainty in decision-making, and apply systems thinking to workplace problems. They refine their use of technology and communication strategies to solve problems effectively.

Work-Related Skills

Unit 3 – Portfolio Preparation and Presentation

Students learn to design and build physical or digital portfolios that showcase their skills and achievements. They explore different uses and audiences for portfolios and plan how to structure and present their work. This process includes preparing a proposal and following a timeline to develop a high-quality portfolio.

Unit 4 – Industrial Relations, Workplace Environment and Practice

This unit explores positive workplace culture, including effective communication, teamwork, and understanding rights and responsibilities. Students examine pay conditions, workplace bullying, discrimination, harassment, and dispute resolution processes. They learn how to build respectful relationships and contribute to a productive workplace.

Personal Development Skills

Unit 3 – Community Engagement

Students plan and conduct a community project addressing a local issue. They engage in research, collaborate with others, and reflect on the effectiveness of their actions. Key focus areas include emotional intelligence, team dynamics, ethical considerations, and the development of active citizenship.

Unit 4 – Active Citizenship and Leadership

This unit fosters leadership and participation in community life. Students learn how to influence positive change, advocate for causes, and lead projects. They evaluate strategies for engaging with community issues and reflect on their role in shaping inclusive, respectful, and effective civic participation.



VM/VPS Community Electives

Community Electives give VM and VPC students hands-on opportunities to contribute to their school and local communities. These electives promote civic engagement, empathy, and leadership through real-world, service-based activities such as preparing food, growing vegetables, mentoring, supporting charities, or building items for community use. Students also build key employability skills like teamwork, communication, and problem-solving. Year 11 and 12 students share electives across the year, and those in the program for two years are encouraged to choose a different elective in their second year.

Community Food

communication, teamwork, leadership, collaboration, and leadership skills. By participating in this elective, students not only contribute to their community but also gain valuable life skills that promote personal growth and social responsibility. Students prepare meals for individuals facing food insecurity in our local area. Through hands-on experience, they develop essential culinary skills, including safe food handling, proper knife techniques, and meal preparation.

Career Pathways: Hospitality, Commercial Cookery, Community Services, Nutrition, Catering, Event Planning.

Community Physical Education

Community Physical Education aims to explore how physical activity contributes to building and sustaining healthy, active communities. Students will investigate how participation in sport, recreation, and movement-based programs contributes to individual and community health and wellbeing. Students engage with school and community-based activities and develop an understanding of how physical activity can promote inclusion, resilience, and social cohesion.

Career Pathways: Sport and Recreation, Allied Health Assistance, Personal Training, Youth Work, Community Development.

Community Urban Harvest

Community Urban Harvest aims to foster the development of teamwork, communication, time management, and leadership skills through active participation in school and community gardening projects. Students collaboratively plan, cultivate, and maintain a school vegetable garden, with produce donated to local organisations supporting individuals experiencing food insecurity.

Career Pathways: Horticulture, Environmental Science, Landscaping, Permaculture, Sustainable Agriculture, Community Development.



Community V-Industries

Students have the opportunity to interact with the local community to gain skills in teamwork, leadership and communication through a variety of experiences. The experiences include: Hosting our school café events and morning teas, running BBQs and various other fundraisers for local charities, buddying and tutoring juniors at Epping Secondary College and local primary schools and volunteering at local organisations such as St Vinnie's Retail Stores and Fare Share. Students are encouraged to initiate their own volunteer experiences or events to further develop their ability to plan and organise events and to communicate effectively with others.

Career Pathways: Retail, Events Management, Teaching/Education Support, Social Work, Charity and Non-Profit Work, Business Administration.

Community Woodwork

Community Woodwork is a hands-on, project-based course that introduces students to the fundamentals of woodworking while fostering a sense of community involvement and social contribution. Students will design and build practical timber-based items—such as planter boxes, seating, signs, or toys—that can be donated to local community organisations, schools, aged care homes, or public spaces. Students will develop their skills in measuring, marking, cutting, joining, finishing, and using a range of hand and power tools safely. Design thinking, teamwork, and sustainability are key themes throughout, with an emphasis on using recycled or ethically sourced materials where possible.

Career Pathways: Carpentry, Cabinet Making, Construction, Design Technology, Furniture Making.



VET- Beauty

SHB30121 Certificate III in Beauty Services

This qualification is for students wishing to enter the personal services industry providing beauty treatments and services. The role of a beautician is to provide a range of beauty services including nail, waxing, lash and brow, and basic make-up services.

Students learn about working as part of a team and independently, using initiative and discretion where required, building a client base, and advising clients about attaining the best possible outcome from each service.



VET Beauty here at Epping Secondary College has been a resounding success.

Filled with hands-on experiences and valuable learning opportunities for our students. We welcome a range of models/clients into our beauty room, providing our students with the perfect setting to practice and refine their newly acquired skills.

Throughout the course our beauty students demonstrate lash and brow treatments, manicures, and pedicures. These practical sessions are not only about honing technical skills but also about mastering the art of customer service.

Students have the opportunity to interact with clients, ensuring they feel comfortable and pampered during their treatments.

In addition to their practical skills, our students apply their knowledge of Occupational Health and Safety (OHS) protocols, as well as the policies and procedures that are crucial in a professional beauty environment.

Our beauty students maintain a safe and hygienic workspace, reflecting the high standards we teach within our program.

These real-world experiences are invaluable in preparing our students for successful careers not only in the beauty industry but any industry.



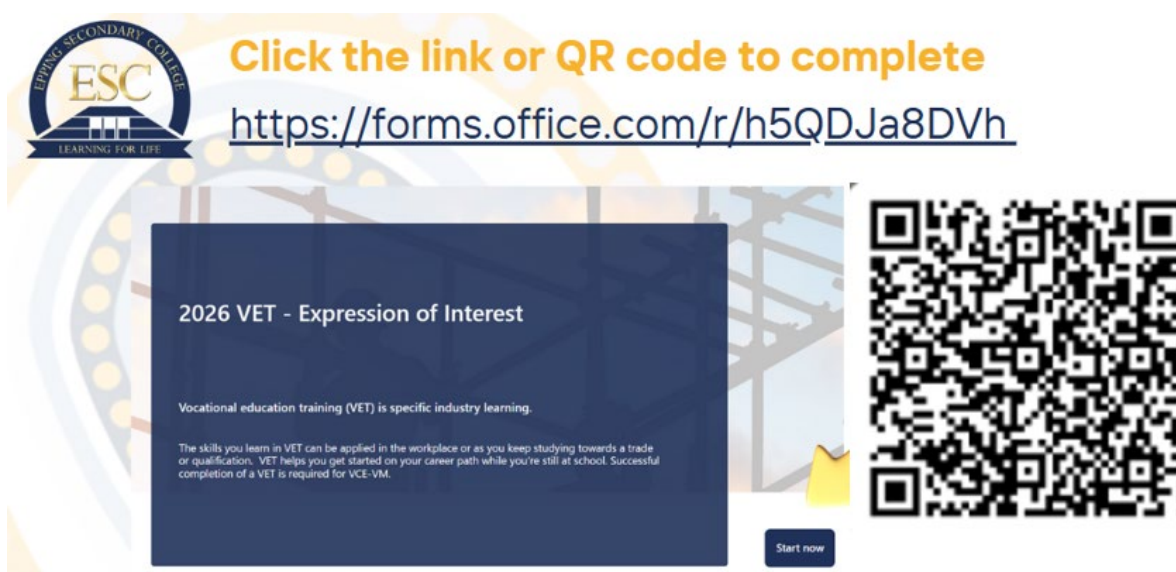
VET Applications – Vocation Education Training

VET can strengthen your education by giving you the opportunity to gain practical skills and knowledge that complement your other studies. For example, if you want to be an engineer and you are studying VCE Physics and VCE Mathematical Methods, you can develop practical skills, technical knowledge and industry insight by doing VCE VET Engineering.

VET qualifications give you industry exposure and experience in the workplace that reinforces your skills development. This connection also makes for a smooth transition between training and work.

After consideration of which VET course suits the students' career goals, the VET application process involves the completion of a **QR code** and **submission of a USI number**. This application is then officially submitted by the VET coordinator to the applicable RTO provider for acceptance.

Expressions of interest into VET courses for 2026 are to be submitted by the end of Semester 1, 2025.



The graphic features the Epping Secondary College (ESC) logo on the left, which includes a circular emblem with 'ESC' and 'LEARNING FOR LIFE'. To the right of the logo, the text 'Click the link or QR code to complete' is displayed in orange. Below this, the URL <https://forms.office.com/r/h5QDJa8DVh> is shown in blue. A large QR code is positioned on the right side. In the center, there is a dark blue rectangular box with white text that reads '2026 VET - Expression of Interest'. Below this title, it states 'Vocational education training (VET) is specific industry learning.' and provides a paragraph explaining that VET skills can be applied in the workplace or towards a trade/qualification, and that successful completion is required for VCE-VM. A small yellow folder icon is visible to the right of the text box. At the bottom right of the dark blue box, there is a small blue button with the text 'Start now'.

How to pick programs and subjects?

To complete the online subject selection forms, students will need two things.

1. This link: <https://my.edval.education/login>

2. A unique WebCode (this will be emailed to students when the subject selection process begins)

Year 11

Rules for selecting Priority subjects: (12 Units)

VCE

Priority 1: Indicate the English/EAL/Literature subject you would like to enrol into.

Priority 2,3,4,5,6: Pick your subjects in order of preference.

Reserve 1,2: Pick your reserve subjects.

VCE Career Focus

Priority 1: You must select Career Focus WRS 11

Priority 2: You must select Career Focus PDS 11

Priority 3: Select English/EAL/Lit

Priority 4, 5, 6: Pick your subjects in order of preference.

Reserve 1,2: Pick your reserve subjects.

Vocational Major

Priority 1: Vocational Major 11

Priority 2,3,4,5: Literacy, Numeracy, Work Related Skills, Personal Development Skills.

Priority 6: Pick the Community Elective you want to enrol into.

Reserve 1,2: Pick two other reserve Community Electives

Year 12

Rules for selecting Priority subjects: (12 Units)

All students:

Priority 1: Select the Program you wish to enrol into: VCE, VM, VPC

Priority 2: Select the English/Literacy subject you would like to enrol into.

VCE

Priority 3, 4, 5, 6: Pick your subjects in order of preference.

Reserve: Pick your reserve subject.

Vocational Major / Victorian Pathways Certificate

Priority 3, 4, 5: Select Maths/Numeracy, Work Related Skills, Personal Development Skills.

Priority 6: Pick the Community Elective you want to enrol into.

Reserve: Pick a reserve Community Elective.

Course Counselling

Course counselling will occur early in Term 3 where students, parents and teachers will review programs and subjects chosen. Details and booking times will be released at the beginning of Term 3.