



**OLMC**  
Heidelberg

# COURSE GUIDE 2025

Senior Programs



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## HOW TO USE THIS GUIDE

You can read this Course Guide *page by page* by clicking on the navigation bar arrows along the bottom of the screen to advance forward or backward or *jump ahead to different sections* using the side menu, section menus and hyperlink icons.

The **Home** page allows you to see an overview of the whole guide at once and by clicking items in this interactive menu you can skip ahead to any section.

The **Summary of Year 10 Subjects** and the **VCE Units Overview** and **index** pages feature a linked menu which allows you to click on the subject name and jump to its full description.

On each of the subject descriptor pages the **Job Clusters** and **Capabilities/Competencies** indicators link back to their definitions.

### KEY



A link to an external document or website



A link to a video on an external website



A link to the VCAA study design for that subject



Indicates this subject is available for Acceleration Study. Links to the Acceleration Study page.



A link to a suggested subject for further study



A link to the VCE full description of this subject



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## INTRODUCTION

### ‘THEY WILL BE INDEPENDENT, ACTIVE AND curious learners.’

The prospect of entering Years 10, 11 and 12 is daunting for many students, there is no denying that fact. As you move into these final years of school, a growing awareness will make itself felt in many of you, an appreciation that what happens at school from now on really matters. Regardless of the subjects and courses you undertake, one of the realities you will face in the senior years is that the choices you make will have a greater impact on your education than at any time in the past. This should be a liberating feeling because in a real sense, choosing your course for the next three years will provide you with an element of control over your learning that you have never before had.

There is much to consider as you make these choices. One of the five components of the OLMC vision for our students is ‘They will be independent, active and curious learners’. Whilst this expectation can be applied to all year levels, it carries a special resonance for the senior years. Now you have the opportunity to think in a truly independent way, selecting subjects that interest you. Choose wisely and the natural curiosity innate in all of us will help drive you to genuine academic fulfillment and provide you with knowledge and skills that will equip you for your life beyond OLMC’s gates.

This guide will be many things to many students. For some, the information about subjects and courses will simply confirm the career path they have been considering for years. For those students we hope that this guide provides affirmation of your goals and inspires you to approach the senior years of study with enthusiasm and a sense of mission.

The reality for most students, however, is that this guide will provide an array of choices that may initially appear to be somewhat bewildering. That is no bad thing. One of the strengths of Our Lady of Mercy College is that it offers such a broad range of choices for its students. Some trepidation and confusion are understandable, but you actually know more than you might think. Ten years of education have led you to this point, to a place in your school life where you can take advantage of the skills you have developed and the knowledge you have gathered to consider a vast range of possibilities for the senior years of secondary school.

**Mr Simon Conlan**  
**Leader of Learning Development**



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## CHOOSING SUBJECTS

To help students decide on the program and subjects that will meet their needs best, consider these four questions:

### WHAT AM I GOOD AT?

Often the things a student is good at are the things they will be most confident and interested in pursuing once they finish school. Past success often leads to further engagement, focus and further achievement.

### WHAT AM I INTERESTED IN?

Senior secondary school is demanding. By selecting subjects a student is interested in learning about, they are more likely to remain persistent and motivated in their learning, and therefore able to get the best out of themselves.

### WHAT DO I NEED?

Knowing the prerequisite subjects needed for different courses will ensure students include the subject they need to pursue a particular study or career. Using the 2025 Prerequisites Guide will help a student check what these might be for courses/study areas of interest.

### WHAT MIGHT I WANT TO STUDY OR BE IN THE FUTURE?

Thinking about the sorts of professions or work a student might like to do in the future can be useful. Using resources like their Morrisby Profile, their Student Area on the OLMC Careers website and the VTAC Year 10 Guide, students can research occupations and then select subjects which might be useful or align well with that type of work.

While it can be helpful to research the sorts of occupations that exist, it is also important to realise that being so young and relatively inexperienced in the world of work means that students are likely to change their mind many times. No amount of research can truly prepare them for what a certain job will be like. Also, the reality is that now more than ever, with the advances in technology, science and world economies, jobs are changing, appearing and disappearing constantly. The jobs they might be doing when they finish their post-secondary school study or training may not even be 'invented' or known yet. Therefore, it can be worth thinking about what a student might like to STUDY rather than what they would like to BE when they are older. Once in study or training, they will find opportunities to engage with industry, employers, different topics and professionals, all of which will help them to move towards the first of what is likely to be MANY occupations in their lifetime.



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## OVERVIEW

### CAPABILITIES AND COMPETENCIES

Student learning is most effective when students know their strengths and interests and can undertake a course of study that utilises these. There are many ways of knowing and learning.

**Capabilities**, as defined by the Australian Curriculum, encompass knowledge, skills, behaviours and dispositions.

A **competency** refers to the ability to do something successfully or efficiently.

Students are encouraged to reflect on the capabilities and competencies listed below to identify those that best reflect their strengths.

In the description of each subject, the skills most used in that subject are identified and students can use this information to discern what subjects best suit them.

We know that the jobs of the future will require many, if not all of these capabilities and competencies. Students may find it beneficial then to select a program including subjects that allow them to develop across as many of these capabilities and competencies as they can.

CAPABILITIES	COMPETENCIES
Civic awareness	Collaboration and coordination skills
Creativity	Financial literacy
Critical thinking	Information literacy skills
Cultural awareness	Interpersonal skills
Ethical awareness	Performance skills
Problem solving	Presentation skills
Verbal communication	Technical skills
Visual communication	
Written communication	

A list of definitions appears on the following page.



YEAR 10 PROGRAM  
CAPABILITIES & COMPETENCIES



VCE PROGRAM  
CAPABILITIES & COMPETENCIES





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## OVERVIEW

### CAPABILITIES AND COMPETENCIES DEFINITIONS

#### CIVIC AWARENESS

Knowledge as to how a society is organised, the role of institutions and the factors that contribute to continuity and change in society.

#### COLLABORATION AND COORDINATION SKILLS

The ability to work effectively with others on a common task; taking actions which respect the needs and contributions of others; contributing to and accepting the consensus; negotiating with others to achieve the objectives of the team.

#### CREATIVITY

The generation of new and imaginative ideas. This may involve seeing the world in new ways, making connections between different ideas and concepts and generating solutions to problems.

#### CRITICAL THINKING

The skills and learning dispositions that support logical, strategic, flexible and adventurous thinking, including the ability to reflect and evaluate thinking processes in a range of settings.

#### CULTURAL AWARENESS

Exploring how spiritual, material, intellectual and emotional features of a society or social group influence the way a group or society operates, and enhancing understanding of one's own culture through identification of assumptions that may be misplaced.

#### ETHICAL AWARENESS

Exploring norms or rules that are thought desirable and how they may be applied to help in determining the rightness or wrongness of actions.

#### FINANCIAL LITERACY

The set of skills and knowledge that allows an individual to make informed and effective decisions with regard to financial resources.

#### INFORMATION LITERACY SKILLS

The skills needed to define, locate, select, organise, present and evaluate information for a variety of purposes.

#### INTERPERSONAL SKILLS

The ability to communicate and work effectively with others.

#### PERFORMANCE SKILLS

The elements required to convey meaning to audiences.

#### PRESENTATION SKILLS

The skills needed to deliver information in an effective and engaging manner to a variety of audiences.

#### PROBLEM SOLVING

The process of finding solutions to difficult or complex issues.

#### TECHNICAL SKILLS

The subject knowledge and skills required to accomplish specific tasks in a learning area.

#### VERBAL COMMUNICATION

The transmission of ideas and information through oral language.

#### VISUAL COMMUNICATION

The transmission of ideas and information using symbols and images.

#### WRITTEN COMMUNICATION

The transmission of ideas and information through writing.



YEAR 9 PROGRAM  
CAPABILITIES & COMPETENCIES



YEAR 10 PROGRAM  
CAPABILITIES & COMPETENCIES









VCE PROGRAM  
CAPABILITIES & COMPETENCIES



## OVERVIEW

Students can also view subjects through the lens of job clusters as identified by the Foundation of Young Australians, FYA. This enables students to consider which skills best prepare them for the type of job they may wish to pursue in the future, remembering it is likely they will have many jobs but a core set of skills and capabilities. Again, each subject has listed the major clusters for which they are preparing students to participate.

### JOB CLUSTERS

JOB CLUSTER	COMPRISES JOBS THAT...	OCCUPATIONS CURRENTLY IN THIS JOB CLUSTER...
 <b>THE GENERATORS</b>	... require a high level of interpersonal interaction in retail, sales, hospitality and entertainment.	<b>Total occupations: 65</b> Sales representatives, retail supervisors, cafe managers, hotel managers, bank managers, entertainers, interpreters and airline ground crew. <b>RELATED INDUSTRIES:</b> Tourism, Retail & Wholesale trade, Accommodation & Food services, and Arts & Recreation services.
 <b>THE ARTISANS</b>	... require skill in manual tasks related to construction, production, maintenance or technical customer service.	<b>Total occupations: 118</b> Machinery operators, landscape gardeners, electricians, crop & livestock farm workers, plumbers, and carpenters. <b>RELATED INDUSTRIES:</b> Construction, Agriculture, Mining, Manufacturing, Utilities and Logistics.
 <b>THE CARERS</b>	... seek to improve the mental or physical health or well-being of others, including medical, care and personal support services.	<b>Total occupations: 131</b> GPs, social workers, childcare workers, fitness instructors, surgeons, counsellors and beauty therapists. <b>RELATED INDUSTRIES:</b> Health Care & Social Assistance
 <b>THE COORDINATORS</b>	... involve repetitive administrative and behind-the-scenes process or service tasks.	<b>Total occupations: 59</b> Bookkeepers, printers, fast food cooks, bus drivers, furniture removalists, law clerks, receptionists and car park attendants. <b>RELATED INDUSTRIES:</b> Administrative services and Logistics.
 <b>THE DESIGNERS</b>	... involve deploying skills and knowledge of science, mathematics and design to construct or engineer products or buildings.	<b>Total occupations: 70</b> Architects, electrical engineers, clothing patternmakers, food technologists, building inspectors, product testers, industrial engineers, geologists and draftspersons. <b>RELATED INDUSTRIES:</b> Architectural, Engineering & Technical services.
 <b>THE INFORMERS</b>	... involve professionals providing information, education or business services.	<b>Total occupations: 142</b> School teachers, economists, intelligence officers, accountants, analysts, solicitors, organisational psychologists, curators, and HR advisers. <b>RELATED INDUSTRIES:</b> Professional, Scientific & Technical services and Education & Training.
 <b>THE TECHNOLOGISTS</b>	... require skilled understanding and manipulation of digital technology.	<b>Total occupations: 10</b> Programmers, software engineers, database administrators, web designers and ICT business analysts. <b>RELATED INDUSTRIES:</b> Computer System Design & related services and Information Media & Telecommunication services.



#### FYA JOB CLUSTERS

Source: New Work Mindset, Foundation for Young Australians, p15, (2016)





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# THE YEAR 10 PROGRAM



## THE YEAR 10 PROGRAM

### SUBJECT SELECTION PROCESS

#### ASSISTANCE FOR SUBJECT SELECTION

Students will be provided with support and information by the College in the subject selection process in addition to that from parents. Students will have access to the following:

- This Course Guide has information about each subject as well as many links to external sites
- The VCE/VCE VM Virtual Subject Expo will be available via SIMON. This is an opportunity to hear from teachers of the various subjects. Also, students will speak of their experience studying the subject.
- Subject Expo in the Nalleijerring Centre to find out about senior subjects
- Subject selection information presentation available through PAM and SIMON
- Assembly with the Pathways Coordinator to answer FAQs
- Students may make an appointment with the Careers Coordinator or with the Pathways Coordinator if they want additional information
- Subject teachers can explain what is included in Year 10 subjects

Students choosing subjects for Year 10 should remember that their choices will not determine their VCE program in most instances. The focus at Year 10 should be on:

- Trying new subjects out
- Having variety, for example, trying a VET style subject
- Setting a solid basis for VCE studies by building up basic skills and further developing good study skills

However, there are some subjects at VCE that do require specific study at Year 10 level. They are:

LEARNING AREA	YEAR 11 SUBJECT	YEAR 10 SUBJECT REQUIRED
Mathematics	Math Methods	Mainstream Maths OR Advanced Maths
Mathematics	Specialist Maths	Advanced Maths
Languages	French, Italian or Japanese	French, Italian or Japanese




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### SUBJECT SELECTION TIMELINE

#### YEAR 9 2024 INTO YEAR 10 2025

2024 DATE	EVENT	DETAILS
THURSDAY 18 JULY	Year 9 Subject Selection Evening. A recording of this presentation will be made available via PAM and SIMON by 23 July.	Subject Information Presentation regarding subjects and pathways will be made available on SIMON/PAM
THURSDAY 25 JULY	Acceleration Study Application are due	Students to submit completed applications available in the Senior Course Guide  <a href="#">ACCELERATED STUDIES FORM</a>
MONDAY 29 JULY - FRIDAY 2 AUGUST	Accelerated Studies interviews	Student who have applied for an accelerated study will be notified via email if they required to attend an interview
MONDAY 5 AUGUST	Accelerated Studies approvals and non-approvals	Students who have applied for an accelerated study will receive notification of approval or non-approval
TUESDAY 6 AUGUST	Web Preference Online Opens	Web Preferences opens for students to enter their subject preferences for 2025
FRIDAY 9 AUGUST	Web Preferences Online closes	Web Preferences closes





## THE YEAR 10 PROGRAM

### CHOOSING A YEAR 10 PROGRAM

Students have both **core** and **elective** subjects in Year 10.

#### CORE STUDIES

The six core subjects are compulsory:

SUBJECT	NO. OF SEMESTERS	LESSONS PER CYCLE
© Religious Education	2	3
© English	2	6
© Mathematics	2	6
© Science	2	6
© Civics	1	6
© Health and Physical Education	1	6

Students have choice *within* compulsory subjects as shown below.

**Civics** and **Health and Physical Education** will run for one semester each. Students will nominate a focus area in each of these core subjects and all efforts will be made to meet student preferences if possible. However this will be dependent on student demand for each option.

Once students are allocated to a class, students will not be able to request a change to a different class. The Focus Area you are placed into will not impact your choices at Year 11. The combination of focus areas chosen will determine which semester each subject runs within a student's timetable.



#### MATHEMATICS

**Advanced Maths**  
(2 semesters)

**OR**

**Mainstream Maths**  
(2 semesters)

**OR**

**General Maths**  
(2 semesters)



#### CIVICS

**Core**  
**The Global Citizen**  
**Our Australian Democracy**

Choose one **focus area** from those listed below:

- Citizens and the Law
- Enterprise and Innovation
- Global Power and Conflict
- The Everyday Citizen



#### HEALTH AND PHYSICAL EDUCATION

**Core**  
**Relationships and Sexuality**

Choose one **focus area** from those listed below:

- Coaching and Event Management
- Health in the Community
- Movement and Physical Activity
- Sports Science



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### CHOOSING A YEAR 10 PROGRAM

#### ELECTIVE STUDIES

Students **choose 4** semester long electives.

There are no constraints on student choices of electives, however, Languages and VET studies are offered as whole year subjects and therefore use **two** elective blocks.

**Accelerated studies** are offered within the elective subjects.

Students have two weeks at the beginning of each semester to request a subject change (elective or Maths choice) if they decide it is not suitable for them.

**A planner document is provided to assist students to plan their Year 10 program.**

A typical student timetable would be one of the following programs:

#### PROGRAM A

SEMESTER 1	SEMESTER 2
RE	RE
English	English
Mathematics	Mathematics
Science	Science
Civics	Health and Physical Education
ⓔ Elective 1	ⓔ Elective 3
ⓔ Elective 2	ⓔ Elective 4 (may be a VCE study)

#### PROGRAM B

SEMESTER 1	SEMESTER 2
RE	RE
English	English
Mathematics	Mathematics
Science	Science
Health and Physical Education	Civics
ⓔ Language	ⓔ Language
ⓔ Elective 1	ⓔ Elective 2 (may be a VCE study)

#### PROGRAM C

SEMESTER 1	SEMESTER 2
RE	RE
English	English
Mathematics	Mathematics
Science	Science
Health and Physical Education	Civics
ⓔ VET elective	ⓔ VET elective
ⓔ Elective 1	ⓔ Elective 2



YEAR 10 PROGRAM CAPABILITIES & COMPETENCIES



YEAR 10 SUBJECT SELECTION PLANNER



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## THE YEAR 10 PROGRAM

### SUMMARY OF YEAR 10 SUBJECTS OFFERED AT OLMC

LEARNING AREA	SUBJECT	CORE	ELECTIVE	
<b>DESIGN, ARTS &amp; TECHNOLOGY</b> 	Art		✓	
	Computing		✓	
	Graphics		✓	
	Media		✓	
	Fashion Sculpture		✓	
	Food Studies		✓	
	Food Production and Design		✓	
	VCE Food Studies		✓	A
	VCE Art Creative Practice		✓	A
	<b>ENGLISH</b> 	English	✓	
Literature			✓	
<b>HEALTH &amp; PHYSICAL EDUCATION</b> 	Health and Physical Education	✓	(FA)	
	Mind, Body, Soul		✓	
	VCE Health and Human Development		✓	A
	VCE Physical Education		✓	A
<b>HUMANITIES</b> 	Civics	✓	(FA)	
	Commerce		✓	
	History: World War II		✓	
	VCE Accounting		✓	A
	VCE Business Management		✓	A
	VCE History: Empires		✓	A
	VCE Legal Studies		✓	A

LEARNING AREA	SUBJECT	CORE	ELECTIVE	
<b>LANGUAGES</b> 	French		✓	
	Italian		✓	
	Japanese		✓	
<b>MATHEMATICS</b> 	Advanced Mathematics	✓	Select one	
	General Mathematics	✓	Select one	
	Mainstream Mathematics	✓	Select one	
	VCE General Mathematics (Unit 2)		✓	A
<b>PERFORMING ARTS</b> 	Designing Drama		✓	
	Live Production		✓	
	Music Group Performance and Composition		✓	
	Music Solo Performance and Styles		✓	
<b>RELIGIOUS EDUCATION</b> 	Religion Education	✓		
<b>SCIENCE</b> 	Science	✓		
	VCE Biology		✓	A
	VCE Environmental Science		✓	A
	VCE Psychology		✓	A
	<b>VET CERTIFICATES School-Based VET</b>	VCE VET Health		✓
VCE VET Sport and Recreation			✓	A



 Refers to a subject that is offered as an accelerated study to Year 10 students

 Refers to a Focus Area option






## THE YEAR 10 PROGRAM

### ACCELERATED STUDIES

In Year 10, students are invited to apply for one semester of selected VCE studies (whether students undertake Unit 1 or Unit 2 will be dependent on other elective choices) or a whole year VET study at Units 1 & 2 level.

Students should only apply if they want to extend and challenge themselves and to experience the demands of a VCE unit. Students in Year 10 may select a single VCE study in which to accelerate or a whole year VET study.

Subjects that offer acceleration have identified that students meeting the criteria should be able to meet the demand of Units 3 & 4 without doing both Units 1 & 2. There is a wide range of subjects on offer in order to allow students maximum choice (shown with an  on the subject pages).

However, it should be noted that in allocating students to classes, Year 11 students will have priority over Year 10 students. As such, students are advised to select a 'reserve' VCE subject to maximise the probability they can be allocated to a class. All attempts will be made to meet student choices but students should understand this may not always be possible.

Many students may prefer to focus their energy on the demands of Year 10 subjects and getting the foundations of all subjects firmly established and therefore may not want to undertake a VCE study. This will not disadvantage any student as students may apply for acceleration in Year 11 whether or not they have done a VCE subject in Year 10.

Similarly if a student does study a VCE subject in Year 10, they are not obliged to continue with this the following year. They might learn that this subject does not suit them after all!

#### Students in Year 10 can choose:

- One accelerated VCE study OR
- One accelerated VET study

#### Criteria for VCE and VET accelerated studies:

- Consistent effort and commitment across a range of subjects
- Ability to express ideas clearly in writing
- Work habits that demonstrate consistent effort and commitment (Mostly to Consistently on your most recent report)
- A well-considered two year VCE or VCE VM pathway
- Attendance above 90%

#### For VCE subjects (but not VET subjects) the following criteria are also included:

- Predominately grades of As and Bs
- Grades of A or B in like subjects, a minimum of C in other studies
- Ability to analyse and synthesise information (analysis style tasks)



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### PROCESS FOR ACCELERATION

Students wishing to accelerate in VCE or VET will make an application to a team including members of the Leadership Team, the Pathways Coordinator, and Learning Area Leaders to determine their suitability for acceleration.

#### APPLICATION PROCESS

1. Students read the criteria and considers carefully if they meet the criteria. If they meet the criteria, then they can consider applying.
2. Student discusses their total academic program with their Pastoral Leader and also speak with the Learning Leader and/or subject teacher of the subject they wish to study. This discussion will consider the student's:
  - interests and satisfaction with the subjects they are currently undertaking – their interests, skills and preferred studies
  - overall academic performance and performance in related or like subjects
  - possible VCE or VCE VM pathway and beyond. Any prerequisites for tertiary study should be considered.
3. Student completes the application form and application is submitted by due date.
  - Students are expected to have discussed this application with their parents prior to submission.
4. Applications will be considered by the relevant Learning Leader in consultation with the subject teachers. Other information, such as NAPLAN data or ACER data, online reports and attendance records may be reviewed in this process.
5. Application from students will be reviewed by Learning Leaders before a recommendation about their suitability for acceleration is made. Student may be interviewed as part of this process.
  - The student and their parents will be informed via email of the decision.
  - Appeals by unsuccessful applicants will be addressed by the Pathways Coordinator and the Curriculum Coordinator.



ACCELERATION STUDY  
APPLICATION FORM



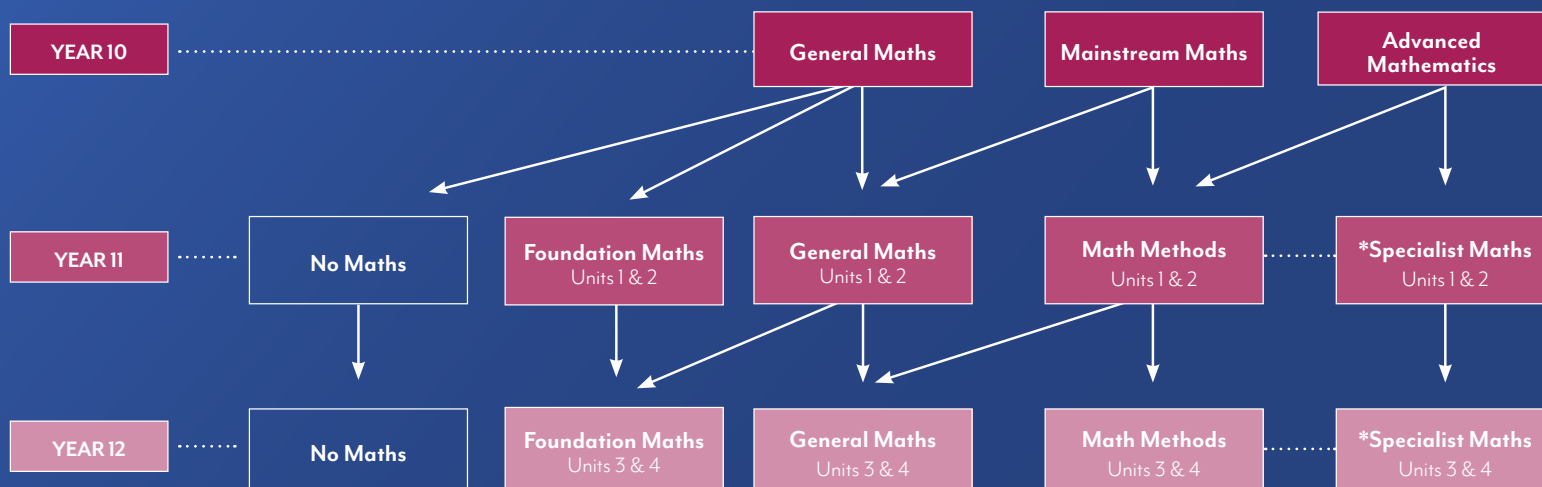
## THE YEAR 10 PROGRAM



### MATHS PATHWAYS

Choice of Mathematics in Year 10 will impact Mathematics choices in Year 11 and 12. This is summarised below. Please note the following:

- **Advanced Mathematics** is designed for students who intend to study **VCE Specialist Mathematics** and **VCE Mathematical Methods**
- **Mainstream Maths** is designed for students who intend to study **VCE Mathematical Methods**
- **General Maths** is designed for students who are only wish to go on to **VCE General Mathematics** or **VCE Foundation Mathematics**. It *does not* allow students to access **VCE Mathematical Methods** or **VCE Specialist Mathematics**.



\* Note **Specialist Maths** must be selected in conjunction with **Math Methods**.





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## DESIGN, ARTS AND TECHNOLOGY

Art

Computing

Graphics

Media

Fashion Sculpture

Food Studies

Food Production and Design

VCE Food Studies 

VCE Studio Art Creative Practice 



## ENGLISH

English

Literature



## HEALTH AND PHYSICAL EDUCATION

Health and Physical Education (4 options)

Mind, Body, Soul

VCE Health and Human Development 

VCE Physical Education 



## HUMANITIES

Civics (4 options)

Commerce

History: World War II

VCE Accounting 

VCE Business Management 

VCE History: Empires 

VCE Legal Studies 



## LANGUAGES

French

Italian

Japanese



## MATHEMATICS

Advanced Mathematics

General Mathematics

Mainstream Mathematics

VCE General Mathematics (Unit 2) 



## PERFORMING ARTS

Designing Drama

Live Production

Music Group Performance and Composition

Music Solo Performance and Styles



## RELIGIOUS EDUCATION

Religion Education



## SCIENCE

Science

VCE Biology 

VCE Environmental Science 

VCE Psychology 



## VET CERTIFICATES

VCE VET Health 

VCE VET Sport and Recreation 



YEAR 10 PROGRAM CAPABILITIES & COMPETENCIES



Refers to a subject that is offered as an accelerated study to Year 10 students



# YEAR 10 STUDIES

## DESIGN, ART AND TECHNOLOGY



### ART

Art is a folio based subject which focuses on experimenting with different art forms and art techniques to build and enhance art making skills. Students research a variety of artists and artworks that further develop ideas, visual language and art terminology, as well as learn and experience the process of creative practice.

Creative practice will help students learn how to engage in creative and critical thinking. Students seek inspiration through research and investigation as they test materials through trials, leading to the creation of individual artworks.

### GRAPHICS

Graphics is a hands-on practical course that will give you an appreciation of what makes good design. You will learn to analyse briefs and visualise concepts, and will explore typography, layout, technical drawing, digital design, advertising and packaging design and illustration. Students also gain practical skills with a variety of programs such as Adobe Photoshop, Illustrator and Google SketchUp.

Get to the core of what it means to be a graphic designer; gain an understanding of the culture of design combined with the techniques of a solid design process: from design brief to idea generation and sketching, layout design and finishing in the Adobe suite. This is a fun way to explore your creativity and it is a pathway to any of the Design, Art and Technology subjects.

“Year 10 Art has given me an avenue to learn new skills, experiment with different mediums and materials and has offered me an outlet to express creativity.”  
– Alyssia

I love Graphics as it is about how to create, communicate with or build something for people. It is really satisfying when you finish a production.”  
– Ava



**This subject forms a basis for further study at OLMC in:**

- > Media
- > Art Creative Practice
- > Visual Communication and Design

#### CAPABILITIES & COMPETENCIES

- > Creativity
- > Technical skills
- > Visual Communication



**This subject forms a basis for further study at OLMC in:**

- > Media
- > Art Creative Practice
- > Visual Communication and Design

#### CAPABILITIES & COMPETENCIES

- > Creativity
- > Visual Communication
- > Problem Solving



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# YEAR 10 STUDIES

## DESIGN, ART AND TECHNOLOGY



### COMPUTING E

Computing develops essential life skills in problem-solving and allows students the opportunity to create innovative solutions using technology. It helps students confront challenges head on and engineer real-world solutions using computational, systems and design thinking processes.

The solutions to any of the world's major problems lie in technology and the digital age needs digital innovators.

In computing, students will focus on creating a digital solution to a local, national or global challenge. They will use a range of digital technologies to creatively explore, develop and evaluate these solutions.

The course will investigate aspects of web design, app development and informatics and allow students access to existing and emerging technologies. Computing opens up opportunities for excellent career options.

The role technology plays in our society is vast and growing and employers are increasingly looking for applicants who demonstrate interest and competency in digital technologies and design.

Technology is a field in which you can future-proof your career path.

“ **Computing** is a great way to extend your knowledge on coding, designing and much more. We like the challenges, such as coding games or designing and creating websites. You can gain many new essential skills whilst doing computing such as: perseverance, organisation and critical thinking. If you love robots, virtual reality, playing with computers and expanding your problem-solving and innovative skills, this is the subject for you! – **Monique & Sharanka** ”



**This subject forms a basis for further study at OLMC in:**

- > Media
- > Visual Communication and Design

#### CAPABILITIES & COMPETENCIES

- > Problem Solving
- > Technical Skills
- > Information Research Skills



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## DESIGN, ART AND TECHNOLOGY



### MEDIA

The media course explores a variety of digital media forms including social media, film, photography and print design. We explore how media codes and conventions combine to create meaning and also analyse how narratives are constructed to engage audiences.

In the photography unit we focus on camera use, photographic composition, image analysis, Photoshop and print design. We look for how to create a narrative through composition.

Our exploration of social media focuses on the business of social media as well as how online media can be used to develop identity.

### FASHION SCULPTURE

This subject provides an opportunity to create three dimensional fashion artifacts in a wide range of materials.

In class we explore an array of different construction techniques and craft processes, using textiles, paper, plastic, found objects and recycled materials to create an innovative one off wearable art piece. We learn how to problem solve and push forward your creative thinking by seeking inspiration in research, developing trials, creating theme boards and learning how to illustrate designs, culminating at the end, in a final design outcome.

“ We use social media in our lives daily so learning about social media companies and how they use our data to make money has been really eye opening! – Chelsea

**Fashion Sculpture** allows you to explore your creative path and create a piece that reflects you and your interpretation of fashion. – Alessia



**This subject forms a basis for further study at OLMC in:**

- > Media
- > Art Creative Practice

#### CAPABILITIES & COMPETENCIES

- > Creativity
- > Cultural Awareness
- > Technical skills



**This subject forms a basis for further study at OLMC in:**

- > Media
- > Art Creative Practice
- > Visual Communication and Design

#### CAPABILITIES & COMPETENCIES

- > Creativity
- > Cultural Awareness
- > Visual Communication



# YEAR 10 STUDIES

## DESIGN, ART AND TECHNOLOGY



### FOOD STUDIES

Food Studies is a great opportunity for students to be exposed to food from a variety of different viewpoints. Additionally, students are provided with an insight and head start to concepts explored in VCE Food Studies. Students explore food groups and analyse the role of the nutrients for good health, with particular focus on the ways in which food selection can assist in the prevention of obesity and related lifestyle diseases. Students also learn about managing different dietary needs with a focus on the physiology of food allergies and intolerances, including their respective symptoms, causes and management. Students also practice and improve their food selection skills by interpreting the claims of food labels and interrogating the marketing terms on food packaging. Students also begin to explore Australian and global food systems, including the sociocultural and ethical concerns of Australian food consumers, and the ways in which these concerns affect individual food choices and the range of foods available, as well as the environmental sustainability of primary food production in Australia. Practical activities are integral to Food Studies and include comparative food testing, cooking, demonstrations, dietary analysis, product analysis, scientific experiments and sensory analysis. This subject involves both practical and theory lessons.

### FOOD PRODUCTION AND DESIGN

Food Production and Design explores the role of food in a production context, as well as building on pathways to health and wellbeing through the application of practical skills. Students will use the principles of design to explore past and current food trends and prepare modern recipes designed for individual tastes and needs. Students will be able to enjoy food and learn about its significance from a variety of cultural and practical contexts. Food design provides a framework for students to make informed and confident food selection and food preparation within today's complex world of global influences and choices. Practical work is integral to the course and includes cooking, demonstrations, creating and responding to design briefs. Students will explore the functions of food, as well as using design principles and creative problem-solving to produce food for a range of occasions. This subject involves both practical and theory lessons and involves a service component at a school catered event.

“ I feel like this subject is building lifelong skills and getting me to think more about how I think about and approach food in my everyday life. – Zoe

Food Studies is more than just learning about cooking. I like how we look at the industry as a whole. – Lilly



**This subject forms a basis for further study at OLMC in:**

- > Food Studies
- > Health and Human Development
- > Biology

#### CAPABILITIES & COMPETENCIES

- > Critical Thinking
- > Ethical Awareness
- > Cultural Awareness



**This subject forms a basis for further study at OLMC in:**

- > Food Studies

#### CAPABILITIES & COMPETENCIES

- > Problem solving
- > Technical skills
- > Creativity



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# YEAR 10 STUDIES

## DESIGN, ART AND TECHNOLOGY



### VCE FOOD STUDIES E



*Visit the VCE Section for the full description of this subject.*

In Unit 1, students focus on food from historical and cultural perspectives, and investigate the origins and roles of food through time and across the world. They also look at Australian indigenous food prior to European settlement and how food patterns have changed through the influence of food production, processing and manufacturing industries and immigration.

In this Unit 2, students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic and small-scale settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Through practical activities, students explore the use of ingredients available today that were used in earlier cultures, observe and reflect on the use of ingredients indigenous to Australia and explore foods from cuisines brought by migrants to Australia. Additionally, students create new food products using design briefs, and apply commercial principles such as research, design and innovations, product testing, production, evaluation and marketing, and learn to design and adapt recipes, encompassing a range of dietary requirements commonly encountered by the food service sector and within families.



**This subject forms a basis for further study at OLMC in:**

> Food Studies



#### CAPABILITIES & COMPETENCIES

- > Critical thinking
- > Cultural Awareness
- > Ethical awareness

### VCE ART CREATIVE PRACTICE E



*Visit the VCE Section for the full description of this subject.*

In Unit 1 students experiment with responding to, and making, artworks. We explore areas of personal interest to develop a series of visual responses. We explore a range of artforms, considering different materials, mediums, techniques and processes to create a body of experimental work. This work is directed by the research students engage in on various artist practices, alongside their own personal observations of artworks, using the Structural and Personal Lens.

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



**This subject forms a basis for further study at OLMC in:**

- > Media
- > Art Creative Practice
- > Visual Communication and Design



#### CAPABILITIES & COMPETENCIES

- > Creativity
- > Problem solving
- > Cultural awareness

Learning about the role of **food** is not just about eating; its about learning to live. – Ursula

**Food** is paramount. It's our common ground. It is a universal experience. Why wouldn't you want to learn about food? – Lilly



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## ENGLISH



### ENGLISH ©

In Year 10 English students explore 'Stories told in other ways' and examine the structure of story archetypes, genres and narrative shapes through reading and analysis of a range of literature. They also create a writing folio, constructing a range of text types for different purposes and audiences. Students also examine Indigenous perspectives through a film and play study.

### LITERATURE E

Literature is the perfect choice for students who love to engage with ideas that reveal shifting views and values across cultures both contemporary and historical. Texts include poetry, plays, film and novels and provide an opportunity to question and critique the ideas that are presented about particular societies.

The richest aspects of the study of literature are the close analysis of texts, the sharing of ideas and the idea that texts may be explored using different perspectives.

The study of literature is challenging and enriching because ultimately it invites students to reflect on their own views about the world.

“Year 10 **Literature** has allowed me to delve deeper into the study of texts from different eras of time, explore passages in a variety of forms and develop a larger vocabulary that has helped me extend my knowledge in English and allow my understanding of texts to flourish. – **Georgia**

Year 10 **English** has helped me to deepen my understanding around character tropes and stereotypes and their influence in both past and present literature. I have enjoyed learning more about different conventions as well as the drafting process and how to utilise feedback to enhance my writing. – **Ruby**



**This subject forms a basis for further study at OLMC in:**

- > English
- > English Language
- > Literature
- > History
- > Politics
- > Media

#### CAPABILITIES & COMPETENCIES

- > Creativity
- > Verbal Communication
- > Written communication



**This subject forms a basis for further study at OLMC in:**

- > English
- > Literature
- > History
- > Media
- > Psychology

#### CAPABILITIES & COMPETENCIES

- > Critical thinking
- > Written communication
- > Cultural Awareness





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# YEAR 10 STUDIES

## HEALTH AND PHYSICAL EDUCATION



### HEALTH AND PHYSICAL EDUCATION

#### RELATIONSHIPS AND SEXUALITY EDUCATION

Each Year 10 Health & PE subject will contain a core unit on the topic of Relationships and Sexuality Education.

During this unit, students will develop an awareness of how sexuality and relationships are fundamental to living life to the full.

Students gain information regarding the concept of consent as well as how the underpinning values of a Catholic perspective can be utilised to build respectful relationships.

*This unit will be followed by a focus area chosen from the following:*

 COACHING AND EVENT MANAGEMENT

 HEALTH IN OUR COMMUNITY

 MOVEMENT AND PHYSICAL ACTIVITY

 SPORTS SCIENCE



# YEAR 10 STUDIES

## HEALTH AND PHYSICAL EDUCATION



### HEALTH AND PHYSICAL EDUCATION

#### FOCUS AREA COACHING AND EVENT MANAGEMENT

Coaching and Event Management is a course designed to explore the variety of skills required to take on the role of a coach and an event planner. Students will raise their awareness of the qualities of a good coach, traditional coaching styles and how to develop new skills. Emphasis will also be placed on organisational skills, time management and effective communication techniques. These skills will be applied in a sport setting but the way in which they can be transferred to other aspects of the student's life will also be highlighted. They will have an opportunity to organise and manage a small sporting event for junior students, applying their knowledge from both the coaching and event topics. Practical sessions involve peer teaching and the teaching of junior students.

Coaching and Event Management provides a 'taster' for those students interested in the VET Sport and Recreation course.

 **This subject forms a basis for further study at OLMC in:**  
> VET Sport and Recreation

#### CAPABILITIES & COMPETENCIES

- > Verbal communication
- > Collaboration and coordination skills
- > Interpersonal skills

### HEALTH AND PHYSICAL EDUCATION

#### FOCUS AREA HEALTH IN OUR COMMUNITY

Health in Our Community is a course that focuses on global health and the health of Australians. It specifically explores the physical, social, mental, emotional and spiritual health and wellbeing of parents and babies. The students will use current Australian and global health data and their own experiences with the computerized 'Real Care' Babies to learn about the varying sociocultural, biological and environmental factors that impact on the health of parents and babies.

Students will compare the care of Australians to the care received by people in low income countries. This will involve the examination of the impact of poverty, low education, gender inequality on parents and babies. Students will be given an opportunity during practical classes to explore lifelong physical activities at school and in the Heidelberg area.

 **This subject forms a basis for further study at OLMC in:**  
> VET Allied Health

**CAPABILITIES & COMPETENCIES**

- > Ethical awareness
- > Written communication
- > Interpersonal skills

“Coaching and Event Management is a great way to mix event planning with PE skills. You will learn all about how to plan and run events, how to coach a whole range of people and within all of this there's a Physical side to it as well. Coaching and Event management was definitely one of my favourite subjects this year and I highly recommend it! – Olivia



# YEAR 10 STUDIES

## HEALTH AND PHYSICAL EDUCATION



### HEALTH AND PHYSICAL EDUCATION

#### FOCUS AREA MOVEMENT AND PHYSICAL ACTIVITY

Movement and Physical Activity is a course designed to cater for students who enjoy being physically active. Students will participate in a variety of practical activities that can range from team orientated sports to more individual pursuits such as fitness, yoga and pilates. Emphasis will be placed on the identification of what types of physical activities provide enjoyment for the individual student. The aim of this self-reflection is to establish lifelong habits regarding physical activity and identifying a way to incorporate movement as part of a healthy lifestyle.

Throughout this unit, emphasis will be placed on the benefits of physical activity to wellbeing. Awareness will also be raised of the barriers and enablers that are at play when an individual pursues physical activity. Students will also focus on the strong link between sport and culture and will explore the way in which sport can hold up a lens to issues within society.

-  **This subject forms a basis for further study at OLMC in:**
- > Physical Education
  - > VET Sport and Recreation

#### CAPABILITIES & COMPETENCIES

- > Interpersonal skills
- > Collaboration and coordination skills
- > Verbal communication

### HEALTH AND PHYSICAL EDUCATION

#### FOCUS AREA SPORTS SCIENCE

In this course students will experience a taste of VCE Physical Education through the study of Sports Nutrition, Energy Systems, Biomechanics and Skill Acquisition. Through a combination of engaging classwork and practical activities, students will gain an understanding of how the human body converts food to produce energy for physical activity through energy system interplay in various sporting situations.

Additionally, students will use technology, including Garmin watches and video analysis, to analyse and improve their sporting performance with a focus on biomechanical and skill acquisition principles.

-  **This subject forms a basis for further study at OLMC in:**
- CAPABILITIES & COMPETENCIES**
- > Physical Education
  - > VET Sport and Recreation
  - > Verbal communication
  - > Written communication
  - > Performance skills

“ **Movement and Physical Activity** has given me a better understanding of how to work as part of a team particularly within the SEPEP unit. It was interesting to investigate the history of sport within Australia, specifically regarding Women’s involvement in sport. – **Charlotte** ”



# YEAR 10 STUDIES

## HEALTH AND PHYSICAL EDUCATION



### MIND, BODY AND SOUL

In this course, sports psychology will be introduced and students will investigate psychological strategies that can lead to increases or decreases in performance. Students will develop an understanding of the cardiovascular and musculoskeletal systems and explore how they adapt and work together during physical activity. Students will also explore a range of illegal and legal strategies to enhance performance.

In Mind, Body and Soul, students will engage in a variety of recreational and outdoor adventure activities and develop skills, knowledge and behaviours for enhancing safe participation in these activities.

Those students who respond well to applying key knowledge and key skills to practical activities will enjoy this course.

*Students selecting Mind, Body and Soul would not also select Sports Science as their PE Focus Area due to the similar content in both courses.*



**This subject forms a basis for further study at OLMC in:**

- > Food Studies
- > Health and Human Development
- > Physical Education
- > VET Sport and Recreation

#### CAPABILITIES & COMPETENCIES

- > Verbal communication
- > Written communication
- > Performance skills

### VCE HEALTH AND HUMAN DEVELOPMENT



*Visit the VCE Section for the full description of this subject.*

Students learn about the various indicators that are used to measure the health status of an individual or a population group. Students learn about the sources and functions of various nutrients and also the strategies used when marketing food products.

Students learn about the health care system in Australia and gain a greater understanding of how Medicare and private health insurance are used by Australians to access health services. Students widen their focus to other stages of the lifespan including childhood and prenatal health and development.

Students focus on Australia's health in a global context. Students also analyse improvements in population health over time and evaluate health promotion strategies.



**This subject forms a basis for further study at OLMC in:**

- > Food Studies
- > Health and Human Development
- > Physical Education
- > VET Sport and Recreation



#### CAPABILITIES & COMPETENCIES

- > Written communication
- > Ethical awareness
- > Critical thinking





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## HEALTH AND PHYSICAL EDUCATION



### VCE PHYSICAL EDUCATION



Visit the VCE Section for the full description of this subject.

VCE Physical Education involves examining body systems, their adaptations to exercise, and legal and illegal methods that are used to enhance these body systems.

Each of these areas of study makes strong links to the fields of Biology, Psychology, Chemistry and Physics. It requires that students have a sound level of understanding of a range of concepts studied in these fields.

In this course, students explore how the musculoskeletal and cardiorespiratory systems work together to produce

movement. Through practical activities, students explore the relationships between the body systems and physical activity, sport and exercise.

Students consider the implications of the use of legal and illegal practices to improve the performance of musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms.

*Current Year 9 students who have a passion for sport, enjoy learning about body systems and are considering undertaking future studies in the Sports Science, Physiotherapy and Health Science fields are encouraged to consider applying to undertake accelerated studies in VCE Physical Education.*



**This subject forms a basis for further study at OLMC in:**

- > Physical Education
- > VET Sport and Recreation



**CAPABILITIES & COMPETENCIES**

- > Written communication
- > Verbal communication
- > Interpersonal skills



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# YEAR 10 STUDIES

## HUMANITIES



### CIVICS

#### THE GLOBAL CITIZEN

In such a complex, fragmented society, it is important to learn about the issues that impact countries, regions and citizens around the planet.

'The Global Citizen' unit undertakes an examination of the most complicated aspects of our world, such as indigenous rights, gender inequalities, the plight of asylum seekers and the impact of environmental damage. By focusing on an array of issues, students learn that the challenges are not easily solved and require perspective and a global response.

Students also focus on the role of the United Nations in times of conflict and collaboration, and consider Australia as a global actor with a part to play.

#### OUR AUSTRALIAN DEMOCRACY

This unit explores the concept of Australian representative democracy as we unpack our system of government, how it operates and how understanding the processes is vital in unlocking the power of your active citizenship. Students learn about the key features of the government. They examine the importance of their vote and how the system in place protects our freedoms and rights.

*This is a compulsory subject for all students. Students are challenged to consider how individual and collective action can be important in delivering change in our society.*

***Civics comprises a semester where all students complete a core study as described above (one term) and then explore one focus area chosen from the four below during the second term:***

 **CITIZENS AND THE LAW**

 **ENTERPRISE AND INNOVATION**

 **EVERYDAY CITIZEN**

 **GLOBAL POWER AND CONFLICT**

“Civics helps you understand more about Australia and the global community. – Alyssa



# YEAR 10 STUDIES

## HUMANITIES



### CIVICS (FA)

#### FOCUS AREA

#### CITIZENS AND THE LAW

This unit will focus not just on how laws are made but also the need for laws in our society to uphold the rights and freedoms of individuals and groups. It will also examine the processes involved when someone breaks the law and how a society deals with law breakers.

Students will gain an understanding of the principles and processes that determine how laws are made and an appreciation of their rights and responsibilities under the law. They will also examine whether law making is always fair. An introduction to the court system and the penalties and punishments delivered by courts will also be discussed.

If you enjoy learning about how law is applied to everyday situations and discussing case studies this subject will appeal to you.



**This subject forms a basis for further study at OLMC in:**

- > History
- > Legal Studies
- > Politics

#### CAPABILITIES & COMPETENCIES

- > Civic Awareness
- > Critical Thinking
- > Written Communication

### CIVICS (FA)

#### FOCUS AREA

#### ENTERPRISE AND INNOVATION

This unit will focus on the changes occurring in the work environment and how this is impacting upon the choices of young people entering the labour market. Students will explore the skills and personal qualities associated with a range of occupations and 21<sup>st</sup> century approaches to recruitment used by business and other organisations today.

Students will explore the concepts of enterprise and innovation and how successful people have used these ideas effectively to add value to the lives of others. Learning activities will have a practical nature and include a program called \$20 boss where students are asked to design, plan and implement a small school-based business activity.

Innovation and Enterprise gives you the opportunity to start your own business and explores how entrepreneurial skills can be applied to markets. Be prepared to work collaboratively with others and bring your creativity!



**This subject forms a basis for further study at OLMC in:**

- > Accounting
- > Business Management

#### CAPABILITIES & COMPETENCIES

- > Civic Awareness
- > Problem Solving
- > Financial Literacy

“ Citizens and the Law is a fascinating subject which opens your eyes to the world around you. It allows you to learn about the legal system and your rights as an individual. I recommend this subject for students who value justice or enjoy investigating current legal issues in society. – **Aprila**

Enterprise and Innovation allowed me to think about the changes to the workplace and how to build a business with a small amount of cash. – **Sienna**



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## HUMANITIES



### CIVICS (FA)

#### FOCUS AREA EVERYDAY CITIZEN

This unit will focus on financial literacy, developing an understanding of strategies in achieving financial independence. It will also explore how the rights of consumers can be violated and how an increasingly connected and technological society is disrupting traditional networks, giving rise to the 'Gig' economy, as demonstrated by the use of Uber. Consideration of liberty, privacy and identity will be explored within the context of a digitally connected society.

To function in our society an understanding of money and finance is crucial. Students will explore key financial strategies for building financial independence. Individual freedoms are at the heart of modern society. Students will examine how some of our freedoms are under threat and what safeguards can be used to ensure the possessions and identities of citizens remain secure.

Everyday Citizen arms you with skills to understand and manage your finances after school. It teaches you strategies to achieve financial independence and avoid some common mistakes with money management.

 **This subject forms a basis for further study at OLMC in:**

- > Accounting
- > Business Management

#### CAPABILITIES & COMPETENCIES

- > Problem Solving
- > Civic Awareness
- > Financial Literacy

### CIVICS (FA)

#### FOCUS AREA GLOBAL POWER AND CONFLICT

Welcome to your world. Do you know much about the conflicts, struggles, challenges and power dynamics at play across the planet? Would you like to learn more about the dramatic mixture of power, politics, social media and media as it relates to you, the citizen?

Welcome to Global Power and Conflict. This unit is a contemporary (what is happening now) study of the types of power that Australian and global political actors use, and how this influences events in specific regions. Students will explore what happens when politics, power and media combine to create an environment of control where citizens have limited access to information. We will also examine situations where misinformation and disinformation about events can negatively influence citizen's understanding of issues, and how powerful social media owners can even dictate political thinking. Relevant and riveting case studies will form the backdrop to these global stories, and shed light on how power is welded and how conflict and challenges can erupt from the interplay of media and politics. This subject will suit learners who like to question, think, challenge and wonder at the world.

 **This subject forms a basis for further study at OLMC in:**

- > History
- > Politics

#### CAPABILITIES & COMPETENCIES

- > Civic Awareness
- > Written Communication
- > Critical Thinking

“ I learned so much about buying shares and other investments. It was all so practical and I will use a lot of this course to help me look after my money. – Stephanie

Global Power and Conflict is highly recommended for students who are interested in expanding their understanding of what's really going on. – Liv



# YEAR 10 STUDIES

## HUMANITIES



### COMMERCE

Throughout this unit students will analyse current economic issues affecting Australia. Students will explore economic issues such as unemployment, inflation, global trade and economic growth.

An examination of the role key stakeholders play in the economy will be undertaken; including the role individuals, business groups and the government. Students will investigate the way in which they can influence government policy. They will also develop an understanding of the role tax plays in their lives and in generating government income.

if you are interested in learning how the world of business and finance works then this is the subject for you. Are you concerned about the fairness of income and wealth? In Commerce you will gain an understanding of how markets can create both winners and losers in our society. If you love discussing issues and enjoy presenting your ideas in creative ways this could be the subject for you.



**This subject forms a basis for further study at OLMC in:**

- > Accounting
- > Business Management

#### CAPABILITIES & COMPETENCIES

- > Financial Literacy
- > Critical Thinking
- > Problem Solving

### HISTORY – WORLD WAR II

Students investigate wartime experiences through a study of World War II. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history. An examination of war in Europe and the Pacific will be undertaken. The impact this conflict had on Australian society will also be explored.

Events of the past shape our attitudes and values for how we wish to live now and into the future. If you are someone who has curiosity to learn about how our society has been shaped by our past then this is the course for you. Be prepared to engage with challenging ideas and discuss issues that do not present simple solutions. Come with an open and inquiring mind.



**This subject forms a basis for further study at OLMC in:**

- > History
- > Politics

#### CAPABILITIES & COMPETENCIES

- > Information Research Skills
- > Written communication
- > Critical thinking

“ **Commerce** gave me a great introduction into the understanding of the economic world and the business markets. This course gave me guidance for the future and I would recommend it to anyone wanting to do Business Management or Accounting during their time at OLMC as it is a good pathway into them. – **Mikayla**

I enjoy **History** because it teaches me how our past has shaped our current society today. We learn about WWII and analyze multiple historic events from the viewpoints of a variety of parties involved which is extremely interesting and engaging. – **Bella**





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### VCE ACCOUNTING

 Visit the VCE Section for the full description of this subject.

Accounting introduces students to financial and non-financial information used by small business to make effective decisions about its future performance. Students will learn about the design of an accounting system and how it records and makes sense of financial data.

Students who enjoy problem-solving will enjoy Accounting. Whilst numerical data is central to this study, only simple mathematics is required.

Students explore the need for accurate determination of profit through the process of Balance Day adjustments. Accounting reports are prepared and interpreted with a view to providing better decision making for small business owners and future performance.



**This subject forms a basis for further study at OLMC in:**

> Business Management



#### CAPABILITIES & COMPETENCIES

- > Problem solving
- > Critical thinking
- > Financial literacy

### VCE BUSINESS MANAGEMENT

 Visit the VCE Section for the full description of this subject.

Do you have a business idea? Do you have entrepreneurial skills? Business Management will teach you the knowledge and skills needed to turn your business idea into a reality.

Specifically students will learn how to design a business plan, the legal and government requirements of running a business, how to use marketing to sell your idea and how to ensure you employ the best people for your business.

Students will study real-life organisations and the strategies they use to ensure they are productive, competitive and profitable.

If you are interested in knowing how businesses operate, then this is the subject for you.



**This subject forms a basis for further study at OLMC in:**

> Accounting



#### CAPABILITIES & COMPETENCIES

- > Written communication
- > Critical thinking
- > Collaboration and coordination skill



# YEAR 10 STUDIES

## HUMANITIES



### VCE HISTORY: EMPIRES

 [Visit the VCE Section for the full description of this subject.](#)

The period 1400-1775 was a time of expansion and exploration by European Empires. It was an exciting time of cultural exchange and the development of new trade routes that changed the ways in which people lived and worked.

The course explores this period of history, how new ideas challenged the authority of the Church and how new colonies developed in this time of expansion.



**This subject forms a basis for further study at OLMC in:**

- > History: Revolutions
- > Politics



#### CAPABILITIES & COMPETENCIES

- > Critical thinking
- > Information literacy skills
- > Cultural awareness
- > Written communication

### VCE LEGAL STUDIES

 [Visit the VCE Section for the full description of this subject.](#)

Fascinated by crime shows? Curious as to why Rebel Wilson got such a big defamation payout? Wondering why our justice system sometimes seems unfair? If you love getting to the bottom of legal issues, then this is the subject for you. In Units 1 & 2 Legal Studies, students will learn about how the Victorian legal system works. Discover what needs to be proved in order for someone to be found guilty of murder, and what defences can be used.

Find out who can be held responsible if you suffer an injury at work, and how compensation can help repair the damage. Next year, Unit 1 will focus on criminal law and Unit 2 on civil law. Students can expect to discuss lots of real cases and learn how to apply legal principles to real and hypothetical scenarios.

Assessment in this subject may take the form of tests, oral presentations or research reports.



#### CAPABILITIES & COMPETENCIES

- > Problem solving
- > Critical thinking
- > Civic awareness



# YEAR 10 STUDIES

## LANGUAGES



### FRENCH

The aim of this course is to build confidence and competence in reading, writing, listening and speaking in French. Students who enjoy the challenge of communicating in another language and are interested in exploring French culture would appreciate this course.

Topics studied include discovering Paris, talking about the past, the environment and future aspirations. Through various activities, students also gain an appreciation of French culture, history and society.

On completion of the course, students should be able to:

- communicate ideas orally in a range of situations;
- convey ideas and opinions through a variety of written tasks; and
- demonstrate comprehension of a range of spoken, written and visual texts.

*Please note that all languages at Year 10 are full-year subjects.*



**This subject forms a basis for further study at OLMC in:**

- > French

#### CAPABILITIES & COMPETENCIES

- > Cultural awareness
- > Verbal communication
- > Written communication

### ITALIAN

The aim of this course is to build confidence and competence in reading, writing, listening and speaking in Italian. Students who enjoy the challenge of communicating in another language and are interested in Italian culture would appreciate this course. Topics studied include resort and eco friendly holidays, Italian migration to Australia (both in the past and in recent times), the environment, education and future plans. Students are also provided with an appreciation of culture, history and society through various activities and by using technology.

On completion of the course, students should be able to:

- communicate ideas orally in a range of situations;
- convey ideas and opinions through a variety of written tasks; and
- demonstrate comprehension of a range of spoken, written and visual texts.

*Please note that all languages at Year 10 are full-year subjects.*



**This subject forms a basis for further study at OLMC in:**

- > Italian

#### CAPABILITIES & COMPETENCIES

- > Cultural awareness
- > Verbal communication
- > Written communication

“**Italian** is an enjoyable and fun subject that enables you to gain useful skills in several areas of your education and daily life. Through resources such as reading, listening and writing, you are able to deepen and develop your knowledge of Italian culture and grammar. The classroom is always full of engaging conversations that help to expand our thinking and understanding of the language.  
– Madeline



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## LANGUAGES



### JAPANESE E

The aim of studying Japanese is to broaden students' vocabulary and active use of grammar to allow them to express themselves freely in Japanese. A focus on oral skills aims to increase students' confidence and competence in speaking. Students learn to understand and use Japanese within the context of topics, including house and neighbourhood, shopping, seasons and weather, festivals in Japan, food and restaurants.

Through cultural activities, students also gain an appreciation of Japanese culture, history and society.

On completion of this course, students should be able to:

- communicate ideas orally in a range of situations;
- convey ideas and opinions through a variety of written tasks; and
- demonstrate comprehension of main ideas contained in a range of written, spoken and viewed texts.

*Please note that all languages at Year 10 are full-year subjects.*

“Japanese is an engaging subject, that allows its students to extend their thinking, in ways beyond the basic sentence structures and grammar. We learn about daily conversation, new kanji characters, seasons, and Japan as a country and its culture. Thanks to the teachers and my peers, the Japanese classroom is always filled with joy, and energy, as everyone has the same common interest in the language. – Bianca



**This subject forms a basis for further study at OLMC in:**

- > Japanese Second Language

#### CAPABILITIES & COMPETENCIES

- > Cultural awareness
- > Verbal communication
- > Written communication



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# YEAR 10 STUDIES

## MATHEMATICS



### ADVANCED MATHEMATICS

Year 10 Advanced is for students who have studied Mainstream Mathematics in Year 9. This subject will appeal to students who enjoy mathematical challenges and problem solving, and frequently experience success in their Mathematics assessments.

This subject will prepare students for Year 11 Mathematical Methods and Year 11 Specialist Mathematics.

In this course, students will cover mainstream mathematics topics in greater depth and, hence, extend their skills in six areas of study: Number, Algebra, Measurement, Space, Statistics and Probability. The topics covered will directly prepare students undertaking Unit 1 Mathematical Methods and Unit 1 Specialist Mathematics, including topics such as polynomials, functions and gallery of graphs. Students will develop their skills and concepts using written or technology-assisted forms of computation as appropriate.

The use of learning technology, specifically the use of CAS calculators are integrated into the subject.

 **This subject forms a basis for further study at OLMC in:**

> All VCE Mathematics subjects

#### CAPABILITIES & COMPETENCIES


- > Critical thinking
- > Problem solving
- > Financial literacy

### MAINSTREAM MATHEMATICS

This course is for students who studied Mainstream Mathematics in Year 9. This course is the main mathematics program at this level and will prepare students for Mathematical Methods in Year 11.

Students continue to build skills in the six areas of study: Number, Algebra, Measurement, Space, Statistics and Probability. This subject includes the study of algebra and graph sketching for a range of functions, including linear, quadratics, exponentials and logarithms, and trigonometry. Students will develop understanding of concepts using written or technology-assisted forms of computation as appropriate.

There is emphasis on algebra and graphing techniques. The use of learning technology, specifically the use of CAS calculators are integrated into the subject.

 **This subject forms a basis for further study at OLMC in:**

- > Mathematical Methods
- > General Mathematics

#### CAPABILITIES & COMPETENCIES

- > Critical thinking
- > Problem solving
- > Financial literacy

Your choice of Mathematics subjects in Year 10 will impact your Mathematics pathways in Year 11 and 12.

Refer to the **Maths Pathways** flowchart for more information:





# YEAR 10 STUDIES

## MATHEMATICS



### YEAR 10 GENERAL MATHEMATICS C

*General Mathematics at Year 10 will prepare students for the following Mathematics courses:*

- **Units 1 - 4 General Mathematics** or
- **Units 1 - 4 Foundation Mathematics.**

Students who undertake General Mathematics will not be able to undertake Mathematical Methods or Specialist Mathematics in Years 11 and 12. In this course students explore the underpinning mathematical knowledge of Number, Algebra, Measurement, Space, Statistics and Probability. This is to enhance their numeracy skills to make sense of their personal, public and vocational lives. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices and extends to applications such as in the workplace and community.

Students will undertake topics that include Formatting Numbers, Linear Relationships, Number Patterns and Measurement. Students will also explore Networks and Financial Arithmetic. The collection and analysis of data will be included in the study of Statistics.

The use of learning technology, specifically the use of CAS calculators, is integrated into the program.

 **This subject forms a basis for further study at OLMC in:**

- > VCE General Mathematics
- > VCE Foundation Mathematics

#### CAPABILITIES & COMPETENCIES

- > Critical thinking
- > Problem solving
- > Financial literacy

### VCE GENERAL MATHEMATICS E

#### UNIT 2



*Visit the VCE Section for the full description of this subject.*

This unit focuses on a range of topics including, data analysis, the use of graphs and networks, statistics and measurement.

Students choosing VCE General Mathematics in Year 10 must also be choosing Year 10 Mainstream Mathematics or Year 10 Advanced Mathematics.

This unit is for students who intend to accelerate into Units 3 & 4 General Mathematics in Year 11.



#### CAPABILITIES & COMPETENCIES

- > Critical thinking
- > Problem solving
- > Financial literacy

Your choice of Mathematics subjects in Year 10 will impact your Mathematics pathways in Year 11 and 12.

Refer to the *Maths Pathways* flowchart for more information:



# YEAR 10 STUDIES

## PERFORMING ARTS



### DESIGNING DRAMA

Year 10 Drama is a highly practical performance based subject and focuses on the performance styles of eclectic theatre. Incorporating character development and performance skills that students have developed in previous years, students will work predominantly on self-devised group ensemble work that will be performed for an audience.

Technical and physical skills are developed through a wide range of activities and theatre style workshops. Students enrich their understanding of Drama through research, observation, analysis and discussion of their own performances and that of others. They increase their understanding of drama terminology, analysis skills and their understanding of a variety of performance styles. If you like being challenged, being creative, working in teams, directing, and can think outside the box – then Drama is for you!

After completing this subject, students can apply for accelerated entry into Units 3&4 Theatre Studies or Units 3&4 Drama.

#### *Extension Opportunities*

- *Performing their ensemble work to a variety of audiences*
- *Senior Musical*
- *House Arts Festival*
- *Drama Club*



**This subject forms a basis for further study at OLMC in:**

- > Drama
- > Theatre Studies

#### CAPABILITIES & COMPETENCIES

- > Creativity
- > Performance skills
- > Critical thinking

### LIVE PRODUCTION

This course covers many facets of the theatre production industry, not just performance, such as: ushering, seating, staging, lighting, make-up, set production, properties, occupational health and safety and industry knowledge. This course does not require students to perform; it is about all of the other facets of putting on a performance. It is a practical skills-based course that focuses on all of the stagecraft areas needed to put on a show and work in the industry.

As a part of the subject, this class will form the backstage crew for an M2 production. You will be responsible for running the sound and lights, stage management, design and advertising. You will also go and see live performances that you will learn to analyse in terms of the design and stagecraft.

After completing this subject, students can apply for accelerated entry into Units 3&4 Theatre Studies. Results in this subject, other subject results, work habits and group work habits will be taken into account as part of the approval process.



**This subject forms a basis for further study at OLMC in:**

- > Drama
- > Theatre Studies
- > Music Inquiry

#### CAPABILITIES & COMPETENCIES

- > Creativity
- > Performance skills
- > Interpersonal skills

“**Year 10 Drama** is great for people wanting to get more experience and confidence being on stage. It was really fun going to productions such as Harry Potter and being able to experience what it is like for senior Performing Arts students. – **Jaime**”

**Live Production** is a class where you can express your love for theatre and artistic design, you get to help out with the school production and where your ideas will be accepted. It is a lovely class environment also you get to go see a play and its a magical experience you will not forget about. – **Theresa**



# YEAR 10 STUDIES

## PERFORMING ARTS



### MUSIC GROUP PERFORMANCE AND COMPOSITION E

This subject is designed to suit all types of music performers – from beginners to advanced. You will learn the skills of performing in groups of varying sizes utilizing various forms of technology. Whether you want to sing in a rock band, DJ, or play in a string quartet, you will learn what it takes to put on and produce a successful performance and how to create entertaining performances using a range of technology.

You will have the chance to select your own repertoire and arrange it depending on your desired musical interpretation.

You will also learn and practise the fundamentals of music composition including using emerging technology so you can compose music for individual instruments, small groups, a cinematic scene and TV commercial. This course includes an introduction to basic musicianship and theory skills so you can access the world of music.

This subject is a stepping stone into VCE Music.

*Prior experience on a musical instrument is not required to undertake this subject.*



**This subject forms a basis for further study at OLMC in:**

> Music Inquiry

#### CAPABILITIES & COMPETENCIES

- > Creativity
- > Performance skills
- > Collaboration and Coordination Skills

### MUSIC SOLO PERFORMANCE AND STYLES E

Ever wondered what the difference is between Jazz and Gospel music? Is there a musical style you have always felt you couldn't perform? Then this subject is for you! You will explore a range of musical styles from the 1600s to the present day through listening and performance activities. You will perform as part of a group and/or as a soloist in a public performance. You will be challenged to understand what is unique about each style of music and then to incorporate this knowledge into performance. You will begin to learn the skills to analyse a piece of music through the use of music theory and analysis, as well as research the influences on composers of the times to understand the reasons behind the writing of their compositions. This subject is a stepping stone into VCE Music.

*Prior experience on a musical instrument is not required to undertake this subject.*



**This subject forms a basis for further study at OLMC in:**

> Music Inquiry

#### CAPABILITIES & COMPETENCIES

- > Creativity
- > Performance skills
- > Collaboration and Coordination Skills

“**Music Performance** has allowed me to work with my friends who have similar interests and improve on my skill of problem solving when it comes to learning difficult parts of songs as well as when we are tasked to create small performances of our own. – **Olivia**



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# YEAR 10 STUDIES

## RELIGIOUS EDUCATION



### RELIGIOUS EDUCATION

Through the study of God, Religion and Life, students examine the nature of relationships, relating their experience to practical life choices. Students participate in a reflection day where the opportunity to more deeply consider how they are “fearfully and wonderfully made” is a key theme.

Students will then look at the Church and Community through a study of the Church in history. Students develop an awareness of the changing Church with a special focus on the impact Vatican Councils on the Church today.

Students will also undertake study of the pivotal role that Moses plays in the three Abrahamic Faiths - Judaism, Christianity and Islam. This helps them to gain a deeper understanding of the formation of the Hebrew scriptures, the Gospel narrative and other faiths. They then undertake an exploration of women in foundational texts and women of faith in modern times.

The students develop a greater understanding of the nature of Prayer, Liturgy and Sacraments through various opportunities to prepare and participate in private and communal prayer, communal celebrations such as Stations of the Cross and Christian meditation.



**This subject forms a basis for further study at OLMC in:**

- > Religion and Society
- > Texts and Traditions

#### CAPABILITIES & COMPETENCIES

- > Ethical awareness
- > Critical thinking
- > Cultural awareness



# YEAR 10 STUDIES

## SCIENCE



### SCIENCE

Year 10 Science continues the four-year learning program which began in year 7. It gives students science literacy to be capable participants in society and a pathway into the five VCE Science subjects and VCE Physical Education. In the Biology strand students will learn about inheritance through genetics and the evolution of species. In the Earth and Space science strand, students will look at theories of the origin of the Universe and the global patterns that determine Australia's weather.

Students will continue to build their understanding of chemistry from looking at elements and compounds into understanding reactions and rates of reactions. In the Physics strand, students will explore energy change and forces in motion. Across topics students consider ethical dimensions of research and innovation and develop the key science skills in investigation, reasoning, experimental design and data presentation, so they are well equipped for all VCE Science studies.



**This subject forms a basis for further study at OLMC in:**

- > Biology
- > Chemistry
- > Physics
- > Environmental Science
- > Psychology

#### CAPABILITIES & COMPETENCIES

- > Critical Thinking
- > Problem Solving
- > Ethical awareness

### VCE

### ENVIRONMENTAL SCIENCE



[Visit the VCE Section for the full description of this subject](#)

Environmental science is an interdisciplinary, investigative science that explores the interactions and interconnectedness between humans and their environments, and analyses the functions of both living and non-living elements that sustain Earth systems. It draws on the skills of Geography and Biology to investigate the ways that the atmosphere, hydrosphere, lithosphere and biosphere are interrelated and to consider how human behaviour is shaping change. Students will find the focus on global contexts relevant and interesting. They consider biodiversity, pollution, energy use and food and water security through case studies, field work and research.

Unit 1 focuses on ecosystems, geological change over time and human induced environmental change using field data such as global satellite imaging.

Unit 2 looks at pollution, water and air testing, soil salinity, drought and flooding and meeting the demand for food production into the future. They engage with media reporting of environmental issues and build skills as science communicators.



**This subject forms a basis for further study at OLMC in:**

- > Environmental Science
- > Biology

#### CAPABILITIES & COMPETENCIES

- > Critical thinking
- > Problem Solving
- > Technical Skills

“ Studying genetics was amazing. Understanding how each generation passes along a recipe for what makes us all unique. Learning about ethics was also really interesting and I can see this helps us to be ready for learning more science in VCE. – **Isabella** ”





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# YEAR 10 STUDIES

## SCIENCE



### VCE UNIT 1 BIOLOGY

 Visit the VCE Section for the full description of this subject.

In this unit, students examine the structure and function of prokaryotic and eukaryotic cells; they focus on the nature of cell membrane in managing the movement of materials in and out of the cell. Students learn about cell division, growth, differentiation and cell death and the role of stem cells.

They also explore systems including conductive tissues in plants and the endocrine and excretory systems in animals and how they work together to maintain homeostasis. Students design and conduct a scientific investigation on the regulation of cells or systems and communicate their findings.

### VCE PSYCHOLOGY

 Visit the VCE Section for the full description of this subject.

How is our behaviour influenced by the brain and nervous system? How do we cope with stress? Psychology is the study of the brain and human behaviour.

Psychology can be seen in schools, hospitals, organisations, government agencies, sporting clubs, court rooms and many other areas. As a result, this subject incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the application of this knowledge to circumstances in everyday life.

This subject will help you enhance your knowledge on how you learn and remember, how the brain functions and the importance of sleep and mental health.

“ There was overlap between what we were studying in **Biology** and **Science** and that just made the step up to VCE so much easier. I just want to keep learning even more about genetics and cells. – Maddie

Understanding the brain and human behaviour is so interesting. I really recommend this subject. – Jessica

 This subject forms a basis for further study at OLMC in:

> Biology



CAPABILITIES & COMPETENCIES

- > Critical thinking
- > Problem Solving
- > Ethical awareness

 This subject forms a basis for further study at OLMC in:

> Psychology



CAPABILITIES & COMPETENCIES

- > Critical thinking
- > Information literacy skills
- > Written Communication



# YEAR 10 STUDIES

## VET



### VCE VET HEALTH E



Visit the VCE Section for the full description of this subject.

Are you interested in the health industry? The Allied Health industry covers a range of health services and professions and VCE VET Health provides an opportunity to work towards a qualification within this growing industry. The completed qualification will enable you to work in entry level positions across a wide range of jobs in the health sector such as patient care assistance.

The qualification is offered as a partial completion certificate over 2 years.

In Year 1 the focus is on completing units that broaden your understanding of working in the health sector and include infection control, workplace health and safety and communication. In Year 2 the focus is on medical terminology to enhance communication and recognising the impact of health conditions.

*As this is a VCE VET subject students will complete both internal and external assessments determined by VCAA. Upon successful completion of the two-year program, students will receive a partial completion of the Certificate III in Allied Health Assistance.*



#### CAPABILITIES & COMPETENCIES



**This subject forms a basis for further study at OLMC in:**

- > Health and Human Development
- > Physical Education
- > VCE VET Sport and Recreation

- > Collaboration and coordination skills
- > Interpersonal skills
- > Technical skills

### VCE VET SPORT AND RECREATION E



Visit the VCE Section for the full description of this subject.

VCE VET Sport and Recreation provides the skills and knowledge for students aiming to gain employment in the sport and recreation industry. In addition to completion of these units, they will also acquire a first aid qualification.

Students will learn and undertake a range of units specialising in event management, first aid and customer service. This course provides excellent experience for those considering a professional pathway in the sport and recreation industry. It suits a kinaesthetic learner who thrives in an active environment.

*As this is a scored VCE VET subject students will complete both internal and external assessments determined by VCAA. Upon successful completion of the two-year program, students will receive the Certificate III in Sports, Aquatics and Recreation.*



#### CAPABILITIES & COMPETENCIES



**This subject forms a basis for further study at OLMC in:**

- > Physical Education

- > Collaboration and coordination skills
- > Presentation skills
- > Interpersonal skills



VCAA  
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# SENIOR PATHWAYS



## SENIOR PATHWAYS

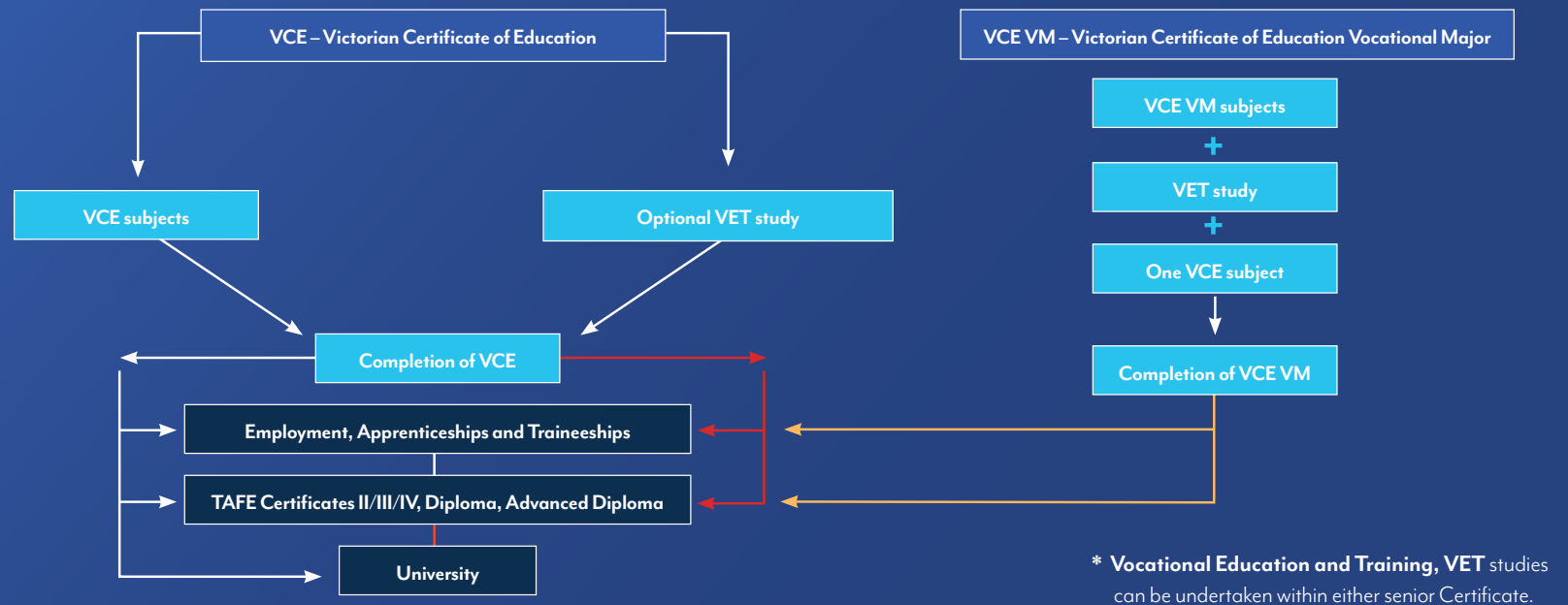
### SENIOR PROGRAMS: VCE AND VCEVM

In Victoria, there are two senior certificates students may choose between. Both are available at OLMC. Students are encouraged to carefully consider both programs to select the pathway best suited to their current skills and future aspirations.

- The **Victorian Certificate of Education (VCE)** leads to further study or employment upon completion. Students who undertake the VCE and complete external examinations of their selected Unit 3 and 4 studies are eligible to have an Australian Tertiary Admissions Rank (ATAR) calculated which will allow them to be considered for Bachelor degrees with ATAR-based and ATAR-considered entry.
 

*Skills required: VCE requires a range of skills. Those specific to each subject can be found on the subject page.*
- The **Victorian Certificate of Education – Vocational Major (VCE VM)** is a Year 12 equivalent qualification which may be preferred by students with a clear vocational goal or those who prefer project-based learning. Completion of this program leads to employment, Certificate or Diploma level further study or potentially Bachelor degree programs should they include specialised tertiary micro-subjects (currently offered by LaTrobe University only). More detailed information about this program is available in the VCE VM section of this Course Guide.
 

*Core skills required: collaboration and coordination skills, financial literacy, interpersonal skills and technical skills*



In the VCE, a VET study is optional and will count as one subject and contribute to the ATAR. In the VCE VM, students must undertake a VET study as part of their program.

## SENIOR PATHWAYS

### VCE: THE VICTORIAN CERTIFICATE OF EDUCATION

The VCE is usually a two year program but can be undertaken over three years. It consists of units, where each unit lasts for one semester.

**Unit 1 & 2** studies are usually completed in Year 11 and are assessed internally by the school. **Unit 3 & 4** studies are usually completed in Year 12 and include external assessment which contributes to a Study Score.

All external assessment is determined by the Victorian Curriculum and Assessment Authority, **VCAA**, while the ATAR is determined by the Victorian Tertiary Admissions Centre, VTAC. An explanation of how the ATAR is determined can be found on the VTAC website.

#### SATISFACTORY COMPLETION OF VCE

The VCAA sets the minimum requirements for satisfactory completion of the VCE which is awarded on the basis of **satisfactorily completing at least 16 units**. This minimum of 16 units must include:

- at least three units of an English study (any of English, EAL, English Language or Literature) from Units 1-4 including a Unit 3 & 4 sequence **and**
- Unit 3 & 4 sequences in three other studies

School policy and procedures for completing VCE are published each year and can be found in the VCE and VCE VM Student Website.

	YEAR 11	YEAR 12
<b>TYPICAL NUMBER OF UNITS EACH SEMESTER</b>	Six plus Unit 1 Religion and Society	Five plus Unit 2 Religion and Society
<b>COMPULSORY RELIGIOUS EDUCATION</b>	Unit 1 Religion and Society	Unit 2 Religion and Society
<b>WHAT ELSE MUST I INCLUDE?</b>	An English study: English, EAL, English Language or Literature	A minimum of four Unit 3 & 4 sequences including one sequence from English studies
<b>ASSESSMENT</b>	School-assessed coursework for Units 1 & 2. Grades provided on reports	School-assessed coursework and externally assessed exams for Units 3 & 4
<b>CAN I CHANGE SUBJECTS?</b>	Students may change a Unit 1, or 3 study <b>no later than within the first two weeks of the study</b> and subject to availability. For Unit 2 studies, changes can be made within the first week of the study only. This time limit is to ensure students are still able to achieve a satisfactory standard in the study they move into.	



VTAC ATAR EXPLAINED



VCE AND VCE VM STUDENT WEBSITE







## SENIOR PATHWAYS

### TYPICAL PROGRAMS

There are many variations to a VCE program which are summarised below. More detail follows.

POSSIBLE PROGRAMS	YEAR 11	YEAR 12
<b>STANDARD PROGRAM</b>	Unit 1 RE Six Unit 1 & 2 studies	Unit 2 RE Five Unit 3 & 4 studies
 <b>ACCELERATION AT YEAR 11</b>	Unit 1 RE Five Unit 1 & 2 studies One Unit 3 & 4 study <b>or</b> Unit 3 & 4 VCE VET study	Unit 2 RE Five Unit 3 & 4 studies
 <b>ACCELERATION AT YEAR 11</b>	Unit 1 RE Five Unit 1 & 2 studies One Unit 3 & 4 study	Unit 2 RE Four Unit 3 & 4 studies One University extension study
<b>VET STUDIES</b>	Unit 1 RE Five Unit 1 & 2 studies One VCE VET study	Unit 2 RE Four Unit 3 & 4 studies One VCE VET study
<b>EXTERNAL STUDIES</b> Please read details that follow carefully	Unit 1 RE Six Unit 1 & 2 studies, one of which is studied externally	Unit 2 RE Five Unit 3 & 4 studies, one of which is studied externally
<b>EXTERNAL STUDIES ACCELERATED</b> Please read details that follow carefully	Unit 1 RE Five Unit 1 & 2 studies One Unit 3 & 4 study external	Unit 2 RE Five Unit 3 & 4 studies



MORE  
ABOUT VET





## SENIOR PATHWAYS

### EXTERNAL VCE STUDIES

In some instances, students wish to study a subject that is not available at OLMC or is not offered in a particular year because of low student interest. In these circumstances, rather than selecting another subject from those offered, some students elect to study the VCE subject at another school or institution such as the **Victorian School of Languages (VSL)**, a private provider or via **Virtual School Victoria (VSV)**.

**Students need to provide the Pathways Administrator with the paperwork provided by the external school** so that their enrolment is included in the VASS system. **Should families choose any of these options, they will be responsible for any costs charged by the providers.**

- Year 11 students may undertake an external study *in addition to their load* without seeking school permission. Year 11 students may undertake an external study as part of their load, subject to discussion with the Pathways Coordinator.
- Year 11 students wishing to undertake a Unit 3 & 4 sequence externally and *have this included in their load* must make an application through the acceleration process in the same manner as those students studying a Unit 3 & 4 sequence at school. Each application will be considered individually and a reduced load will be approved if the student meets the criteria required to undertake acceleration
- Should a student complete two Unit 3 & 4 sequences at Year 11 (one internal and one external) they may apply to study only four studies at Year 12 together with Unit 2 Religion and Society. Criteria for approval in this instance would be that the student has demonstrated excellent time management skills (balancing their Year 11 load), has achieved a high standard in all studies and shows responsible, independent and mature study habits that suggest they will use the extra time effectively for study purposes
- Year 12 students who are undertaking an external study that is not offered at the College may include this study as part of their load. They will be given appropriate time release in their timetable.



[VICTORIAN SCHOOL OF LANGUAGES](#)



[VIRTUAL SCHOOL VICTORIA](#)



[VCAA ELIGIBILITY FOR LANGUAGE STUDY](#)



[VCAA EXTENSION STUDIES](#)



[VCAA VET STUDIES](#)



[MORE ABOUT VET](#)

### LANGUAGE STUDY

For some languages at VCE Units 3 & 4 level, e.g. English as an Additional Language (EAL), Chinese, Japanese, Korean or Indonesian as a Second Language, the VCAA has conditions on *eligibility to study language as either a First or Second Language*. These subjects require Application forms to be submitted to the Pathways Administrator by October and approval by the VCAA for study to commence in the following year. Students wishing to study English as an Additional Language should access this through VSV as we do not have sufficient numbers to run a class. Please discuss this with the Pathways Coordinator.

### HIGHER EDUCATION STUDIES

Some universities offer courses for students who have completed a relevant Unit 3 & 4 sequence. These studies are equivalent to a first year university subject and will generally allow a student to progress to a second year study in that subject at that institution. Successful completion of a full year of an Extension program can be used as a fifth or sixth study in the calculation of the ATAR as a 10% increment, where students have successfully completed four other Unit 3 & 4 sequences. More information about these studies can be found on the VCAA website. Interested students should discuss this option with the Pathways Coordinator.

### VET STUDIES

VET studies allow students to begin or complete nationally recognised Certificates while at school. They can continue studying at TAFE or use the certificate as entry to a career. Many of these studies have been approved as equivalent to VCE studies and are known as **VCE VET studies**. There are a range of other VET subjects that can also contribute to the ATAR.

Some VCE VET studies will contribute to an ATAR for VCE through scored assessment like other VCE subjects. Some VCE VET subjects may contribute as a 10% increment to the ATAR. This is called Block Credit Recognition. There are a range of VET subjects that can contribute to the ATAR in this way. More information can be found on the VCAA website.



## SENIOR PATHWAYS

### ACCELERATION AT OLMC

Students may accelerate in one study during Year 11. Students may apply to accelerate in Year 11 regardless of whether they accelerated in Year 10. Careful consideration should be given to the decision about acceleration.

#### ADVANTAGES

- Finding out what is required to perform well at Units 3 & 4 level
- Gaining an 'extra' Units 3 & 4 study score towards the ATAR

#### DISADVANTAGES

- Some students can spend too much time on their Units 3 & 4 study and not enough time on their other studies
- All Units 3 & 4 studies will benefit from a stronger background developed by doing the Units 1 & 2 study (although some benefit more than others)

Some students who have undertaken an accelerated study in Year 10 may choose, or be advised, to repeat the full study of Units 1 & 2 in Year 11 to improve their understanding of the subject before taking up the Unit 3 & 4 sequence.

All students who wish to accelerate must follow the formal application process, regardless of whether they have accelerated or not in Year 10.

#### CRITERIA FOR ACCELERATION IN VCE AND VET

- Consistent effort and commitment across a range of subjects
- Ability to express ideas clearly in writing
- Work habits that demonstrate consistent effort and commitment (Mostly to Consistently on your most recent report)
- Attendance above 90%
- A well-considered two year VCE pathway

#### For VCE subjects the following also apply:

- **Predominantly grades of As and Bs**
- **Grades of A or B in like subjects, a minimum of C** in other studies
- Ability to analyse and synthesise information (analysis style tasks)

It is expected that students undertaking an accelerated study do not have any plans for extended absence, such as family holidays, during term time.



#### APPLYING FOR AN ACCELERATED STUDY

VCE is an individual pathway and decisions should be made with respect to the skills and abilities of the individual student.

Students wishing to accelerate will make an application to a team including the Pathways Coordinator, Leadership Team and Learning Area Leaders to determine their suitability for acceleration.

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## SENIOR PATHWAYS

### MORRISBY PROFILE

At OLMC, all Year 10 students undertake the Morrisby Assessment Profile which supports them to find career direction and purpose. Using scientific profiling of abilities, personality, interests and motivation to help them discover their own unique characteristics, students are able to make informed and appropriate choices when it comes to options at ages 16 and 18, higher education suggestions, apprenticeships and traineeships. The individual profile, which they have ongoing access to throughout their time at OLMC and beyond, provides lots of information on the careers that their results suggest they would be best suited to.

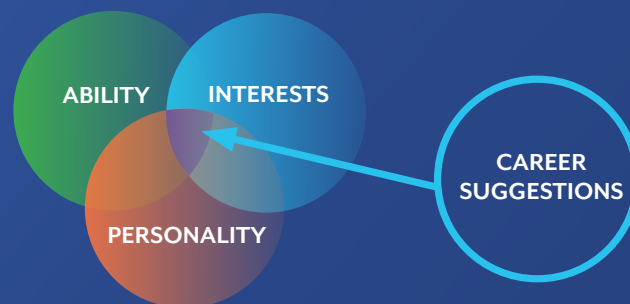
The assessment is completed at school in the period leading into the formal Subject Selection Program held over the final three days of Term 2. During the assessment, students are asked to complete approximately 100 minutes of timed assessments and questionnaires. Whilst these are usually taken under exam conditions, it is important to note this is NOT an intelligence test and there is no need to revise. Practice questions at the start of each section familiarise students with the style of question they can expect and a timer shows how much time is left as sections are worked through.

Following the completion of the Morrisby Profile, results will be released to students via email that evening with further details. Parents/guardians too will be notified with information on how to use and reflect upon your young person's results to begin meaningful career conversations. Parents/guardians will also be supported further with information and practical suggestions during the Subject Selection Information Evening.

It is important to note that the Morrisby Profile is just one tool and offers just one insight into what is a complex and very unique process of career exploration and self-reflection. The information provided is very useful, particularly for students who often at this age can find it difficult to articulate their strengths, interests and preferences. However, it is just one set of data to consider when making decisions about senior schooling and future study and career options.

During the Subject Selection Program, students participate in an information session and reflection activity designed to help them interpret their results, consider the suggestions made and use the resources available which supports their choices regarding their best suited senior school program and subjects.

Further information can be found online at [www.morrisby.com.au](http://www.morrisby.com.au)





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THE FOLLOWING RESOURCES  
WILL ASSIST YOU IN SELECTING  
YOUR COURSE:

- [Subject selection timeline](#)
- [Choosing a VCE program](#)
- [List of subjects offered](#)
- [Processes for acceleration](#)
- [VET application form](#)
- [Subject Selection planner](#)

# SENIOR SUBJECT SELECTION






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## VCE SUBJECT SELECTION PROCESS

### SUBJECT SELECTION TIMELINE

#### YEAR 10 2024 INTO YEAR 11 2025

2024 DATE	EVENT	DETAILS
MONDAY 24 JUNE	Senior Programs Course Guide	Available on PAM and SIMON
TUESDAY 25 JUNE	Year 10 Subject Selection Evening for Year 11 2025 – VCE and VCE VM	Subject Information Presentation for academic pathways in the senior school: requirements of the VCE and VCE VM, the opportunities for VET studies and VCE acceleration available on PAM and SIMON
WEDNESDAY 26 JUNE – FRIDAY 28 JUNE	Subject selection program	The three-day program includes understanding Morrisby testing, Pathways planning and sessions on VCE, VCE VM, VET and Acceleration
WEDNESDAY 17 JULY	Accelerated Studies applications are due	Students to submit completed application available here  <a href="#">ACCELERATED STUDIES FORM</a>
MONDAY 22 JULY 3.30PM – 5PM	Subject Expo	Current Year 10 students and parents can access subject information on VCE, VCE VM and VET presented by teachers and students in the Nalleijerring Centre
TUESDAY 23 JULY – FRIDAY 26 JULY	Accelerated Studies interviews	Acceleration interviews will take place for students who have applied for an accelerated study
MONDAY 29 JULY	Accelerated Study approvals and non-approvals will be notified	Students who have applied for an accelerated study will receive notification of approval or non-approval by today
TUESDAY 30 JULY	Web Preference Online opens	Web Preferences opens for students to enter their subject preferences for 2025
FRIDAY 2 AUGUST	Web Preferences Online closes	Web Preferences close
FRIDAY 2 AUGUST	VCE VM and External VET Course applications are due	Students to submit completed application available here  <a href="#">VCE VM APPLICATION FORM</a>  <a href="#">EXTERNAL VET APPLICATION FORM</a>



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## VCE SUBJECT SELECTION PROCESS

### SUBJECT SELECTION TIMELINE

YEAR 11 2024 TO YEAR 12 2025

2025 DATE	EVENT	DETAILS
MONDAY 24 JUNE	Senior Programs Course Guide	Available on PAM and SIMON
THURSDAY 18 JULY	Web Preferences Online opens	Web Preferences open for Year 11 students to enter their subject preferences for 2025
FRIDAY 26 JULY	Web Preferences online closes	Web Preferences closes
FRIDAY 26 JULY	External VET Course re-enrollment forms are due	Students to submit completed form available here <a href="#">EXTERNAL VET RE-ENROLLMENT FORM</a>





## VCE SUBJECT SELECTION PROCESS

### CHOOSING A VCE PROGRAM

#### Students can seek support in their decision making by:

- Attending the Subject Expo or watching the Virtual Subject Expo where you can hear from students and teachers about individual subjects
- Reading the **subject descriptions** and following the links to Study Designs for each subject
- Seeking advice in the **Pathways Lounge** – the Careers Coordinator can advise you about how subjects lead to different post school programs. The Pathways Coordinator can advise you about specialised options including acceleration, VET and external studies
- Discussing subject selection with parents and Pastoral Leader
- Completing the **Subject Selection planner** prior to meeting with your Pastoral Leader.

#### Consider the following when choosing your program:

- You are likely to work more effectively in subjects you enjoy
- Your experience at Year 10. Subjects you enjoyed and did well in should help inform subject choice, including if you wish to do a VET study
- Be aware of the skills, **capabilities and competencies** described earlier. Identify those you feel most comfortable with and interested in. Look for subjects that draw on these skills and work to your strengths
- Acceleration does not have to be part of each student's program. Some students will start VCE in Year 10, others will commence a Year 12 equivalent study in Year 11. These decisions need to be made carefully and with regard to each student's abilities. Acceleration suits some students but others benefit from progressing at the normal rate and forming stronger foundations

- Use your **Morrisby report**. This will help you identify your strengths and also makes recommendations about subjects based on your test results
- Be aware of the prerequisites for tertiary courses you are considering. Use the **VTAC Prerequisite & Course Explorer Feature**
- Other careers information that might inform your choices can be found on the **VTAC Course Search**

#### The following behaviours and dispositions are expected of VCE students:

- Students should complete at least two hours per week of homework for each Unit 1 & 2 study and at least three hours per week for each Unit 3 & 4 study
- To allow sufficient time for study, it is recommended students do no more than 10 hours of part time work in a job during VCE and consider doing less in Year 12
- Use class time effectively and strive to do your best at all times
- Students should see their teachers as a primary resource. In Year 12, students have six study lessons to assist with revision and homework tasks and students can also use this time to meet with teachers
- Students should not be absent from class unless ill or participating in a co-curricular activity. Families can support their child by not taking holidays in Term time during VCE.



VCE PROGRAM  
CAPABILITIES & COMPETENCIES



SUBJECT SELECTION PLANNER



MORRISBY  
REPORT



OLMC  
CAREERS



VTAC YEAR 10 GUIDE  
(YEAR 11 2025)



VTAC YEAR 11 GUIDE  
(YEAR 12 2025)


























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## VCE SUBJECT SELECTION PROCESS

### SUMMARY OF VCE UNITS AT OLMC IN 2025

#### YEAR 10 2024 INTO YEAR 11 2025

LEARNING AREA	SUBJECT	UNIT 1	UNIT 2	UNITS 3 & 4	LEARNING AREA	SUBJECT	UNIT 1	UNIT 2	UNITS 3 & 4
<b>DESIGN, ARTS &amp; TECHNOLOGY</b> 	Food Studies	✓	✓	✓ 	<b>MATHEMATICS</b> 	Foundation Mathematics	✓	✓	✓
	Media	✓	✓	✓		General Mathematics	✓	✓	✓ 
	Art Creative Practice	✓	✓	✓ 		Mathematical Methods	✓	✓	✓
	Visual Communication Design	✓	✓	✓		Specialist Mathematics	✓	✓	✓
<b>ENGLISH</b> 	English	✓	✓	✓	<b>PERFORMING ARTS</b> 	Drama	✓	✓	✓ 
	English Language	✓	✓	✓		Music	✓	✓	✓
	Literature	✓	✓	✓		Theatre Studies			✓ 
<b>HEALTH &amp; PHYSICAL EDUCATION</b> 	Health and Human Development	✓	✓	✓ 	<b>RELIGIOUS EDUCATION</b> 	Religion and Society	✓	✓	
	Physical Education	✓	✓	✓ 		Texts and Traditions			✓ 
<b>HUMANITIES</b> 	Accounting	✓	✓	✓ 	<b>SCIENCE</b> 	Biology	✓	✓	✓ 
	Business Management	✓	✓	✓ 		Chemistry	✓	✓	✓
	Politics	✓	✓	✓		Environmental Science	✓	✓	
	History: Global Empires	✓	✓			Physics	✓	✓	✓
	History: Revolutions			✓ 		Psychology	✓	✓	✓ 
	Legal Studies	✓	✓	✓ 		<b>VET CERTIFICATES</b> <b>School-Based VET</b>	VCE VET Health	✓	✓
<b>LANGUAGES</b> 	French	✓	✓	✓	VCE VET Sport and Recreation		✓	✓	✓
	Italian	✓	✓	✓					
	Japanese Second Language	✓	✓	✓					

 Refers to a Unit 3 & 4 subject that is offered as an accelerated study to Year 11 students



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## VCE SUBJECT SELECTION PROCESS

### APPLYING FOR AN ACCELERATED STUDY

VCE is an individual pathway and decisions should be made with respect to the skills and abilities of the individual student. Students wishing to accelerate in VCE will make an application to a team including members of the Leadership Team, the Pathways Coordinator, and Learning Area Leaders to determine their suitability for acceleration.

#### APPLICATION PROCESS

1. Student reads the criteria and considers carefully if they meet the criteria. If they do, then they can consider applying.
2. Students discuss their total academic program with their Pastoral Leader and also speak with the Learning Leader and/or subject teacher of the subject they wish to study. This discussion will consider the student's:
  - interests and satisfaction with the subjects they are currently undertaking – their interests, skills and preferred studies
  - overall academic performance and performance in related or like subjects
  - proposed pathway through VCE and beyond. Any prerequisites for tertiary study should be considered.
3. Students are expected to have discussed this application with their parents prior to submission.
4. Application is submitted online by the due date.
5. Applications will be considered by the relevant Learning Leader in consultation with the subject teachers. Other information, such as NAPLAN data or ACER data, online reports and attendance records may be reviewed in this process.
6. Applications from students will be reviewed by the Learning Leader before a recommendation about their suitability for acceleration is made. Students will be interviewed as part of this process to communicate the outcome or, if needed, to determine if the student meets the selection criteria.
  - The student and their parents will be informed via email of the decision.
  - Appeals by unsuccessful applicants will be addressed by the Pathways Coordinator and the Curriculum Coordinator.
7. Students completing an accelerated subject in Year 11 are expected to undertake a full load (five studies plus RE) in Year 12.



MORRISBY  
REPORT



ACCELERATION STUDY  
APPLICATION FORM



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# VCE STUDIES



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# VCE STUDIES



## DESIGN, ARTS AND TECHNOLOGY

Food Studies 

Media

Art Creative Practice 

Visual Communication Design



## ENGLISH

English

English Language

Literature



## HEALTH AND PHYSICAL EDUCATION

Health and Human Development 

Physical Education 



## HUMANITIES

Accounting 

Business Management 

Politics

History 

Legal Studies 



## LANGUAGES

French

Italian

Japanese



## MATHEMATICS

General Mathematics 

Mathematical Methods

Specialist Mathematics

Foundation Mathematics



## PERFORMING ARTS

Drama 

Music

Theatre Studies 



## RELIGIOUS EDUCATION

Religion and Society

Texts and Traditions 



## SCIENCE

Biology 

Chemistry

Environmental Science

Physics

Psychology 



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# VCE STUDIES

## DESIGN AND TECHNOLOGY



### FOOD STUDIES

#### UNIT 1 & 2

In Unit 1, students focus on food from historical and cultural perspectives, and investigate the origins and roles of food through time and across the world. They also look at Australian Indigenous food prior to European settlement and how food patterns have changed through the influence of food production, processing and manufacturing industries and immigration.

In Unit 2, students investigate food systems in contemporary Australia. AoS1 focuses on commercial food production industries, while AoS2 looks at food production in domestic and small-scale settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Through practical activities, students explore the use of ingredients available today that were used in earlier cultures, observe and reflect on the use of ingredients indigenous to Australia and explore foods from cuisines brought by migrants to Australia. Additionally, students create new food products using design briefs, and apply commercial principles such as research, design and innovations, product testing, production, evaluation and marketing, and learn to design and adapt recipes, encompassing a range of dietary requirements commonly encountered by the food service sector and within families.

 **This subject forms a basis for further study at OLMC in:**

> Health and Human Development

#### UNIT 3 & 4

In Unit 3, students investigate the roles and influences of food including the physical need for food, the science of food appreciation, the physiology of digestion, the role of diet on gut health, nutrient requirements and the scientific evidence behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. Additionally, students also focus on influences on food choices and the role of food in shaping identity and connectedness, and the ways in which food information can be filtered and manipulated.

In Unit 4, students focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Additionally, students focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage. Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs. They also provide students with opportunities to apply their responses to environmental and ethical food issues, reflect on healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and consider how food selections can optimise human health.

#### CONTRIBUTIONS TO THE STUDY SCORE

- > Unit 3 School-assessed coursework: **30%**
- > Unit 4 School-assessed coursework: **30%**
- > End of year examination: **40%**



#### JOB CLUSTERS



THE DESIGNERS



THE TECHNOLOGISTS



THE CARERS

#### CAPABILITIES/COMPETENCIES

- > Critical thinking
- > Cultural Awareness
- > Ethical awareness

“ Learning about the role of food is not just about eating, it’s about learning to live – Ursula

Food is paramount. It’s our common ground, it is a universal experience. Why wouldn’t you want to learn about food? – Amelia



DAT OLMC  
INSTAGRAM





# VCE STUDIES

## DESIGN AND TECHNOLOGY



### MEDIA

#### UNIT 1 & 2

The modern teenager spends on average 8.5 hours per day engaging with the media. Social media and the Internet, as well as traditional media such as film, television and magazines are more prevalent in our lives than ever. VCE Media is the subject for students wishing to delve deeper into the behind-the-scenes workings of the industry that we spend one third of our lives interacting with. We look at how the media forms representations, manipulates and manufactures the truth, and presents ideas in the stories it tells. We focus on local, Australian narratives and the dynamic state of the industry, as well as analyse individual media producers' styles and works.

Students develop creative communication skills, experimenting in video, photography and magazine creation over two folio assessments. This subject is for critical and creative thinkers with an interest in the media and developing skills that are increasingly valued in 21st century vocations.

 **This subject forms a basis for further study at OLMC in:**

- > Art Creative Practice

#### UNIT 3 & 4

Students analyse the way media institutions construct stories, particularly in fictional film narratives. We think critically about the social, cultural and ideological influences on the production of well-known films, as well as explore how production studios and other institutions work to convey ideas and engage audiences.

We analyse the changing relationship between the media and audiences, looking at social media platforms and how this has provided an increase in audience interaction, creation and power, compared to traditional broadcast media such as television. 40% of the student's study score comes from a folio, in which they design and produce a media product of their choosing.

Media is a subject for critical and creative thinkers, those interested in skills and careers in media, marketing, commerce, design, communications, advertising, publishing, journalism, web development and other industries that increasingly value multimedia communication.

#### CONTRIBUTIONS TO THE STUDY SCORE

- > School-assessed coursework: **20%**
- > School-assessed task: **40%**
- > End of year examination: **40%**

#### JOB CLUSTERS



THE DESIGNERS



THE GENERATORS



THE TECHNOLOGISTS

#### CAPABILITIES/COMPETENCIES

- > Creativity
- > Critical thinking
- > Technical Skills

“ I really liked learning about how media makers represent groups like teenagers, women and ethnicities in TV shows and in films. – **Aanya** ”

**Media** is really enjoyable as we focus on analysing current media issues and texts that we already watch in our everyday life. – **Monica**



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# VCE STUDIES

## DESIGN AND TECHNOLOGY



### ART CREATIVE PRACTICE

#### UNIT 1 & 2

In Unit 1 students experiment with responding to, and making, artworks. We explore areas of personal interest to develop a series of visual responses. We explore a range of artforms, considering different materials, mediums, techniques and processes to create a body of experimental work. This work is directed by the research students engage in on various artist practices, alongside their own personal observations of artworks, using the Structural and Personal Lens.

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

#### UNIT 3 & 4

In Unit 3 students use Inquiry and Project-based learning as starting points to develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation.

In Unit 4 students continue to develop their art practice through Project-based and Inquiry learning as their research and exploration continues to support the development of their Body of Work. Students continue to build upon the ideas begun in Unit 3 and present a critique of their use of the Creative Practice. They reflect on the feedback from their critique to further refine and resolve a Body of Work that demonstrates their use of the Creative Practice and the realisation of their personal ideas.

 **This subject forms a basis for further study at OLMC in:**

> Media

#### CONTRIBUTIONS TO THE STUDY SCORE

- > Internal coursework including folio: **70%**
- > End of year examination: **30%**

#### CAPABILITIES/COMPETENCIES

- > Creativity
- > Visual Communication
- > Cultural awareness



#### JOB CLUSTERS



THE ARTISANS



THE DESIGNERS

“ I like the way I have creative control of my themes and the materials I use for my artwork. – **Miranda**

I used to think that I wasn't creative but have learnt that creativity is just another skill to learn like Maths and English. – **Olivia**



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# VCE STUDIES

## DESIGN AND TECHNOLOGY



### VISUAL COMMUNICATION DESIGN

#### UNIT 1 & 2

In VCD Units 1 and 2, we learn about good design, circular design practices, human-centred problems and research methods. In addition, design elements and principles, the Gestalt principles of visual perception and different methods and materials are used in design processes to solve a range of design problems. This study offers a number of opportunities for students to develop employability skills, such as: communication, planning and organisation, problem solving, self-management and using technology. This study is an essential lead up into Units 3 & 4 VCD and provides students with all the skills and background required to complete their folio in Year 12.

#### UNIT 3 & 4

In this study, you will build on the skills and knowledge acquired in VCD Units 1 and 2. You will explore the four different design fields of messages, objects, environments and interactive experiences and examine how designers work in these different design fields. You will then have the opportunity to select the design fields of your choice to develop a folio based on your personal interests. You will need to complete two different design processes for the same client to meet the requirements of a detailed brief.

“ Visual Communication Design is great for me because I love to design both the technical drawings and the creative, imaginative area. It forces me to challenge myself to think of concepts I would never think of if I was doing another subject. – Chelsea



This subject forms a basis for further study at OLMC in:

- > Media
- > Art Creative Practice

#### CONTRIBUTIONS TO THE STUDY SCORE

- > Unit 3 School-assessed coursework: **20%**
- > Unit 3 & 4 School-assessed task: **50%**
- > End of year examination: **30%**

#### JOB CLUSTERS



THE DESIGNERS



THE ARTISANS



THE TECHNOLOGISTS

#### CAPABILITIES/COMPETENCIES

- > Visual communication
- > Creativity
- > Problem Solving



# VCE STUDIES

## ENGLISH



### ENGLISH

#### UNIT 1 & 2

The study of English has many benefits. It helps students to understand the world and their place in it and develops analytical and critical thinking skills. English allows students to consider issues beyond the surface level and to explore ideas from multiple perspectives. English gives students a lens into the world of the writer and this is used in analysis of literary and media texts. Students will analyse, create and explore texts from a range of text types.

They will also engage in current media issues through audio visual and print media and analyse the way that writers use arguments, language, tone and other features to position readers to respond.

#### UNIT 3 & 4

Units 3 & 4 English builds on the skills developed through the study of English in previous years. Students will examine how English is used to create meaning begin by analysing texts from a wide range of times and use these to explore ideas, language, perspectives including Aboriginal and Torres Strait Islander knowledge and voices.

Students will create their own texts, showing awareness of context, audience and purpose and use the drafting process to reflect on and refine and language, ideas and structure. Students will continue to critically review and analyse the way the media presents issues and how points of view are presented in both written and audio-visual forms with a view to persuading selected audiences. They will also and plan and present an oral presentation on a current media issue.



“English has become one of my favourite subjects in VCE for so many reasons. We cover a broad and exciting range of content, meaning there truly is something for everyone to love. Even if you aren't a keen reader or writer, the skills we learn in English are some of the most applicable to many future pathways. We study a diverse range of texts not only learning and developing skills in writing and analysis but also learning about many relevant issues and how to think critically about what we are reading, empowering us to form individual perspectives. – Vivien



**This subject forms a basis for further study at OLMC in:**

- > English Language
- > History
- > Literature
- > Theatre Studies
- > Psychology

#### CONTRIBUTIONS TO THE STUDY SCORE

- > Unit 3 School-assessed coursework: **25%**
- > Unit 4 School-assessed coursework: **25%**
- > End of year examination: **50%**

#### JOB CLUSTERS



THE INFORMERS



THE COORDINATORS



THE GENERATORS

#### CAPABILITIES/COMPETENCIES

- > Critical thinking
- > Verbal communication
- > Written communication



# VCE STUDIES

## ENGLISH



### ENGLISH LANGUAGE

#### UNIT 1 & 2

Words! Words! Words! Have you ever wondered why the possessive apostrophe even exists? In this subject learn how the English language is underpinned by complex and fascinating subsystems and how it reflects our thinking and values.

In Unit 1 students learn a whole technical language with which to articulate the new ideas and concepts in this course of study. Students explore how we acquire our ability to speak English (and any other languages).

In Unit 2, the study of how the English language has changed due to events across time is also explored and, closer to home, students will study the effects of the global spread of English and its use as a lingua franca.

Students will consider shorter written and spoken texts, film and media clips. Assessment comprises formal essays, an oral, analysis tasks and short answer tests.

 **This subject forms a basis for further study at OLMC in:**

- > English
- > Politics
- > Psychology
- > Literature

#### UNIT 3 & 4

In Unit 3, students investigate English language in contemporary Australian settings. They consider and investigate how informal and formal language is a means of interaction and explore how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. They continue their study of the grammatical structure of language and the language choices made according to purpose and context.

In Unit 4, students focus on the role of language in establishing and challenging different identities, and how there are many varieties of English used in contemporary Australian society. They will also learn that through language, we establish how we are unique as individuals, as well as signalling cultural, group, social, and national identities.

Students will learn how to identify and use metalanguage appropriately to describe and analyse formal and informal texts, as well as to discuss language variation and identity.

#### CONTRIBUTIONS TO THE STUDY SCORE

- > Unit 3 School-assessed coursework: **25%**
- > Unit 4 School-assessed coursework: **25%**
- > End of year examination: **50%**

#### JOB CLUSTERS



THE GENERATORS



THE TECHNOLOGISTS



THE COORDINATORS

#### CAPABILITIES/COMPETENCIES

- > Critical Thinking
- > Cultural Awareness
- > Written communication

“

I love the **English Language** course because I can relate the work that we learn in class to my interests outside of school. I find that the course content and structure complements the other subjects I study and is more suited to my abilities over English expression. – **Abbey**



# VCE STUDIES

## ENGLISH



### LITERATURE

#### UNIT 1 & 2

Students immerse themselves in the tragedy and triumph of human experience: women's struggles for justice, the quest to understand inexplicable elements of life and the despair of dreams turning to nightmares. They read, consider and analyse, through differing perspectives, the ideas in classical and contemporary works that will enlighten, challenge or confirm students' views of the world.

Rich offerings from a range of writers and directors have been selected, including: F. Scott Fitzgerald, Henrik Ibsen and Madeleine St John. Naturally every Literature course includes a work from Shakespeare. Students also explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators.

 **This subject forms a basis for further study at OLMC in:**

- > English
- > Drama
- > History
- > Literature
- > Religion and Society
- > Theatre Studies

#### UNIT 3 & 4

Students continue to immerse themselves in the rich offerings of classical and contemporary Literature in poetry, play, film, novel and short story forms. They will evaluate what happens when a text is transformed to a new form such as film. We will continue to consider the characters and the concerns of each text through different literary perspectives, including Feminist, Marxist and Psychoanalytic lenses. In addition, we will look at critical reviews of texts to enable students to develop their interpretations.

The course then moves to creative writing and the opportunity for students to craft their own narratives. Classical literature includes the study of Dracula and Uncle Vanya. Each of these texts also offers the opportunity for close reading of passages and the study of different literary perspectives.

#### CONTRIBUTIONS TO THE STUDY SCORE

- > Unit 3 School-assessed coursework: **25%**
- > Unit 4 School-assessed coursework: **25%**
- > End of year examination: **50%**

#### JOB CLUSTERS



THE GENERATORS



THE INFORMERS



THE COORDINATORS

#### CAPABILITIES/COMPETENCIES

- > Critical thinking
- > Cultural awareness
- > Written communication

“ VCE **Literature** has equipped me with a greater ability to engage with and comprehend the texts that I read and develop my own unique interpretations of them. This includes my understanding of the construction of plays, novels and poetry and the significance they pose especially when considering the contexts in which they were written.  
– Jacinta





# VCE STUDIES

## HEALTH AND PHYSICAL EDUCATION



## HEALTH AND HUMAN DEVELOPMENT

### UNIT 1 & 2

In Unit 1, students explore health and wellbeing as a concept with varied and evolving perspectives and definitions. They come to understand that it occurs in many contexts and is subject to a wide range of interpretations, with different meanings for different people. As a foundation to their understanding of health, students investigate the World Health Organization's (WHO). Students will also identify perspectives relating to health and wellbeing, and inquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islander Peoples. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health outcomes and the indicators used to measure and evaluate health status. They will use data in a research investigation into one youth health focus area, and by investigating the role of food.

In Unit 2, students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. They explore the changes and expectations that are integral to the progression from youth to adulthood. Students apply health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students will explore the Australian healthcare system from the perspective of youth and analyse health information. They investigate the challenges and opportunities presented by digital media and consider issues surrounding the use of health data and access to quality health care.

 **This subject forms a basis for further study at OLMC in:**

- > Food Studies
- > VET Allied Health

### UNIT 3 & 4

In Unit 3, students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts. They explore health and wellbeing as a global concept and take a broader approach to inquiry. Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. Students focus on health promotion and improvements in population health over time. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

In Unit 4, students examine health and human development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in health status over time and studying the key concept of sustainability. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade, tourism, conflict and the mass movement of people. Students consider global action to improve health and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the priorities of the World Health Organization (WHO). They also investigate the role of nongovernment organisations and Australia's overseas aid program.

### CONTRIBUTIONS TO THE STUDY SCORE

- > Unit 3 School-assessed coursework: **25%**
- > Unit 4 School-assessed coursework: **25%**
- > End of year examination: **50%**



### JOB CLUSTERS



THE INFORMERS



THE CARERS



THE GENERATORS

### CAPABILITIES/COMPETENCIES

- > Written communication
- > Ethical awareness
- > Critical thinking

“ **Health and Human Development** is one of my favourite subjects as it covers content applicable to real life. I now find myself more able to engage in conversations outside of school about real life topics like Australia's health system, global issues and risk factors for disease. – **Anica**



# VCE STUDIES

## HEALTH AND PHYSICAL EDUCATION



### PHYSICAL EDUCATION

#### UNIT 1 & 2

In Unit 1, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through participation in practical activities, students explore and analyse the relationships between the body systems and movement, and how these systems interact and respond at various intensities. Students will also consider the ethical implications of using permitted and prohibited practices to improve the performance of the body systems, evaluating perceived physiological benefits and describing potential harms

In Unit 2, students are introduced to types of physical activity and the role that physical activity participation and sedentary behaviour plays in their own health and wellbeing, as well as in other population groups and contexts. Through a series of practical activities, students experience and explore different types of physical activity promoted within and beyond their community. Students explore and apply the social-ecological model to critique a range of individual and settings-based strategies that are effective in promoting participation in regular physical activity. They will create and participate in a personal plan with movement strategies that optimise adherence to physical activity and sedentary behaviour guidelines. Students also investigate a range of contemporary issues associated with physical activity, sport and exercise.

This is a new Study Design in 2025.

 **This subject forms a basis for further study at OLMC in:**

- > VET Allied Health
- > VET Sport and Recreation

#### UNIT 3 & 4

Unit 3 introduces students to principles used to analyse human movement from a biophysical perspective. Students use a variety of tools and coaching techniques to analyse movement skills and apply biomechanical and skill-acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correctly applying these principles can lead to improved performance outcomes.

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

In Unit 4, students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels (individual, club and elite). Students assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems and fitness components. Students then consider all physiological data, training principles and methods to design a training program. The effectiveness of programs is evaluated according to the needs of the individual and chronic adaptations to training.

This is a new Study Design in 2025.

#### CONTRIBUTIONS TO THE STUDY SCORE

- > Unit 3 School-assessed coursework: **25%**
- > Unit 4 School-assessed coursework: **25%**
- > End of year examination: **50%**

#### CAPABILITIES/COMPETENCIES

- > Collaboration and coordination skills
- > Written communication
- > Critical thinking



#### JOB CLUSTERS



THE INFORMERS



THE CARERS



THE GENERATORS

“ **Year 12 Physical Education** allows students to learn not only about the subject’s content but also how to apply it in real-world examples of sport. This is done through a range of different practical activities completed within a class to better students understanding of the content. Physical Education is an enjoyable subject that promotes interaction, collaboration and the exchange of new ideas among students. – **Kirsten**



# VCE STUDIES

## HUMANITIES



### ACCOUNTING

#### UNIT 1 & 2

Accounting introduces students to financial and non-financial information used by small business to make effective decisions about its future performance. Students will learn about the design of an accounting system and how it records and makes sense of financial data.

Unit 1 explores the Accounting system used by service firms such as hairdressers or landscape designers, whereas Unit 2 will explore accounting for a trading firm such as a jewellery store.

Students who enjoy problem-solving will enjoy Accounting. Whilst numerical data is central to this study, only simple mathematics is required. Assessments are varied, including the use of ICT to report and interpret financial information.

#### UNIT 3 & 4

Double entry recording procedures are introduced in Unit 3 and students explore the need to accurately and ethically record transactions in the general ledger, general journal and inventory cards. Accounting reports are prepared and analysed with a view to enable better decision making for small business owners.

Unit 4 extends this process through the introduction of balance day adjustments. Budgeting and financial and non-financial information is used to evaluate the performance of a business. The financial effects of alternative strategies are modeled to allow small business owners to make informed decisions to improve business performance.

Students who enjoy following a process and problem solving will thrive in Accounting. Whilst numerical data is central to this study, only simple mathematics is required. Assessments are varied, including the use of ICT and graphical representations to report and interpret financial information.

#### CONTRIBUTIONS TO THE STUDY SCORE

- > Unit 3 School-assessed coursework: **25%**
- > Unit 4 School-assessed coursework: **25%**
- > End of year examination: **50%**

#### CAPABILITIES/COMPETENCIES

- > Problem solving
- > Critical thinking
- > Financial literacy



#### JOB CLUSTERS



THE INFORMERS



THE COORDINATORS



THE TECHNOLOGISTS

“Accounting isn’t just about working with numbers; it’s about delving into the heart of businesses, understanding their inner workings, and unraveling their stories. It might seem mundane at first glance, but it’s far from it. Accounting is one of my favourite subjects, and through every balance sheet and income statement, I’m not just learning about profit and loss, I’m gaining the ability to navigate and influence my financial landscape, arming myself with lifelong skills for the road ahead. – Molly



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## HUMANITIES



### BUSINESS MANAGEMENT

#### UNIT 1 & 2

Do you have a business idea? Do you have entrepreneurial skills? Business Management will teach you the knowledge and skills needed to turn your business ideas into a reality.

Specifically students will learn how to design a business plan, the legal and government regulations of running a business, how to use marketing to sell your idea and how to ensure you employ the best people for your business.

#### UNIT 3 & 4

Business Management is designed for students seeking a career in a range of business organisations, Human Resource Management or Operations Management.

Students will study real-life organisations and the strategies they use to ensure they are productive, competitive and profitable.

If you are interested in knowing how businesses operate, then this is the subject for you.

“ **Business Management** is one of my favourite subjects because it has offered me an early insight into “real life” beyond school. Not only does the subject provide practical skills and knowledge such as how to manage and transform a business, but it also allows you to expand your problem-solving and innovative thinking abilities. I would recommend this subject to students who are considering a career in business. – **Ellie** ”



#### JOB CLUSTERS



THE INFORMERS



THE GENERATORS



THE TECHNOLOGISTS

#### CONTRIBUTIONS TO THE STUDY SCORE

- > Unit 3 School-assessed coursework: **25%**
- > Unit 4 School-assessed coursework: **25%**
- > End of year examination: **50%**

#### CAPABILITIES/COMPETENCIES

- > Written communication
- > Critical thinking
- > Collaboration and coordination skills



# VCE STUDIES

## HUMANITIES



### POLITICS

#### UNIT 1 & 2

As the world continues to navigate contemporary issues, so too does Politics at OLMC. This current and engaging course centres on power - who has it, how it is exercised and the ways it's deployed to further an individual or country's interests. Theatrically too, Politics examines the political actors who create the drama on the Australian and global stages, focusing on the causes and consequences of their actions and dynamics.

In Units 1 and 2, students - known as 'political analysts' in this class - think politically about Australia and the world. They question how and why states have power and how they use this to their advantage. Political analysts also put the concept of democracy under the microscope and examine the threats to it, and how political actors use power to enhance or undermine it. This subject will suit agile, curious learners, who like reading, writing and acknowledging the challenges politics and power produces.

 **This subject forms a basis for further study at OLMC in:**

> History

#### UNIT 3 & 4

Political thinking and curiosity forms the basis of this contemporary and provocative study, as students examine the causes of global issues and how these situations may be resolved. An essential question such as, 'What are the key challenges to the resolution of global issues?' demonstrates the scope and impact related to studying Politics, where learners are presented with issues that are relevant and at-play in their own world.

Unit 3 Area of Study 1 will focus on global issues and global responses, while Area of Study 2 will involve looking at conflict, stability and change. Set in the chaos of the world theatre, the issues studied are as vital and interesting as current events. The ever-changing landscape of the Indo-Pacific region will be the Unit 4 backdrop, where political analysts will consider power and national interests in Australia's own neighbourhood.

This subject suits agile, global learners, who like reading, writing and examining the fascinating dynamics of our planet.

#### CONTRIBUTIONS TO THE STUDY SCORE

- > Unit 3 School-assessed coursework: **25%**
- > Unit 4 School-assessed coursework: **25%**
- > End of year examination: **50%**

#### JOB CLUSTERS



#### CAPABILITIES/COMPETENCIES

- > Critical thinking
- > Information Research Skills
- > Written Communication

“ **Politics** is an eye-opening subject that further pushes the boundaries of a student's perception of the world, and its current issues. Its emphasis on world problems empowers students to create their own opinions in an empathetic and logical manner. This subject is highly recommended to those who desire to expand their analytical skills or to deepdive into political relations. – **Stefania**

This subject should be compulsory for every student. – **Megan**



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### HISTORY

#### EMPIRES UNIT 1 & 2

Do you enjoy imaginary time travel and reading and writing about the past? Do you like analysing key events from bygone eras and thinking about their causes and consequences? If so, History: Empires might be a good choice for you.

In Units 1 and 2, students investigate the foundations and features of empires and the significant global changes they brought to the wider world in the early modern period. You will look closely at the British Empire in Semester One and the French Empire in Semester Two, marveling at the very history that still has an impact in your world today. You will inquire into the foundations and features of an empire and how it managed and consolidated power and expansion. You will examine the influencers of the time, the significant individuals and their ideas and technologies which pushed their empires forward. What an adventure to be had!

 **This subject forms a basis for further study at OLMC in:**

> Politics

#### REVOLUTIONS UNIT 3 & 4

Unit 3 study is set on the streets of Paris as students learn about the French Revolution. You will examine the causes of the conflict in Area of Study One, and then the consequences of revolution in Area of Study Two. The Russian Revolution is the scene of Unit 4, where students will imagine and analyse the life of a peasant or Tsarina in this challenging, provocative time. Areas of Study One and Two are rolled out in the same way as with the French Revolution. The course will suit students who enjoy reading and questioning. It is vital for all revolutionaries to be organised!

#### CONTRIBUTIONS TO THE STUDY SCORE

- > Unit 3 School-assessed coursework: **25%**
- > Unit 4 School-assessed coursework: **25%**
- > End of year examination: **50%**



#### JOB CLUSTERS



THE GENERATORS



THE INFORMERS



THE ARTISANS

#### CAPABILITIES/COMPETENCIES

- > Critical thinking
- > Written Communication
- > Cultural awareness

“ **History: Revolutions** is a really interesting and enjoyable subject because it is fascinating to learn about historical figures and the history of countries in our world, and how much they have changed over time. History is a subject that helps with many skills such as writing, which can be used across all subjects and into future studies and careers. – **Siena** ”





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## HUMANITIES



### LEGAL STUDIES

#### UNIT 1 & 2

Fascinated by crime shows? Curious as to why Rebel Wilson got such a big defamation payout? Wondering why our justice system sometimes seems unfair? If you love getting to the bottom of legal issues, then this is the subject for you.

In Units 1 & 2 Legal Studies, students will learn about how the Victorian legal system works. Discover what needs to be proved in order for someone to be found guilty of murder, and what defences can be used. Find out who can be held responsible if you suffer an injury at work, and how compensation can help repair the damage. Next year, Unit 1 will focus on criminal law and Unit 2 on civil law.

Students can expect to discuss lots of real cases and learn how to apply legal principles to real and hypothetical scenarios.

Assessment in this subject may take the form of tests, oral presentations or research reports

#### UNIT 3 & 4

The Victorian justice system has received some criticism in recent times. Unit 3 Legal Studies will give you real insight into how it actually works, the systems in place to help achieve fairness and access for all, and what we're doing to improve it.

Students will learn about the rights of victims and the accused in criminal cases, how judges decide on sentences, and how ordinary people can seek to enforce their rights.

In Unit 4, students will consider how laws are made by Parliament and the courts, and the ways in which ordinary people can influence change.

This subject involves lots of reading, the consideration of real cases, and, as with Units 1 & 2, applying legal principles to real and hypothetical scenarios. Assessment in Units 3 & 4 involves written tests.

#### CONTRIBUTIONS TO THE STUDY SCORE

- > Unit 3 School-assessed coursework: **25%**
- > Unit 4 School-assessed coursework: **25%**
- > End of year examination: **50%**



#### JOB CLUSTERS



THE INFORMERS



THE COORDINATORS

#### CAPABILITIES/COMPETENCIES

- > Problem solving
- > Critical thinking
- > Civic Engagement

“**Legal Studies** is a captivating subject that allows for a deeper understanding into the intricacies of law. As you delve into the framework of our legal system, you learn about how the law is applied and enforced whilst discussing real-life applications. The subject is relevant for everyday life, and the understanding of exploring the dynamics of legal disputes. I highly recommend Legal Studies as it offers such valuable insights. – **Liviya**



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## LANGUAGES



### FRENCH

#### UNIT 1 & 2

If you enjoy studying French, it's probably because you appreciate being able to communicate in another language and you are curious about how language works. Additionally, your interest may be because of a particular passion for French culture or simply that it is very different from your own cultural background.

Bilingualism offers flexible opportunities in the world of work and is highly sought after by employers. It complements other fields of study such as international studies, business and politics.

The topics you will study in Units 1 & 2 include life for young people in France, jobs and employment, the Belle Époque, media, culture & entertainment and Francophonie (the French-speaking world).

#### UNIT 3 & 4

Continuing your study of French in Units 3 & 4 allows you to consolidate all your learning in the language up until now as you work towards greater fluency in oral communication and increased complexity and accuracy in written work. Additionally, your comprehension of spoken, viewed and written texts increases as you are exposed to more varied and complex texts.

Throughout the year, you will demonstrate your abilities in speaking, writing, listening, viewing and reading through school-assessed coursework on the various topics studied. These include visiting Paris as a tourist, the environment, social justice, racism and feminism in France. You will also benefit from individualised conversation sessions with an oral tutor as you prepare for the oral examination in early Term 4.

“ Learning **French** has allowed me to immerse myself in the French culture and expand my intercultural knowledge with the wide range of topics studied. With the strong focus on improving both speaking and listening skills, I have seen my French abilities progress significantly. – **Amelie** ”

#### JOB CLUSTERS



#### CONTRIBUTIONS TO THE STUDY SCORE

- > Unit 3 School-assessed coursework: **25%**
- > Unit 4 School-assessed coursework: **25%**
- > End of year examination: **50%**

#### CAPABILITIES/COMPETENCIES

- > Cultural awareness
- > Verbal communication
- > Written communication



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## LANGUAGES



### ITALIAN

#### UNIT 1 & 2

If you enjoy studying Italian, it's probably because you are interested in exploring another culture, you appreciate being able to communicate in another language and you are curious about how language works. Additionally, your interest may be because of your family background.

Language study complements several fields of work such as international relations, business, politics, allied health, and hospitality. Being able to communicate with clients, customers and team members, and being able to travel with confidence, is useful.

The topics you will study in Units 1 & 2 include the world of adolescence and schooling, health and wellbeing, travel, the Italian diaspora and spread of culture, Italian history, festivals and traditions, and the use of technology and media.

#### UNIT 3 & 4

Continuing your study of Italian in Units 3 & 4 allows you to consolidate all your learning in the language up until now as you work towards greater fluency in oral communication and increased complexity and accuracy in written work. Additionally, your comprehension of spoken, viewed and written texts increases as you are exposed to more varied and complex texts.

Throughout the year, you will demonstrate your abilities in speaking, writing, listening, viewing and reading through school-assessed coursework on the various topics studied. These include future pathways, the environment, economic and social problems in Italy, Made in Italy, a changing world, and Italian emigration. You will also benefit from individualised conversation sessions with an oral tutor as you prepare for the oral examination in early Term 4.

“ I enjoy studying **Italian** because it allows me to immerse myself in a whole different culture and dive deep into parts of the country's history, social structure and film/literature/music. Learning and applying grammar and vocabulary requires dedication and practice. However, once you pick it up, the cognitive skills required to learn Italian assist you in your other subjects in terms of being able to memorise and retain information. – Ava

#### JOB CLUSTERS



#### CONTRIBUTIONS TO THE STUDY SCORE

- > Unit 3 School-assessed coursework: **25%**
- > Unit 4 School-assessed coursework: **25%**
- > End of year examination: **50%**

#### CAPABILITIES/COMPETENCIES

- > Cultural awareness
- > Verbal communication
- > Written communication



# VCE STUDIES

## LANGUAGES



### JAPANESE

#### UNIT 1 & 2

If you enjoy studying Japanese, it's probably because you appreciate being able to communicate in another language and you are curious about how language works. Additionally, your interest may be because of a particular passion for Japanese culture or simply that it is very different from your own cultural background.

Bilingualism offers flexible opportunities in the world of work and is highly sought after by employers. It complements other fields of study, for example international studies, business and politics.

The topics you will study in Units 1 & 2 include self and family, school in Japan and Australia, directions and locations, home and neighbourhood, travelling in Japan, annual Japanese events and Japanese traditional and popular culture.

#### UNIT 3 & 4

Continuing your study of Japanese in Units 3 & 4 allows you to consolidate all your learning in the language as you work towards greater fluency in oral communication and increased complexity and accuracy in written work. Additionally, your comprehension of spoken, viewed and written texts increases as you are exposed to more varied and complex texts.

Throughout the year, you will demonstrate your abilities in speaking, writing, listening, viewing and reading through school-assessed coursework on the various topics studied. These include student life in Japan and Australia, career and future aspirations, a trip to Japan, the environment and Japanese cuisine. You will also benefit from individualised conversation sessions with an oral tutor as you prepare for the oral examination in early Term 4.

#### CONTRIBUTIONS TO THE STUDY SCORE

- > Unit 3 School-assessed coursework: **25%**
- > Unit 4 School-assessed coursework: **25%**
- > End of year examination: **50%**

#### JOB CLUSTERS



#### CAPABILITIES/COMPETENCIES

- > Cultural awareness
- > Verbal communication
- > Written communication

“ Learning **Japanese** is a great way to explore the culture of Japan. It has allowed me to develop transferable skills to other subjects, which has challenged me to think differently. It is satisfying being able to read and write characters and words that aren't English. Overall, it is a great subject for anyone looking to challenge their thinking and experience something different. – **Annabel** ”



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## MATHEMATICS



### FOUNDATION MATHEMATICS

#### UNIT 1 & 2

Foundation Mathematics Units 1 & 2 focus on providing students with the mathematical knowledge and skills to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to everyday life in the community, at work and at study. They are also designed as preparation for Foundation Mathematics Units 3 & 4.

#### UNIT 3 & 4

Foundation Mathematics Units 3 & 4 focus on developing students mathematical knowledge and skills to use in practical contexts for a range of workplace, personal, community and global settings relevant to contemporary society.

The areas of study for Units 3 & 4 are:

- Algebra, number and structure
- Data analysis, probability and statistics
- Discrete mathematics
- Space and measurement

Students wishing to undertake this subject should have completed Units 1 & 2 of Foundation Maths.

“

What I really enjoyed about this subject is that we learnt important mathematics skills needed for our future everyday lives in a fun way, such as how to sort out financial matters like bills, taxes and GST, and understanding the BAC and the legal limit for driving. – **Sophie**

#### JOB CLUSTERS



#### CONTRIBUTIONS TO THE STUDY SCORE

- > Unit 3 School-assessed coursework: **40%**
- > Unit 4 School-assessed coursework: **20%**
- > End of year examination: **40%**

#### CAPABILITIES/COMPETENCIES

- > Financial literacy
- > Interpersonal skills



# VCE STUDIES

## MATHEMATICS



### GENERAL MATHEMATICS

#### GENERAL MATHEMATICS UNIT 1 & 2

General Mathematics Units 1 & 2 involves the application of mathematical processes for routine and non-routine problems. There is a particular focus on statistics and financial mathematics. Some of the topics covered are linear relationships, data analysis, financial arithmetic, number patterns and recursion, matrices and networks.

*Students who are considering future studies in courses which involve statistics or financial mathematics, such as nursing, sport or psychology, should consider studying General Mathematics Units 1 & 2 and then General Mathematics Units 3 & 4.*

*To study General Mathematics Units 1 & 2, students must have studied Year 10 General Mathematics or Year 10 Mainstream Mathematics. Students who want to accelerate in this subject, may study General Mathematics Units 3 & 4 in Year 11, but must have also studied General Mathematics Unit 2 in Year 10.*

*Note that Mathematics pathway options have changed for Year 10 2025 students - refer to the Year 10 Program section for full details.*

#### GENERAL MATHEMATICS UNIT 3 & 4

General Mathematics Units 3 & 4 will draw upon key knowledge and skills from General Mathematics Units 1 & 2.

The General Mathematics course covers a range of topics, including data analysis, recursion and financial modelling, matrices and networks. Students will work towards developing their ability to select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to generate results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques.

At the end of the year, there are two examinations based on the content from Units 3 & 4. Exam 1 comprises multiple-choice questions and Exam 2 comprises written response questions.

*To study General Mathematics Units 3 & 4, students must have studied General Mathematics Units 1 & 2 or Mathematical Methods Units 1 & 2.*

#### CONTRIBUTIONS TO THE STUDY SCORE

- > Unit 3 School-assessed coursework: **24%**
- > Unit 4 School-assessed coursework: **16%**
- > End of year examination 1: **30%**
- > End of year examination 2: **30%**



#### JOB CLUSTERS



THE CARERS



THE INFORMERS

#### CAPABILITIES/COMPETENCIES

- > Financial literacy
- > Problem solving
- > Critical Thinking

“ I chose this subject in Year 12 as I enjoyed General Mathematics. It encourages students to think differently and is useful for my future, especially financial mathematics. I really encourage you to study mathematics, you won't regret it!  
– Topaz





# VCE STUDIES

## MATHEMATICS



### MATHEMATICAL METHODS

#### UNIT 1 & 2

Mathematical Methods Units 1 & 2 involves the application of mathematical processes for routine and non-routine problems. There is a particular focus on mental arithmetic, algebraic manipulation and graphing techniques. Some of the topics covered are quadratic functions, cubic functions, probability, exponential functions, logarithmic functions, and circular functions.

*Students who enjoy mathematics, problem solving and are considering future studies in courses which will involve mathematics, such as, science and engineering, should consider studying Mathematical Methods.*

*To study Mathematical Methods Units 1 & 2, students must have studied Year 10 Mainstream Mathematics.*

*Note that Mathematics pathway options have changed for Year 10 2025 students - refer to the Year 10 Program section for full details.*

#### UNIT 3 & 4

In Mathematical Methods Units 3 & 4, students will develop their knowledge and skills through the areas of study of 'Functions and Graphs', 'Algebra', 'Calculus' and 'Probability and Statistics'. Students will apply techniques, routines and processes involving rational and real arithmetic, diagrams, algebraic manipulation, equations, and graphs to a variety of routine and non-routine problems.

At the end of the year, there are two examinations based on the content from Units 3 & 4. Exam 1 comprises short-answer and some extended-answer questions and Exam 2 comprises multiple-choice questions and extended-answer questions.

*To study Mathematical Methods Units 3 & 4, students must have studied Mathematical Methods Units 1 & 2 and developed a reasonable understanding of the key knowledge and skills. Mathematical Methods Units 3 & 4, will draw upon key knowledge and skills from Mathematical Methods Units 1 & 2.*

#### CONTRIBUTIONS TO THE STUDY SCORE

- > Unit 3 School-assessed coursework: **20%**
- > Unit 4 School-assessed coursework: **20%**
- > End of year examination 1: **20%**
- > End of year examination 2: **40%**

#### JOB CLUSTERS



THE DESIGNERS



THE INFORMERS



THE TECHNOLOGISTS

#### CAPABILITIES/COMPETENCIES

- > Problem solving
- > Critical thinking
- > Technical skills



**Mathematical Methods** has improved our problem solving skills immensely, and opens so many pathways for university courses after school! Mathematical Methods is a healthy challenge that teaches you to think systematically. We recommend Methods to anyone who appreciates working with numbers, patterns and logic! – **Evie, Kate & Gabby**



# VCE STUDIES

## MATHEMATICS



### SPECIALIST MATHEMATICS

#### UNIT 1 & 2

Specialist Mathematics Units 1 & 2 involves the application of mathematical processes for routine and non-routine problems. There is a particular focus on mental arithmetic, algebraic manipulation and graphing techniques. Some of the topics covered are trigonometric ratios, algebra, vectors, non-linear graphs, complex number system and kinematics.

*Students who enjoy Mathematics and wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning are encouraged to consider Specialist Mathematics Units 1 & 2. Specialist Mathematics will provide a sound background for further studies in mathematics and mathematics related fields, in particular engineering courses.*

*To study Specialist Mathematics Units 1 & 2, students must also study Mathematical Methods Units 1 & 2 and must have studied Year 10 Mainstream Mathematics.*

*Note that Mathematics pathway options have changed for Year 10 2025 students - refer to the Year 10 Program section for full details.*

#### UNIT 3 & 4

In Specialist Mathematics Units 3 & 4, students will develop their knowledge and skills through the areas of study of 'Functions and Graphs', 'Algebra', 'Calculus', 'Vectors', 'Logic and Proof' and 'Probability and Statistics'. Students will apply techniques, routines and processes involving rational, real and complex arithmetic, algebraic manipulation, equations, graphs, differentiation and integration to routine and non-routine contexts. At the end of the year, there are two examinations based on the content from Units 3 & 4. Exam 1 comprises short-answer and some extended-answer questions and Exam 2 comprises multiple-choice questions and extended-answer questions.

*To study Specialist Mathematics Units 3 & 4, students must also study Mathematical Methods Units 3 & 4. Specialist Mathematics Units 3 & 4, will draw upon key knowledge and skills from Mathematical Methods Units 1 & 2 and Specialist Mathematics Unit 2.*

#### CONTRIBUTIONS TO THE STUDY SCORE

- > Unit 3 School-assessed coursework: **20%**
- > Unit 4 School-assessed coursework: **20%**
- > End of year examination 1: **20%**
- > End of year examination 2: **40%**

#### JOB CLUSTERS



THE DESIGNERS



THE TECHNOLOGISTS



THE INFORMERS

#### CAPABILITIES/COMPETENCIES

- > Critical thinking
- > Problem solving
- > Technical skills

“**Specialist Mathematics** can be challenging at times but very rewarding. It teaches you things you would never learn anywhere else, and explains rules and theories that we just accept to be true. The skills I have gained studying Specialist Mathematics are invaluable, and it is definitely worth challenging yourself to take on this subject. – **Maddi**”



# VCE STUDIES

## PERFORMING ARTS



### DRAMA

#### UNIT 1 & 2

In Units 1 & 2 students perform work developed from prescribed stimulus. They work in a variety of performance styles, study a range of practitioners and learn about the theatrical conventions, dramatic elements and production areas of performance styles and traditions. Students draw on a range of content and use role and expressive skills to create, embody and present dramatic works. Students develop an ability to manipulate dramatic elements, production areas and theatrical conventions appropriate to performance styles from a range of cultural contexts in their own work as well as an ability to recognise these features in other performance work. Students will watch and analyse professional performance works in both semesters.

 **This subject forms a basis for further study at OLMC in:**

- > Theatre Studies

#### UNIT 3 & 4

In Units 3 & 4 the study of Drama focuses on the creation and performance of characters, narratives and stories. Students analyse the development of their performances and explore the actor–audience relationship. Students refine their understanding of dramatic elements, production areas and theatrical conventions appropriate to performance styles from a range of cultural contexts. They view and analyse performances by professional and other drama practitioners. Students will create an Ensemble Performance in Unit 3 based on a chosen theme.

In Unit 4 students will develop and present a Solo Performance based on a choice of one of the 10 prescribed structures distributed by VCAA. This course will appeal to students who enjoy creativity, collaboration, performance and analysis. It is also a fabulous platform for students to be able to create performance work embracing social and/or political commentary.

#### CONTRIBUTIONS TO THE STUDY SCORE

- > Unit 3 School-assessed coursework: **40%**
- > Performance examination: **35%**
- > Written examination: **25%**



#### JOB CLUSTERS



THE ARTISANS



THE DESIGNERS



THE GENERATORS

#### CAPABILITIES/COMPETENCIES

- > Performance skills
- > Creativity
- > Collaboration and coordination skills

“ In **Drama** you create fun, performance work that teaches valuable life skills that can be applied across a range of subjects and work fields. A great combination of practical work and written analysis. The class fosters a great sense of community and self-confidence. We recommend! – **Charlotte and Natasha** ”



# VCE STUDIES

## PERFORMING ARTS



### MUSIC

#### MUSIC UNIT 1 & 2

This study offers pathways for students whose main interest is a combination of performing, composing/arranging and investigating music through music making, analysing and responding in relation to their particular interests. Students work both individually and collaboratively throughout the course. Students develop aural skills by responding to music from a range of sources across time and place, comparing their music characteristics. They analyse music works and/or styles and explore how they have influenced subsequent music makers, including their own works.

Students who undertake this subject will perform, compose/arrange music to demonstrate musical influences of an existing style and/or performer in relation to their own works and the works of others.

#### MUSIC INQUIRY UNIT 3 & 4

This study offers pathways for students whose main interest is a combination of performing, composing/arranging and investigating music through music making, analysing and responding in relation to their particular interests. Students work both individually and collaboratively throughout the course. Students develop aural skills by responding to music from a range of sources across time and place, comparing their music characteristics. They analyse music works and/or styles and explore how they have influenced subsequent music makers, including their own works. Students who undertake this subject will perform, compose/arrange music to demonstrate musical influences of an existing style and/or performer in relation to their own works and the works of others.

In Unit 4, students elect their own topic of focus on music to analyse, compose/arrange and perform. Music inquiry is inclusive of all instruments and sound sources, including electronic instruments. While it is not compulsory, it is strongly recommended that lessons are undertaken on your chosen instrument during Unit 1-4.

#### CONTRIBUTIONS TO THE STUDY SCORE

- > Unit 3 School-assessed coursework: **30%**
- > Unit 4 School-assessed coursework: **5%**
- > Unit 4 Externally-assessed task: **50%**
- > End of year Examination: **15%**



#### JOB CLUSTERS



THE ARTISANS



THE DESIGNERS



THE GENERATORS

#### CAPABILITIES/COMPETENCIES

- > Performance skills
- > Creativity
- > Interpersonal skills

“ Studying music is a unique learning approach that encourages creativity, distinguishing it from most traditional subjects. Music allows for collaboration with peers developing group related skills, but also provides opportunities for individual expression and solo projects. – **Amelia** ”



# VCE STUDIES

## PERFORMING ARTS



### THEATRE STUDIES

#### UNIT 1 & 2

*Not offered at OLMC.*

#### UNIT 3 & 4

In VCE Theatre Studies, students interpret playscripts and produce their own theatre productions. They gain an insight into the history and rich possibilities of theatre as an art form. As theatre practitioners, students will develop and create productions through research, contextualisation and the application of production roles.

Students taking this subject will also see a range of professional theatre performances. They work together to create a theatrical production and individually on presenting or designing for a monologue. This will be presented to external examiners.

In Theatre Studies, students can choose to be an actor/ director and/or a designer. Students do not have to act in this subject if they do not want to. Production roles include Costume, Make-Up, Sets, Props, Lighting, Sound, Directing, and Acting.

Please note this is NOT a folio subject.

#### CONTRIBUTIONS TO THE STUDY SCORE

- > Unit 3 School-assessed coursework: **30%**
- > Unit 4 School-assessed coursework: **15%**
- > End of year written examination: **30%**
- > End of year performance examination: **25%**



#### JOB CLUSTERS



#### CAPABILITIES/COMPETENCIES

- > Performance skills
- > Creativity
- > Presentation skills

“ Theatre Studies is a gratifying and engaging course which strengthens creativity and incorporates hands-on tasks. You are able to input and action your own ideas, interact with others, and produce work that is incredibly rewarding. It has opened me to opportunities of seeing live theatre, studying playscripts, and thinking outside of the box to draw interpretations, all fascinating and beneficial experiences. – Chloe

 **This subject forms a basis for further study at OLMC in:**

- > Drama



# VCE STUDIES

## RELIGIOUS EDUCATION



### RELIGIOUS EDUCATION

#### RELIGION AND SOCIETY UNIT 1 & 2



Unit 1 is completed in Year 11 and we explore the role that religion plays for different people and groups in Australian society. We compare the way that Buddhists, Muslims, Hindus and Jews practise their faith through research and by engaging with guest speakers and visiting places of worship. The way religion is practiced in Australia is constantly evolving. Sometimes there are tensions that occur within religious traditions and sometimes between religious traditions. We look in more depth at the underlying causes of these tensions.

Unit 2 is completed in Year 12. We explore the role of ethics and the perspectives that guide decision making. We begin by unpacking the theory that helps us to guide our choices, including the role of 'ought', 'outcome' and 'character' ethical approaches. Case studies, scenarios, discussions and debate are employed throughout the unit to help students to apply this theory.

#### TEXT AND TRADITIONS UNIT 3 & 4



Do you ever read or listen to a Bible passage and wonder what does it really mean? Text and Traditions allows you to explore the world, including people, places and events of the Bible. If you love history and the study of ancient societies and want to improve your writing and analytical skills – this is the subject for you.

“ Texts can go over many things, yet the one aspect that has truly changed my approach to the subject is the influence of literature. We are constantly analysing past texts and finding innovative ways to expand that knowledge of religion and ancient Israel. – **Alessia** ”



#### JOB CLUSTERS



THE COORDINATORS



THE INFORMERS



THE CARERS

#### CONTRIBUTIONS TO THE STUDY SCORE

- > Unit 3 School-assessed coursework: **25%**
- > Unit 4 School-assessed coursework: **25%**
- > End of year examination: **50%**

#### CAPABILITIES/COMPETENCIES

- > Cultural awareness
- > Ethical awareness
- > Critical thinking
- > Written communication





# VCE STUDIES

## SCIENCE



### BIOLOGY

#### UNIT 1 & 2

In Unit 1 Biology, students will explore how organisms regulate their functions. Starting with a detailed examination of cell structures and processes such as cell growth, death and differentiation. They also learn about systems in plant and animal species and the role of homeostasis in maintaining life.

In Unit 2 Biology, students focus on the transmission of genetic information across generations. They explore the replication of DNA in cells, gene expression and the adaptations that enhance species survival. They also learn about the interdependence of species and population dynamics. Students will conduct a research investigation into a bioethical issue.

#### UNIT 3 & 4

In Unit 3 Biology, students look at the regulation of the biochemical processes of life at a cellular level, concentrating on proteins and nucleic acids. They consider the implications of DNA manipulation through a case study considering both biotechnological applications and bioethics.

In Unit 4 Biology, students will study the human immune system and the global challenges relating to disease. They will also consider the evidence for evolutionary biology and the impact of changes in allele frequency over generations. Students will design and conduct an investigation relating to cellular processes or how life changes and responds to challenges.

*Students wishing to complete Unit 3 & 4 Biology in Year 11 must have completed Unit 1 Biology as an accelerated subject in Year 10.*



**This subject forms a basis for further study at OLMC in:**

- > VET Allied Health
- > Environmental Science

#### CONTRIBUTIONS TO THE STUDY SCORE

- > Unit 3 School-assessed coursework: **20%**
- > Unit 4 School-assessed coursework: **30%**
- > End of year examination: **50%**



#### JOB CLUSTERS



THE DESIGNERS



THE INFORMERS



THE CARERS

#### CAPABILITIES/COMPETENCIES

- > Critical thinking
- > Written communication
- > Ethical awareness

“ **Biology** is like a huge puzzle with connections between very small cell structures, through to systems and out to the balance that occurs in ecosystems. – **Lara**

**Biology** is cutting edge science with biotechnology improving the quality of life for people. Learning about the immune system has been so interesting. – **Hannah**



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# VCE STUDIES

## SCIENCE



## CHEMISTRY

### UNIT 1 & 2

Unit 1 & 2 Chemistry is a valuable subject because it is relevant to every field that looks at matter and energy. It complements the study of food, body systems and movement, art, design and other sciences. In Unit 1, students investigate the chemical structures and properties of a range of materials including metals, ionic compounds and polymers. They consider how innovation has led to more sustainable production towards a circular economy.

In Unit 2, they use practical investigations to explore topics from solubility to acid-base and Redox reactions. Students complete practical and research investigations in both units.

### UNIT 3 & 4

Unit 3 & 4 Chemistry draws on a solid foundation of study in Chemistry through Year 11. Themes relating to sustainable manufacturing, innovation and green energy continue however the focus through Unit 3 is on different options for energy production and storage in batteries and methods for manipulating the rate and extent of reactions.

Unit 4 focuses on carbon based chemistry and the properties and reactions of organic compounds specifically in metabolism of food and the action of pharmaceutical products. Practical investigations continue to feature in the learning and assessment program.

“ **Chemistry** is that science that you see come up in so many other subjects. You have to work at it but it is really interesting - especially the organic chemistry part. I can see why it is a prerequisite in so many courses. – Sara



**This subject forms a basis for further study at OLMC in:**

> Biology

### CONTRIBUTIONS TO THE STUDY SCORE

- > Unit 3 School-assessed coursework: **20%**
- > Unit 4 School-assessed coursework: **30%**
- > End of year examination: **50%**

### CAPABILITIES/COMPETENCIES

- > Critical thinking
- > Written communication
- > Problem solving

### JOB CLUSTERS



THE DESIGNERS



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# VCE STUDIES

## SCIENCE



### ENVIRONMENTAL SCIENCE



#### UNIT 1 & 2

Environmental science is an interdisciplinary, investigative science that explores the interactions and interconnectedness between humans and their environments, and analyses the functions of both living and non-living elements that sustain Earth systems. It draws on the skills of Geography and Biology to investigate the ways that the atmosphere, hydrosphere, lithosphere and biosphere are interrelated and to consider how human behaviour is shaping change. Students will find the focus on global contexts relevant and interesting. They consider biodiversity, pollution, energy use and food and water security through case studies, field work and research.

Unit 1 focuses on ecosystems, geological change over time and human induced environmental change using field data such as global satellite imaging.

Unit 2 looks at pollution, water and air testing, soil salinity, drought and flooding and meeting the demand for food production into the future. They engage with media reporting of environmental issues and build skills as science communicators.



**This subject forms a basis for further study at OLMC in:**

> Biology

#### UNIT 3 & 4

Unit 3 and 4 Environmental Science would be a great choice for students with a passion for the environment and will be an appropriate option for students interested in switching from Physics, Chemistry or Biology. In Unit 3 students focus on environmental management, sustainability and strategies to protect Australia's biodiversity. Students use case studies to look at the management of endemic plant and animal species along with sustainable development and land use.

In Unit 4, students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional and global scales. A student-designed scientific investigation involving the generation of primary data related to biodiversity, environmental management, climate change or energy use is undertaken and results are presented in a scientific poster.

*Units 3 & 4 Environmental Science will not be offered in 2025, but the intention is to offer it in 2026*

#### CONTRIBUTIONS TO THE STUDY SCORE

- > Unit 3 School-assessed coursework: **20%**
- > Unit 4 School-assessed coursework: **30%**
- > End of year examination: **50%**

#### CAPABILITIES/COMPETENCIES

- > Critical thinking
- > Problem solving
- > Civic engagement

#### JOB CLUSTERS



THE DESIGNERS



THE INFORMERS



THE CARERS



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# VCE STUDIES

## SCIENCE



## PHYSICS

### UNIT 1 & 2

Physics is a toolbox of knowledge that helps to make sense of the physical world. In Unit 1, students learn about some of the fundamental ideas used by physicists to understand energy in the form of light, heat, radioactivity and electricity. Societal applications of these theories are investigated; this includes climate change and global warming, the use of medical radioisotopes and the viability of nuclear energy.

Unit 2 has a stronger focus on student designed investigations relating to a range of physics topics including motion. Across all topics students use their mathematical skills to investigate theories and case studies.

### UNIT 3 & 4

In Units 3 & 4 students will build on their scientific knowledge and skills built up through studies in Year 11, to explore the motion of objects in gravitational, magnetic and electric fields. They study the production of electricity, its transmission over large distances and its delivery and use in homes. An excursion to Luna Park to experience different types of motion and energy is a highlight. They also look at particle accelerators in Unit 3 but use the practical model to explain matter and light. They consider how our understanding of light has changed and developed over time. They consider different evidence for the wave and particle models and resolve this with an understanding of quantum Physics.

Completing a student-designed investigation is a significant task allowing students to work in groups, plan and perform an experiment related to light, electricity or fields to be summarised on a poster. Students need to be able to express their understanding through both calculations and worded responses.

### CONTRIBUTIONS TO THE STUDY SCORE

- > Unit 3 School-assessed coursework: **30%**
- > Unit 4 School-assessed coursework: **20%**
- > End of year examination: **50%**

### JOB CLUSTERS



### CAPABILITIES/COMPETENCIES

- > Critical thinking
- > Written communication
- > Problem solving

“ If you love learning about things that are applicable to everyday life, this is the subject for you. I love **Physics** because it is one of the only subjects I take that has the ability to consistently blow my mind, fill me with awe about the universe we live in, the earth we live in, and the discoveries made in the past. – **Laura** ”



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# VCE STUDIES

## SCIENCE



## PSYCHOLOGY

### UNIT 1 & 2

Psychology is the study of the brain and human behaviour. In Unit 1, students consider traditional and Western models of the factors that impact on psychological development. They explore the structure and function of the human brain and the role it plays in mental processes.

In Unit 2, students consider the impact of society on peoples' attitudes and perception of themselves and their relationships. They look at stimuli and how people interpret their perceptions. They learn about and conduct research and practical investigations in both units.

### UNIT 3 & 4

Psychology is a relevant to careers in health, education, business and law; so students find this subject an interesting complement to many other VCE studies. In Unit 3, students learn about how the nervous system allows a person to engage with the environment and people around them. It looks at the ways learning and memory work, even considering new research into the link between the gut and brain, Unit 4 explores the purpose and processes of sleep and investigate social and emotional wellbeing and disorders including phobias. The role of research in building an understanding of psychological processes is considered across all topics and students design, conduct and present an investigation.



“ The biggest thing I got from **Psychology** was a better understanding of what research means. I also learned a lot about myself and people around me and how society shapes us all. – **Molly** ”



**This subject forms a basis for further study at OLMC in:**

- > VET Allied Health

### CONTRIBUTIONS TO THE STUDY SCORE

- > Unit 3 School-assessed coursework: **20%**
- > Unit 4 School-assessed coursework: **30%**
- > End of year examination: **50%**



### JOB CLUSTERS



THE CARERS



THE GENERATORS



THE INFORMERS

### CAPABILITIES/COMPETENCIES

- > Ethical awareness
- > Critical thinking
- > Written communication





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# VET STUDIES

## AT OLMC

### VET STUDIES AT OLMC



HEALTH AND  
PHYSICAL EDUCATION

VCE VET Health

VCE VET Sport and Recreation



# VET STUDIES

## VET STUDIES AT OLMC

### ACCESS TO VET STUDIES

Vocational and Educational Training (VET) studies are offered in three ways:

- at OLMC
- externally through the Northern Metropolitan VET Cluster (NMVC)
- at TAFE or private VET providers

### INTERNAL VET

OLMC offers **VCE VET Health** and **VCE VET Sport and Recreation**. Both offer scored assessment.

**VCE VET Health** is a partial completion of Certificate III in Allied Health Assistance.

### EXTERNAL VET NMVC

NMVC offers VET programs to school students in other school locations, usually on Wednesday afternoons. Please access the **NMVC VET Handbook** to see the range of VET studies in the Cluster.

### EXTERNAL VET TAFE OR PRIVATE VET PROVIDERS

TAFEs such as **Box Hill Institute** or **William Angliss Institute** offer VET courses.

It is **recommended students access VET through the Cluster or at school** rather than TAFE as the structure and level of support is more appropriate to school students.

Should a student wish to access a course not offered in the Cluster or at OLMC, they should discuss this with the Pathways Coordinator. Course and materials fees may be applicable to VET studies. Materials fees are payable by the student/family. Students are advised to investigate the likely materials costs prior to enrolment. Further information is available from the Pathways Coordinator.

Students wishing to study an external VET subject **must** complete an **application form** and attend the information night at the institution to which they are applying. If students are accelerating in their VET course, then the Acceleration Form must also be completed.

### STRUCTURED WORKPLACE LEARNING

Work placement is highly encouraged for students undertaking a VET course. This will typically occur during school holidays for VCE students. Interested students are able to access opportunities via the SWL Portal. The Careers Coordinators can assist students with applications and paperwork required.

### SOME POPULAR NMVC VET COURSES:

- Certificate II in Business
- Certificate III in Dance
- Certificate III in Community Services
- Certificate III in Early Childhood Education and Care
- Certificate III in Engineering Studies
- Certificate III in Events
- Certificate II in Hospitality
- Certificate II in Kitchen Operations
- Certificate III in Music Industry
- Certificate III in Visual Arts



VET STUDIES  
APPLICATION FORM



NMVC WEBSITE



SWL PORTAL



BOX HILL INSTITUTE



WILLIAM ANGLISS TAFE



# VET STUDIES

## HEALTH AND PHYSICAL EDUCATION



### VCE VET HEALTH

#### CERTIFICATE III IN ALLIED HEALTH ASSISTANCE (PARTIAL COMPLETION)

##### YEAR 1

Are you interested in the health industry? The Allied Health industry covers a range of health services and professions and the Certificate III in Allied Health Assistance provides an opportunity to work towards a qualification within this growing industry. The completed qualification will enable you to work in entry level positions across a wide range of jobs in the health sector such as patient care assistance. The qualification is offered as a partial completion certificate over 2 years.

In Year 1 the focus is on completing units that broaden your understanding of working in the health sector and include infection control, workplace health and safety and communication.

##### YEAR 2

In Year 2 the focus is on using medical terminology to enhance communication, recognising health body systems and performing clinical measurements in a simulated environment.

Upon successful completion of the two-year program, students will achieve partial completion of the Certificate III Allied Health Assistance.

This is a scored VCE VET subject and therefore includes internal assessments and an external examination which are used to generate a Study Score that may contribute towards an ATAR.



**This subject forms a basis for further study at OLMC in:**

- > Biology
- > Health and Human Development
- > Physical Education

##### CONTRIBUTIONS TO THE STUDY SCORE

- > School-assessed coursework: **66%**
- > End of year examination: **34%**

##### JOB CLUSTERS



THE CARERS



THE COORDINATORS



THE GENERATORS

##### CAPABILITIES/COMPETENCIES

- > Collaboration and coordination skills
- > Interpersonal skills
- > Technical skills

“ I like **Allied Health** because it is giving me key knowledge of the human body which will help me in my path to a career in the Health Industry  
– **Olivia** ”



# VET STUDIES

## HEALTH AND PHYSICAL EDUCATION



### VCE VET SPORT AND RECREATION

#### CERTIFICATE III IN SPORTS, AQUATICS AND RECREATION

##### YEAR 1

Certificate III in Sport and Recreation provides the skills and knowledge for students aiming to gain employment in the sport and recreation industry.

Students will learn and undertake a range of units specialising in event management, first aid and customer service. In these units, students will participate in a variety of theoretical and practical sessions to develop leadership, organisational and specialist activity skills. Students will also acquire an additional first aid qualification.

This course provides excellent experience for those considering a professional pathway in the sport and recreation industry. It suits a kinaesthetic learner who thrives in an active environment.



**This subject forms a basis for further study at OLMC in:**

- > Physical Education

##### YEAR 2

Students will participate in a range of Units of Competency specialising in planning and organising sport and recreation sessions, educating and facilitating user groups. These units are designed for students who wish to pursue a sport and recreation pathway in the health and fitness industry such as fitness centres, sporting clubs or aquatic centres.

Students will be given the opportunity to plan and conduct their own sport and recreation program, a vital employability skill.

Upon successful completion of the two-year program, students will achieve the Certificate III in Sports, Aquatics and Recreation.

This is a scored VCE VET subject and therefore includes internal assessments and an external examination which are used to generate a Study Score that may contribute towards an ATAR.

##### CONTRIBUTIONS TO THE STUDY SCORE

- > School-assessed coursework: **66%**
- > End of year examination: **34%**

##### CAPABILITIES/COMPETENCIES

- > Collaboration and coordination skills
- > Presentation skills
- > Interpersonal skills



##### JOB CLUSTERS



THE CARERS



THE INFORMERS



THE GENERATORS



I enjoy **Sport and Rec** because the content is relevant and the practical components assist us in preparing for life outside school and future work – **Tessa**

**Sport and Rec** has given me the opportunity to complete my First Aid Course which will help me when applying for future jobs – **Bree**





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# VCE VOCATIONAL MAJOR

AT OLMC



VCE VM LITERACY



VCE VM PERSONAL DEVELOPMENT SKILLS



VCE VM WORK RELATED SKILLS



VCE VM NUMERACY





# VCE VOCATIONAL MAJOR

The VCE Vocational Major (VCE VM) is a two-year vocational and applied learning program that has replaced the Victorian Certificate of Applied Learning (VCAL) and enables successful transition into apprenticeships, traineeships, further education and training, or directly into employment. It is suited to students who consider that they have a clear vocational pathway, and prefer project-based learning focusing on the in-demand skills for their future world of work. Students undertake a VET study of their choice as part of their VCE VM studies. \*

## A TYPICAL PROGRAM

YEAR 11 VCE VM	
DAY	PROGRAM DESCRIPTION
Monday, Tuesday, Thursday and Friday	Pastoral Group 4 lessons per day including: <ul style="list-style-type: none"> <li>• Units 1&amp;2 VCE VM Literacy</li> <li>• Units 1&amp;2 VCE Foundation Mathematics</li> <li>• Units 1&amp;2 VCE VM Work Related Skills</li> <li>• Units 1&amp;2 VCE VM Personal Development Skills</li> <li>• Religious Education</li> <li>• Units 1&amp;2 VCE elective subject</li> </ul>
Wednesday	External VET course and study
YEAR 12 VCE VM	
DAY	PROGRAM DESCRIPTION
Monday, Tuesday, Thursday and Friday	Pastoral Group 4 lessons per day including: <ul style="list-style-type: none"> <li>• Units 3&amp;4 VCE VM Literacy</li> <li>• Units 3&amp;4 VCE VM Work Related Skills</li> <li>• Units 3&amp;4 VCE VM Personal Development Skills</li> <li>• Religious Education</li> <li>• Units 3&amp;4 VCE elective subject</li> </ul>
Wednesday	External VET course and study

VCE VM students will undertake between 16-20 units over two years. Students must also complete 180 nominal hours of VET at Certificate II level or above to satisfactorily achieve their VCE VM. Students are expected to complete Structured Workplace Learning as part of their VCE VM Program.

\* The Victorian Pathways Certificate, a flexible certificate at Year 11 and 12, may be offered to students who are not yet ready or able to complete the VCE or VCE VM.

## WHY WOULD A STUDENT ENJOY VCE VM AT OLMC?

### PROJECT BASED LEARNING

Projects may include:

- The 7th Lab café
- Community partnership projects
- Enterprise programs
- Social justice initiatives
- Support for school-based events and functions
- Involvement in school productions
- Planning and hosting events for OLMC students

### TEAM APPROACH

A small class that works together in their own space, initiating and collaborating in their learning.

### PREPARE FOR FURTHER STUDY AND WORK

Students learn in a practical way to assist them in preparing for further study or joining the workforce in their chosen field.

“

I get nervous for tests and exams and I also knew what I wanted to do after school. The class is really inclusive and it's giving me the confidence to establish new connections. We learn life skills that will actually benefit us in the future compared to what you will learn in VCE. You should consider doing VCE VM. – **Sammie**



VCE VM  
APPLICATION FORM



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# VCE VOCATIONAL MAJOR



## LITERACY

**VCE Vocational Major Literacy focuses on the development of students' everyday literacy skills through:**

- thinking, listening, speaking, reading, viewing and writing to meet the demands of the workplace, the community, further study and their own life skills, needs and aspirations
- participating in discussion, exploration and analysis of the purpose, audience and language of text types and content drawn from a range of local and global cultures, forms and genres
- discussing and debating the ways in which values of workplace, community and person are represented in different texts
- presenting their ideas in a thoughtful and reasoned manner.

**VCE VM Literacy is made up of four units, including areas of study such as:**

- Literacy for personal use
- Understanding and creating digital texts
- Understanding issues and voices
- Responding to opinions
- Creating and responding to organisational, informational or procedural texts
- Speaking to advise or to advocate

VCE VM Literacy is based upon applied learning principles, making strong connections between students' lives and their learning. It provides a 'real life' approach to literacy to help students develop the skills and knowledge they need to participate confidently and productively in the community.

“ When I started doing VM I really started to enjoy school more as I feel more confident in the classroom. I felt really stressed last year with the assessments and exams. In VM there is more independent and group work and you get to do a VET course every Wednesday. – **Jasmine** ”

### CAPABILITIES/COMPETENCIES

- > Collaboration and coordination skills
- > Presentation skills
- > Interpersonal skills
- > Civic awareness
- > Verbal communication
- > Written communication



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# VCE VOCATIONAL MAJOR



## PERSONAL DEVELOPMENT SKILLS

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development and citizenship, building the students' capacity to set personal goals and participate in their communities with confidence, respect, safety and resilience.

PDS focuses on health, wellbeing and community engagement. Students explore the concepts of identity, effective leadership and self-management, and put into practice their planning skills, problem-solving and teamwork in the context of school and community projects.

### VCE VM PDS comprises four units:

- Healthy individuals
- Connecting with community
- Leadership and teamwork
- Community project

Through self-reflection, independent research, critical and creative thinking and collaborative action, students will extend their capacity to understand and connect with the world they live in, and build their potential to be resilient, capable citizens.

“

Some of the good things about VM are that we get to suggest ideas of what we want to learn and what kind of projects we want to be involved in. Some of the projects I've loved being involved in have been the Live FM radio podcast we did on gambling harm. That was really fun. And of course, the 7TH LAB, which is always a highlight on a Thursday lunchtime. – Makayla

### CAPABILITIES/COMPETENCIES

- > Collaboration and coordination skills
- > Presentation skills
- > Interpersonal skills
- > Civic awareness
- > Verbal communication
- > Written communication



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# VCE VOCATIONAL MAJOR



## WORK RELATED SKILLS

VCE Vocational Major Work Related Skills (WRS) explores the skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in planning a successful transition to their desired pathway.

### The study is made up of four units:

- Careers and learning for the future
- Workplace skills and capabilities
- Industrial relations, workplace environment and practice
- Portfolio preparation and presentation.

VCE VM Work Related Skills is focused on developing students into active and engaged citizens and future members of the workforce, with the ability to communicate effectively, advocate for themselves and be adaptable to change.

Students will have the opportunity to apply the knowledge and skills gained from this study through the experience of Structured Workplace Learning (SWL).

“ I really enjoy working in the 7TH LAB, because it's like working in a café. I'm getting better life skills. Working on the front desk, I'm doing the eftpos and customer service which I mightn't have had an opportunity to do if I wasn't doing VM. – **Emily** ”

### CAPABILITIES/COMPETENCIES

- > Collaboration and coordination skills
- > Presentation skills
- > Interpersonal skills
- > Civic awareness
- > Verbal communication
- > Written communication



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# VCE VOCATIONAL MAJOR

## NUMERACY



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

The mathematics involved includes number and quantity, measurement, shape, dimensions and directions, data and chance. This mathematical knowledge is applied to tasks which are part of the students' daily routines and practices like cooking, sport and travel, personal organisation matters involving money and time, and extends to the workplace and community.

The numeracy component of VCE Vocational Major is fulfilled by the successful completion of Foundation Mathematics Units 1 & 2.



Visit the VCE Section for full description of this subject

“

I like VM because you are able to share ideas with the class within a smaller group. I enjoy doing the projects and being creative when it comes to my school work. There is also really good support in the class room. – **Emma**

### CAPABILITIES/COMPETENCIES

- > Collaboration and coordination skills
- > Presentation skills
- > Interpersonal skills
- > Civic awareness
- > Verbal communication
- > Written communication





## GLOSSARY

### ACCELERATION

A student may apply to study a subject usually studied one year later.

### ATAR

Australian Tertiary Admissions Ranking. VCE 'score' used for selection into tertiary study.

### BLOCK CREDIT RECOGNITION

VET courses undertaken by students that are not included in the list of VCE VET studies can still contribute to the ATAR by block credit.

### EAL

English as an Additional Language. Criteria apply for this study.

### NMVC

Northern Metropolitan VET Cluster. Students at OLMC have access to VET studies through our local collection of schools and providers in the Northern suburbs.

### SENIOR PROGRAM VARIATION

If a student applies to study one less subject than is normal for that year, this is known as a Senior Program Variation.

### STUDY DESIGN

The study design is a curriculum document published by VCAA that outlines the content and assessment for that subject.

### SWL

Structured Workplace Learning is a work placement undertaken by some VET students that allows them to learn in the workplace and develop skills required by their program.

### VASS

The Victorian Assessment Software System is a web based system used to record all assessment for VCE and VCE VM students.

### VCAA

The Victorian Curriculum Assessment Authority determines the curriculum and assessment for all VCE studies.

### VCE

The Victorian Certificate of Education is the most common Year 12 certificate.

### VCE VM

The Victorian Certificate of Education Vocational Major is a Year 12 certificate that involves project-based learning.

### VET

Vocational Education and Training subjects are orientated towards a particular job or industry and are more hands-on in learning style. These can be studied at different levels such as Certificate II or III and provide a formal qualification for work.



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## GLOSSARY

### CAPABILITIES AND COMPETENCIES

#### CIVIC AWARENESS

Knowledge as to how a society is organised, the role of institutions and the factors that contribute to continuity and change in society.

#### COLLABORATION AND COORDINATION SKILLS

The ability to work effectively with others on a common task; taking actions which respect the needs and contributions of others; contributing to and accepting the consensus; negotiating with others to achieve the objectives of the team.

#### CREATIVITY

The generation of new and imaginative ideas. This may involve seeing the world in new ways, making connections between different ideas and concepts and generating solutions to problems.

#### CRITICAL THINKING

The skills and learning dispositions that support logical, strategic, flexible and adventurous thinking, including the ability to reflect and evaluate thinking processes in a range of settings.

#### CULTURAL AWARENESS

Exploring how spiritual, material, intellectual and emotional features of a society or social group influence the way a group or society operates, and enhancing understanding of one's own culture through identification of assumptions that may be misplaced.

#### ETHICAL AWARENESS

Exploring norms or rules that are thought desirable and how they may be applied to help in determining the rightness or wrongness of actions.

#### FINANCIAL LITERACY

The set of skills and knowledge that allows an individual to make informed and effective decisions with regard to financial resources.

#### INFORMATION LITERACY SKILLS

The skills needed to define, locate, select, organise, present and evaluate information for a variety of purposes.

#### INTERPERSONAL SKILLS

The ability to communicate and work effectively with others.

#### PERFORMANCE SKILLS

The elements required to convey meaning to audiences.

#### PRESENTATION SKILLS

The skills needed to deliver information in an effective and engaging manner to a variety of audiences.

#### PROBLEM SOLVING

The process of finding solutions to difficult or complex issues.

#### TECHNICAL SKILLS

The subject knowledge and skills required to accomplish specific tasks in a learning area.

#### VERBAL COMMUNICATION

The transmission of ideas and information through oral language.

#### VISUAL COMMUNICATION

The transmission of ideas and information using symbols and images.

#### WRITTEN COMMUNICATION

The transmission of ideas and information through writing.



YEAR 9 PROGRAM  
CAPABILITIES & COMPETENCIES



YEAR 10 PROGRAM  
CAPABILITIES & COMPETENCIES



VCE PROGRAM  
CAPABILITIES & COMPETENCIES



## GLOSSARY

### JOB CLUSTERS



#### THE ARTISANS

Manual tasks related to construction, production, maintenance or technical customer service.



#### THE CARERS

This cluster seeks to improve the mental or physical health and wellbeing of others, and includes medical, care and personal support services.



#### THE COORDINATORS

They work behind the scenes in administration or service tasks.



#### THE DESIGNERS

Professionals who use science, maths or design skills to construct or manage projects.



#### THE GENERATORS

Occupations that require a high level of interpersonal interaction, such as those you find in retail, sales, hospitality and entertainment.



#### THE INFORMERS

This cluster involves provision of information, business or education services.



#### THE TECHNOLOGISTS

Skilled workers with an understanding of and ability to manipulate digital technology.



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## YEAR 9 – CAPABILITIES & COMPETENCIES

SUBJECT	CIVIC AWARENESS	COLLABORATION & COORDINATION SKILLS	CREATIVITY	CRITICAL THINKING	CULTURAL AWARENESS	ETHICAL AWARENESS	FINANCIAL LITERACY	INFORMATION LITERACY SKILLS	INTERPERSONAL SKILLS	PERFORMANCE SKILLS	PRESENTATION SKILLS	PROBLEM SOLVING	TECHNICAL SKILLS	VERBAL COMMUNICATION	VISUAL COMMUNICATION	WRITTEN COMMUNICATION
Active Graphics			☑										☑		☑	
Art			☑										☑		☑	
Bits and Bytes								☑				☑	☑			
Contemporary Textiles			☑										☑		☑	
Dance – Just Dance			☑		☑					☑						
Drama – Dare to be Dramatic			☑						☑	☑						
Economics: Shop Smart							☑				☑	☑				
English		☑		☑	☑											
Food Studies			☑									☑	☑			
Geography: Food Security and Interconnections				☑							☑	☑				
Health and Physical Education		☑							☑					☑		
History: Rights and Freedoms	☑			☑				☑								
Horizon		☑	☑	☑		☑	☑	☑	☑		☑	☑		☑		
Humanities				☑				☑								☑
Languages – Fast Track French   Italian					☑									☑		☑
Languages – French					☑									☑		☑
Languages – Italian					☑									☑		☑
Languages – Japanese					☑									☑		☑
Mathematics – Mainstream or General				☑			☑					☑				
Mathematics: Brainstretching		☑		☑								☑				
Media – The Media and Me			☑										☑		☑	
Music Technology			☑						☑				☑			
Religious Education		☑			☑	☑										
Science				☑				☑					☑			



CAPABILITIES & COMPETENCIES DEFINITIONS





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Advanced Mathematics				☑			☑					☑				
Art			☑										☑		☑	
Civics – Citizens and the Law	☑			☑												☑
Civics – Enterprise and Innovation	☑						☑					☑				
Civics – Everyday Citizen	☑						☑					☑				
Civics – Power conflict identity	☑			☑												☑
Commerce				☑			☑					☑				
Computing								☑				☑	☑			
Designing Drama			☑							☑						
English			☑													☑
Fashion Sculpture			☑		☑										☑	
Food Production and Design			☑									☑	☑			
Food Studies				☑	☑	☑										
French					☑									☑		☑
Graphics			☑									☑			☑	
History World War II				☑				☑								☑
HPE – Coaching and Event Mangement		☑							☑					☑		
HPE – Health in our Community						☑			☑							☑
HPE – Movement and Physical Activity		☑							☑					☑		
HPE – Sport Science										☑				☑		☑
Italian					☑									☑		☑
Japanese					☑									☑		☑
Literature				☑	☑											☑
Live Production			☑						☑	☑						
Mainstream Mathematics				☑			☑					☑				
Media			☑		☑								☑			
Mind Body and Soul										☑				☑		☑
Music		☑	☑							☑						
Religious Education				☑	☑	☑										
Science				☑		☑						☑				
Year 10 General Mathematics				☑			☑					☑				



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## VCE PROGRAM – CAPABILITIES & COMPETENCIES

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Accounting				☑			☑					☑				
Art Creative Practice			☑	☑	☑										☑	
Biology				☑		☑										☑
Business Management		☑		☑												☑
Chemistry				☑								☑				☑
Drama		☑	☑							☑						
English				☑										☑		☑
English Language				☑	☑											☑
Environmental Science	☑			☑	☑							☑				
Food Studies				☑	☑	☑										
Foundation Mathematics							☑		☑							
French					☑									☑		☑
General Mathematics				☑			☑					☑				
Health and Human Development				☑		☑										☑
History				☑	☑											☑
Italian					☑	☑								☑		☑
Japanese Second Language					☑	☑								☑		☑
Legal Studies	☑			☑								☑				☑
Literature				☑	☑											☑
Mathematical Methods				☑								☑	☑			
Media			☑	☑									☑			
Music			☑						☑	☑						
Politics				☑				☑								☑
Physics				☑								☑				☑
Physical Education		☑		☑	☑											☑
Psychology				☑		☑										☑
Religion and Society Unit 1 & 2				☑	☑	☑										
Specialist Mathematics				☑								☑	☑			
Text and Traditions Unit 3 & 4				☑	☑											☑
Theatre Studies			☑							☑	☑					
VCE VET Health		☑							☑				☑			
VCE VET Sport and Recreation		☑							☑		☑					
VCE Vocational Major	☑	☑							☑		☑			☑		☑
Visual Communication and Design			☑									☑			☑	





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## EXPLORING OPTIONS

There are many resources available for students wanting to respond to that niggling question of **“What will I do next?”** Some of the best resources to support career and course exploration are included below for students and parents to explore.



### Australian Apprenticeships Pathways

A great resource with information and links to help with exploring and locating apprenticeship opportunities. Advice, support and personal stories are all available to research online. Useful for anyone interested in technical areas such as beauty, hospitality, early childhood or construction.

Welcome to  
Jobs and Skills  
Australia

### Jobs and Skills

Hosted by the Australian Government, this website provides data and statistics on a variety of occupations within Australia. National, statewide & local data is included as well as a quiz to consider career and industry options.



### Bullseye Career Targets

Available via the OLMC Careers Website, this interactive resource allows students to explore various professions connected with the subjects they like at school. With over 35 study areas to choose from, students can learn more about careers they did not know existed or didn't realise were connected to the subjects they enjoy. Careers are organised into rings dependent on the qualification level needed and job titles are hyper-linked to up-to-date and relevant information.



### Morrisby Profile

Incorporating globally endorsed psychometric assessments, the Morrisby Profile unpacks a student's aptitudes, interests, personality traits and work preference to allow for subject and career matching as well as access to hundreds of next-step resources. OLMC students will use their own login details and have continued access to their own Career-matching platform throughout their senior secondary school journey and beyond.



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## EXPLORING OPTIONS



### My Future Website

Recently revamped and funded by all Australian state governments, this resource allows students to learn about themselves, explore their options and apply their knowledge to career scenarios. The website includes a student section, a parent section and also a teacher section to allow all those engaged in the career exploration journey for themselves or their young people to get access to tools, tips and the information they need to inspire, navigate and make decisions.



### OLMC Careers Website

Designed specifically to support the needs of OLMC Students, this website is a wonderful starting point. Use the menu titles at the top of the homepage to find the information and links you will need on all topics Careers and Study-related: Work Placement, Tax File Numbers, Gap Years, Volunteering Opportunities, Course Search Options, Apprenticeship & Traineeship support, even a Parents Section. Students can login individually to the 'Student Area' to create their own e-Portfolio, undertake quizzes to support their future subject and career decisions and build a resume and cover letter.



### VTAC Website

Explore course options throughout Victoria. Particularly useful feature to explore courses based on Course Titles (Course Search) or based on VCE program (Prerequisite & Course Explorer). Also includes information about the application process for Victorian Courses.



### Your Career

This new resource supported by the Australian Government allows you to explore various professions, get insights into the job searching process and find out more about training and study options.



### Youth Central

Focused specifically on the needs and opportunities available to Victorian young people, this website offers a range of information and advice on issues like jobs, study, travel, money and events. Ways to get involved in activities and youth initiatives are also promoted. Some great samples and templates available as well as links to websites and organisations.



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