OLMC
Heidelberg

COURSE GUIDE 2026

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
- C — A Core subject
- E — An Elective subject
- FA — A Focus Area selection

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INTRODUCTION

COURAGE: *'EMBRACE LIFE RECOGNISING OUR STRENGTHS, LIMITATIONS & POSSIBILITIES'*

At OLMC students are encouraged and supported to achieve their potential and to strive for excellence in whichever field of endeavour they choose to pursue. We aim to prepare young people with the skills and confidence to enter the world with a deep desire to do their very best for themselves and their wider community.

The transition into the Senior School is an important one and marks the beginning of a significant phase for students. It is the start of a journey, a very personal journey for each student, as decisions about which courses of study to pursue are made. As with all journeys, some will have a final destination clearly identified and subject choices will be clear. For others, it may take some time to reach a point of certainty about which choices to make. A guiding principle is that students choose subjects that suit their strengths as well as future pathways.

When we consider the College value of courage, we seek to provide students with pathway choices which suits them best and will allow them to achieve their own personal goals. During this process students are provided with the opportunity to reflect on their individual interests and skills and engage in conversations about future pathways. Students will then create for themselves a learning program that celebrates and enriches their individual gifts, and challenges them to extend themselves to reach their capacity to flourish.

To meet the diverse needs and interests of students, the College offers a range of post-compulsory pathways. While many of our students will follow the pathway into a VCE program or VCE Vocational Major (VM), some will include a Vocational Education and Training (VET) component in their studies. The variety of subjects and program options for senior students at OLMC is something of which we are immensely proud as we do all we can to ensure each and every student is afforded the opportunity to develop their own interests and talents.

It is very important that this Course Guide is read carefully and that students seek out any additional information they require from teachers, Learning Leaders and Careers and Pathways Coordinators, in order to make an informed decision regarding their chosen pathway. Making well informed and carefully considered decisions is essential to ensure that students are able to achieve the best of their ability. When selecting subjects, it is important to consider subject choices as a two-year commitment, as this provides for a seamless transition between Year 11 and Year 12 and the ability to sustain continuity of learning over the course of study providing the most opportunity for success.

Our contemporary society is marked by rapid change, increasing complexity and growing choice, with the world of work evolving from one of predictability to one marked by constant change and reinvention. We are frequently informed that the careers of the future do not yet exist, and that most individuals will change career paths many times within their lifetime. In such a context, the best advice is for students to choose subjects they enjoy, have demonstrated aptitude for, and may be required for possible future pathways.

Joanna De Bono

Deputy Principal Learning and Innovation

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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 2026 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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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.

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CAPABILITIES & COMPETENCIES

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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

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

However, there are some VCE level subjects where preparation through completion of particular Year 10 subjects is highly recommended.

LEARNING AREA	YEAR 11 SUBJECT	YEAR 10 SUBJECT RECOMMENDED
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 2025 INTO YEAR 10 2026

2025 DATE	EVENT	DETAILS
THURSDAY 24 JULY	Year 9 Subject Selection Evening. A recording of this presentation will be made available via PAM and SIMON by 29 July.	Subject Information Presentation regarding subjects and pathways will be made available on SIMON/PAM
THURSDAY 30 JULY	Accelerated Study Applications due	Students to submit completed applications available in the Senior Course Guide ACCELERATED STUDIES FORM
THURSDAY 7 AUGUST	Accelerated Studies approvals and non-approvals	Students who have applied for an accelerated study will receive notification of approval or non-approval
FRIDAY 8 AUGUST	Web Preference Online Opens	Web Preferences opens for students to enter their subject preferences for 2026
WEDNESDAY 13 AUGUST	Web Preferences Online closes	Web Preferences closes

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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
Australian Democracy and Citizenship

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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Ⓔ 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.

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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SUMMARY OF YEAR 10 SUBJECTS OFFERED AT OLMC

LEARNING AREA	SUBJECT	CORE	ELECTIVE
DESIGN, ARTS & TECHNOLOGY	Art		✓
	Computing		✓
	Media		✓
	Fashion Sculpture		✓
	Food Studies		✓
	Food Production and Design		✓
	Visual Communication Design		✓
	VCE Food Studies		✓ A
	VCE Art Creative Practice		✓ A
ENGLISH	English	✓	
	Literature		✓
HEALTH & PHYSICAL EDUCATION	Health and Physical Education	✓	FA
	Mind, Body, Soul		✓
	VCE Health and Human Development		✓ A
	VCE Physical Education		✓ A
HUMANITIES	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
LANGUAGES	French		✓
	Italian		✓
	Japanese		✓
MATHEMATICS	Advanced Mathematics	✓	Select one
	General Mathematics	✓	Select one
	Mainstream Mathematics	✓	Select one
	VCE General Mathematics		✓ A
PERFORMING ARTS	Designing Drama		✓
	Live Production		✓
	Music		✓
RELIGIOUS EDUCATION	Religion Education	✓	
SCIENCE	Science	✓	
	VCE Biology (Unit 1)		✓ A
	VCE Environmental Science		✓ A
	VCE Psychology		✓ A
VET CERTIFICATES School-Based VET	VCE VET Health		✓ A
	VCE VET Sport and Recreation		✓ A

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

FA Refers to a Focus Area option

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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 demands 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 A 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 in like subjects at Year 9**
- **Predominately grades of C or above in other Year 9 subjects** (some students may have a small number of grades below C - in this case they are encouraged to still apply and an interview may be held to provide an opportunity for discussion)
- Ability to analyse and synthesise information (as demonstrated in analysis style assessment 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. Students may discuss their proposed academic program with their Pastoral Leader, and also speak with the Learning Leader and/or subject teacher of the subject they wish to study. These discussions should 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/guardians 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 Director of Learning and Teaching.

ACCELERATION STUDY APPLICATION FORM

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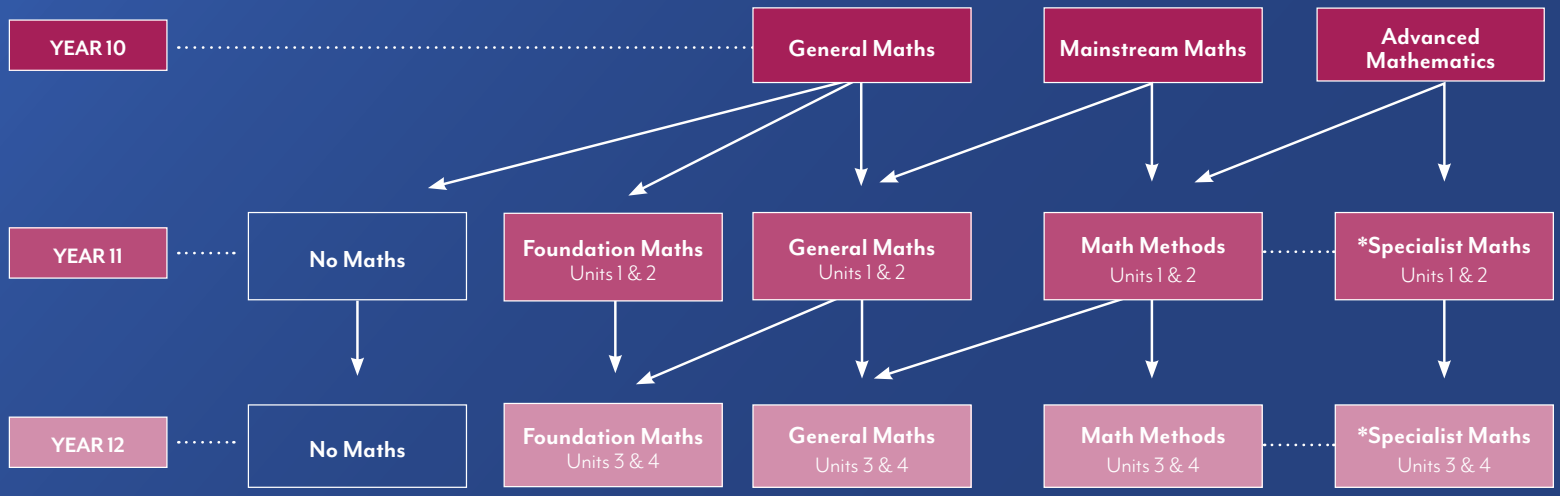
MATHS PATHWAYS

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 only wish to go on to **VCE General Mathematics or VCE Foundation Mathematics**
  It *does not* provide adequate preparation for **VCE Mathematical Methods or VCE Specialist Mathematics.**



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

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YEAR 10 STUDIES

DESIGN, ARTS AND TECHNOLOGY

- Art
- Computing
- Media
- Fashion Sculpture
- Food Studies
- Food Production and Design
- Visual Communication 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

PERFORMING ARTS

- Designing Drama
- Live Production
- Music

RELIGIOUS EDUCATION

- Religion Education

SCIENCE

- Science
- VCE Biology
- VCE Environmental Science
- VCE Psychology

VET CERTIFICATES

- VCE VET Health
- VCE VET Sport and Recreation

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

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DESIGN, ART AND TECHNOLOGY

ART (E)

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.

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

VISUAL COMMUNICATION DESIGN (E)

Year 10 VCD 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.

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

> 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 **VCD** as it is about how to create, communicate with or build something for people. It is really satisfying when you finish a production. – **Ava**

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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**

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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 (E)

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.

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

- Media
- Art Creative Practice

CAPABILITIES & COMPETENCIES

- Creativity
- Cultural Awareness
- Technical skills

> "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**

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FASHION SCULPTURE (E)

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.

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

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DESIGN, ART AND TECHNOLOGY

FOOD STUDIES (E)

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.

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

FOOD PRODUCTION AND DESIGN (E)

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.

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

- Food Studies

CAPABILITIES & COMPETENCIES

- Problem solving
- Technical skills
- Creativity

> "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**

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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 (C)

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.

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

> 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**

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.

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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HEALTH AND PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION (C)

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:

- (FA) COACHING AND EVENT MANAGEMENT
- (FA) HEALTH IN OUR COMMUNITY
- (FA) MOVEMENT AND PHYSICAL ACTIVITY
- (FA) SPORTS SCIENCE

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HEALTH AND PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION (FA)

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

> "**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**

HEALTH AND PHYSICAL EDUCATION (FA)

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 and gender inequality. Students will be given an opportunity during practical classes to explore lifelong physical activities.

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

- Health and Human Development
- VET Allied Health

CAPABILITIES & COMPETENCIES

- Ethical awareness
- Written communication
- Interpersonal skills

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HEALTH AND PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION (FA)

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.

> **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**

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 (FA)

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 works to create movement. They will learn how we convert food to produce energy for physical activity through energy system interplay in various sporting situations.

Additionally, students will use technology, 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:

- Physical Education
- VET Sport and Recreation

CAPABILITIES & COMPETENCIES

- Verbal communication
- Written communication
- Performance skills

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HEALTH AND PHYSICAL EDUCATION

MIND, BODY AND SOUL (E)

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, respiratory and musculoskeletal systems and explore the physiological responses that during physical activity. Students will also explore a range of illegal and legal strategies to enhance performance.

Students will use life experience and research of a professional athlete to explore the influences of athletic identify and self identify on personal development through physical activity. Students will embark on their own journey of self change using the SMART goal framework.

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 (E)

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 Australia's youth. 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 take a broad, multidimensional approach to Health and Wellbeing. 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 (E)

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

VCE Physical Education Unit 1 explores the human body in motion, focusing on how the musculoskeletal and cardiorespiratory systems work together to produce movement and respond to physical activity at various intensities. Students investigate the structures and functions of these systems, analyse their interactions during movement, and consider potential injuries and conditions, along with strategies for prevention and management. The course also delves into use of permitted and prohibited performance-enhancing substances and methods.

Unit 2 shifts focus to physical activity, sport, and exercise from a participatory perspective, examining their role in healthy lifestyles and exploring sociocultural influences on engagement across different populations. Students investigate the benefits of physical activity, the risks of inactivity, and methods for assessing activity levels against guidelines. Contemporary issues are explored including: access, inclusion, participation, and performance in physical activity and sport at various levels, encouraging students to analyse these issues, participate in related movement experiences, and consider historical, current, and future implications.

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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HUMANITIES

CIVICS (C)

AUSTRALIAN DEMOCRACY AND CITIZENSHIP

This final compulsory unit of core Humanities explores the concept of Australia as a representative democracy and your role as an active citizen. We will unpack the way in which our country runs. Through understanding the operation of our system of government, we will discuss the power of your citizenship and uncover the path to informed voting. You will learn about the key elements of Australian power and examine the importance of your vote in this democracy. We will compare Australia's freedoms and rights with that of the global community and start to understand the role of our constitution.

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:

- (FA) CITIZENS AND THE LAW
- (FA) ENTERPRISE AND INNOVATION
- (FA) EVERYDAY CITIZEN
- (FA) GLOBAL POWER AND CONFLICT

> "**Civics** helped with my understanding of the 2025 election - I thought the part about democracy might not be interesting, but it's great to compare our democracy to the rest of the world. - **Sienna**

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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 bout 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 21st 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

> I have thoroughly enjoyed **Citizens and the Law** this year. The content I have learnt is interesting and has expanded my knowledge on the legal system. I would recommend this subject for people who would like to learn more about law, or who are considering VCE Legal Studies, as it is a perfect pathway towards it. - **Ava**

Enterprise and Innovation has been interesting because it has inspired my creative thinking. The business side gives a fresh perspective on this type of learning and how it might benefit you in the real world. It can be applied to future life. Working in groups and preparing for Market Day is great and so practical. - **Eva**

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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

> 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**

> I found **Global Power and Conflict** to be really eye-opening. You get to find out what is really going on around the world, and what is going on behind the scenes. The information is always really interesting and you get to learn how other governments work. I recommend this subject to those who are interested in the workings of parliaments and the happenings between countries and politicians around the world. - **Charlotte**

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

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COMMERCE (E)

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 (E)

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 understanding of how the economy works, especially through supply and demand and economic players. The ASX Sharemarket Game was a fun highlight, and if you enjoyed Year 9 Economics, you'll love this subject. It's a great intro to business and economic thinking. – **Emily**

History World War II really helped me understand the world of today. I hadn't realised all the different aspects of this war and how Australia was involved. It was so interesting to learn about all the events that occurred in Europe in the lead up to the outbreak of war. I would recommend this subject to students who like learning about our past and how it shapes us now. - **Olivia**

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VCE ACCOUNTING (E)

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:

- Accounting
- Business Management

CAPABILITIES & COMPETENCIES

- Problem solving
- Critical thinking
- Financial literacy

VCE BUSINESS MANAGEMENT (E)

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
- Business Management

CAPABILITIES & COMPETENCIES

- Written communication
- Critical thinking
- Collaboration and coordination skill

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HUMANITIES

VCE HISTORY: EMPIRES (E)

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 (E)

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. Unit 1 focuses on criminal law, while Unit 2 explores 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

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LANGUAGES

FRENCH (E)

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 (E)

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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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:

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MATHEMATICS

YEAR 10 GENERAL MATHEMATICS (C)

Year 10 General Mathematics provides students with preparation to study VCE General Mathematics or VCE Foundation Mathematics in Years 11 and 12. This subject does not give adequate preparation for the study of VCE Mathematical Methods or VCE 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)

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

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

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

- VCE 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:

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PERFORMING ARTS

DESIGNING DRAMA (E)

Year 10 Drama is a highly practical performance based subject and focuses on the performance styles of eclectic theatre and contemporary drama practices. 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 (E)

This course covers many facets of the theatre production industry, such as: staging, lighting, make-up, set production, properties, occupational health and safety, ushering, 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

“ **Drama** allowed and encouraged me to really build on my creativity, self confidence, presentational skills whilst also allowing me to take risks and have so much fun! - **Jasmine**

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**

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PERFORMING ARTS

MUSIC (E)

This course is designed to cater to all levels of musical experience – from complete beginners to advanced performers. It provides students with the opportunity to explore and develop essential performance skills on their chosen instrument or voice.

In the first unit of work, students will investigate how music has been created across different historical periods and how these techniques can be applied to compose original works and perform pieces for a specific purpose or theme. Students will contribute to the selection of this theme through class discussion and collaboration. Students will engage in a range of listening, analysis, performing and composing activities.

In the second term, students will examine how music is used in film and television. They will explore the techniques used to influence emotions, create atmosphere, and shape audience perspectives.

A foundation in music theory and musicianship will be introduced, along with the use of emerging technologies currently shaping the music industry.

The course allows students to specialise in solo or group performance, or to focus on composing and arranging music. Students can elect to present two performance and one composition or two compositions and one performance throughout the course.

Assessment includes:

- Solo and/or group performances
- Composition and arrangement tasks
- Classwork and participation
- End-of-semester examination

This subject serves as an ideal introduction to VCE Music. No prior experience with a musical instrument is required.

> **Music** is a class where you can express yourself and appreciate the talents of your peers. - **Alissa**

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

> Music Inquiry

CAPABILITIES & COMPETENCIES

> Creativity
> Performance skills
> Collaboration and Coordination Skills

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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

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SCIENCE

SCIENCE (C)

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.

> "Learning **Science** has been a great experience. Exploring chemistry and genetics has helped me understand how the world works. I really enjoyed discovering how these areas connect. It's made me more curious, and I can see how this sets us up really well for studying science in VCE. - **Isabella**

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 (E)

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

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SCIENCE

VCE UNIT 1 BIOLOGY (E)

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.

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

> Biology

CAPABILITIES & COMPETENCIES

> Critical thinking
> Problem Solving
> Ethical awareness

VCE PSYCHOLOGY (E)

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 which makes it relevant to many fields of study, including education, communication, business and law as well as science disciplines. The subject incorporates the scientific study of human behaviour through biological, psychological and social perspectives and the application of this knowledge to circumstances in everyday life. It also emphasises the nature of scientific investigations in Psychology.

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

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

> Psychology

CAPABILITIES & COMPETENCIES

> Critical thinking
> Information literacy skills
> Written Communication

> Taking **Unit 1 Biology** in Year 10 is a great way to get ahead if you're passionate about science. It covers a lot of content, so staying organised is important, but it's an interesting subject if you're curious about how living things function. - **Keira**

Psychology is certainly a point of difference from most subjects, the content keeps you engaged as it is super interesting and puts meaningful context to everyday life. - **Gracie**

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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.

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

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

CAPABILITIES & COMPETENCIES

- 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.

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

- Physical Education

CAPABILITIES & COMPETENCIES

- Collaboration and coordination skills
- Presentation skills
- Interpersonal skills

VCAA VET

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SENIOR PATHWAYS

SENIOR PROGRAMS: VCE AND VCE VM

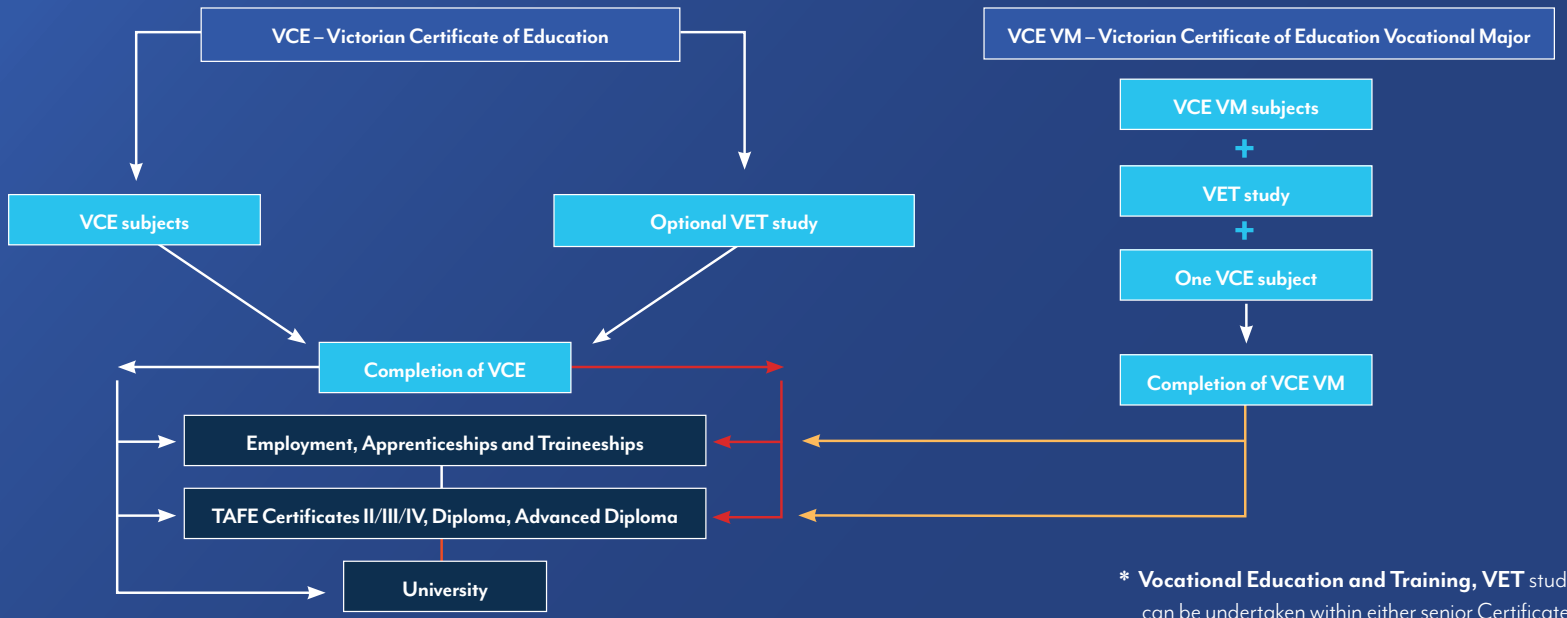
In Victoria, there are two senior certificates students may choose between. Both are available at OLMC. Students are encouraged to carefully consider both programs to select the pathway best suited to their current skills and future aspirations.

- 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 an applied learning focus. 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 La Trobe 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*



*** Vocational Education and Training, VET** studies can be undertaken within either senior Certificate.

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.

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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
TYPICAL NUMBER OF UNITS EACH SEMESTER	Six plus Unit 1 Religion and Society	Five plus Unit 2 Religion and Society
COMPULSORY RELIGIOUS EDUCATION	Unit 1 Religion and Society	Unit 2 Religion and Society
WHAT ELSE MUST I INCLUDE?	An English study: English, EAL, English Language or Literature	A minimum of four Unit 3 & 4 sequences including one sequence from English studies
ASSESSMENT	School-assessed coursework for Units 1 & 2. Grades provided on reports	School-assessed coursework and externally assessed exams for Units 3 & 4
CAN I CHANGE SUBJECTS?	Students may change a Unit 1, or 3 study **no later than within the first two weeks of the study** 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

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TYPICAL PROGRAMS

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

POSSIBLE PROGRAMS	YEAR 11	YEAR 12
STANDARD PROGRAM	Unit 1 RE Six Unit 1 & 2 studies	Unit 2 RE Five Unit 3 & 4 studies
ACCELERATION AT YEAR 11	Unit 1 RE Five Unit 1 & 2 studies One Unit 3 & 4 study **or** Unit 3 & 4 VCE VET study	Unit 2 RE Five Unit 3 & 4 studies
ACCELERATION AT YEAR 11	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
VET STUDIES	Unit 1 RE Five Unit 1 & 2 studies One VCE VET study	Unit 2 RE Four Unit 3 & 4 studies One VCE VET study
EXTERNAL STUDIES **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
EXTERNAL STUDIES ACCELERATED **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

VCE UNITS SUMMARY > SENIOR PROGRAMS > VCE TIMELINE

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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.

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.

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.

VICTORIAN SCHOOL OF LANGUAGES

VIRTUAL SCHOOL VICTORIA

VCAA ELIGIBILITY FOR LANGUAGE STUDY

VCAA EXTENSION STUDIES

VCAA VET STUDIES

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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:

- **Predominately grades of As and Bs in like subjects at Year 10**
- **Predominately grades of C or above in other Year 10 subjects** (some students may have a small number of grades below C - in this case they are encouraged to still apply and an interview may be held to provide an opportunity for discussion)
- Ability to analyse and synthesise information (as demonstrated in analysis style assessment 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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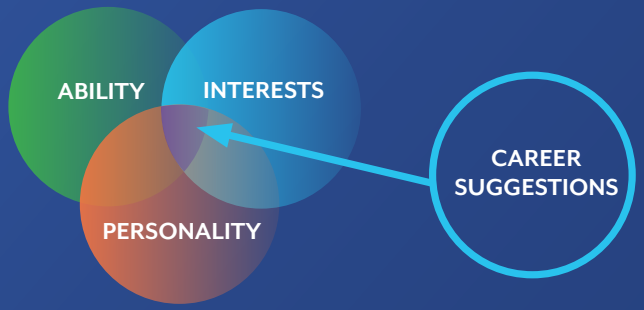
MORRISBY PROFILE

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, which is 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

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SENIOR SUBJECT SELECTION

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

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VCE SUBJECT SELECTION PROCESS

SUBJECT SELECTION TIMELINE

YEAR 10 2025 INTO YEAR 11 2026

2025 DATE	EVENT	DETAILS
TUESDAY 1 JULY	Year 10 Subject Selection Evening for Parents and Guardians of Year 11 2026 – VCE and VCE VM students	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 2 JULY - FRIDAY 4 JULY	Subject selection program	The three-day program includes understanding Morrisby testing, Pathways planning and sessions on VCE, VCE VM, VET and Acceleration
MONDAY 21 JULY	Accelerated Studies applications are due	Students to submit completed application available here **ACCELERATED STUDIES FORM**
MONDAY 28 JULY	Subject Expo	Current Year 10 students and parents can access subject information on VCE, VCE VM and VET presented by teachers and students
WEDNESDAY 30 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
THURSDAY 1 AUGUST	Web Preference Online opens	Web Preferences opens for students to enter their subject preferences for 2026
WEDNESDAY 6 AUGUST	Web Preferences Online closes	Web Preferences close
WEDNESDAY 6 AUGUST	VCE VM and External VET Course applications are due	Students to submit completed application available here **VCE VM APPLICATION FORM** **EXTERNAL VET APPLICATION FORM**

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VCE SUBJECT SELECTION PROCESS

SUBJECT SELECTION TIMELINE

YEAR 11 2025 TO YEAR 12 2026

2025 DATE	EVENT	DETAILS
FRIDAY 25 JULY	Web Preferences Online opens	Web Preferences open for Year 11 students to enter their subject preferences for 2026
THURSDAY 31 JULY	Web Preferences online closes	Web Preferences closes
THURSDAY 31 JULY	External VET Course re-enrollment forms are due	Students to submit completed form available here EXTERNAL VET RE-ENROLLMENT FORM

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VCE SUBJECT SELECTION PROCESS

CHOOSING A VCE PROGRAM

Students can seek support in their decision making by:

- Attending the Subject Expo where you can talk with 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 their One-on-One Year 11 Planning Appointment in Term 3.

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 2026)

VTAC YEAR 11 GUIDE (YEAR 12 2026)

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VCE SUBJECT SELECTION PROCESS

SUMMARY OF VCE UNITS AT OLMC IN 2026

YEAR 10 2025 INTO YEAR 11 2026

LEARNING AREA	SUBJECT	UNIT 1	UNIT 2	UNITS 3 & 4
DESIGN, ARTS & TECHNOLOGY	Food Studies	✓	✓	✓ A
	Media	✓	✓	✓
	Art Creative Practice	✓	✓	✓ A
	Visual Communication Design	✓	✓	✓
ENGLISH	English	✓	✓	✓
	English Language	✓	✓	✓
	Literature	✓	✓	✓
HEALTH & PHYSICAL EDUCATION	Health and Human Development	✓	✓	✓ A
	Physical Education	✓	✓	✓ A
HUMANITIES	Accounting	✓	✓	✓ A
	Business Management	✓	✓	✓ A
	Politics	✓	✓	✓
	History: Global Empires	✓	✓	
	History: Revolutions			✓ A
	Legal Studies	✓	✓	✓ A
LANGUAGES	French	✓	✓	✓
	Italian	✓	✓	✓
	Japanese Second Language	✓	✓	✓

LEARNING AREA	SUBJECT	UNIT 1	UNIT 2	UNITS 3 & 4
MATHEMATICS	Foundation Mathematics	✓	✓	✓
	General Mathematics	✓	✓	✓ A
	Mathematical Methods	✓	✓	✓
	Specialist Mathematics	✓	✓	✓
PERFORMING ARTS	Drama	✓	✓	✓ A
	Music	✓	✓	✓
	Theatre Studies			✓ A
RELIGIOUS EDUCATION	Religion and Society	✓	✓	
	Texts and Traditions			✓ A
SCIENCE	Biology	✓	✓	✓ A
	Chemistry	✓	✓	✓
	Environmental Science	✓	✓	
	Physics	✓	✓	✓
	Psychology	✓	✓	✓ A
VET CERTIFICATES School-Based VET	VCE VET Health	✓	✓	✓
	VCE VET Sport and Recreation	✓	✓	✓

A 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 may discuss their proposed academic program with their Pastoral Leader or a Careers Coordinator, and also speak with the Learning Leader and/or subject teacher of the subject they wish to study. These discussions should 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 Director of Learning and Teaching.

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

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

VCE PROGRAM CAPABILITIES & COMPETENCIES

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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, focusing on commercial food production industries, as well as 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.

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 in 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.

> 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**

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

- Health and Human Development

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

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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.

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.

> "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**

DAT OLMC INSTAGRAM

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

- Art Creative Practice

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

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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.

"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**

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%**

JOB CLUSTERS

THE ARTISANS

THE DESIGNERS

CAPABILITIES/COMPETENCIES

> Creativity
> Visual Communication
> Cultural awareness

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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 and 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.

JOB CLUSTERS

- THE DESIGNERS
- THE ARTISANS
- THE TECHNOLOGISTS

> **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**

DAT OLMC INSTAGRAM

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%**

CAPABILITIES/COMPETENCIES

- Visual communication
- Creativity
- Problem Solving

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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

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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 as babies and children 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.

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.

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

> 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**

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

- English
- Politics
- Psychology
- Literature

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

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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.

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.

The course then moves to creative writing and the opportunity for students to craft their own narratives.

> 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**

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

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

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

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HEALTH AND PHYSICAL EDUCATION

HEALTH AND HUMAN DEVELOPMENT

UNIT 1 & 2

In Unit 1, students explore health and wellbeing as a concept with varied perspectives and definitions. They also explore the fundamental conditions required for health as stated by the World Health Organisation (WHO), which provide a social justice lens for exploring health inequities. Students identify perspectives relating to health and wellbeing, including among Aboriginal and Torres Strait Islander Peoples

In Unit 2, students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. Students examine adulthood as a time of increasing independence and responsibility, possible considerations of parenthood and management of health-related milestones. Students explore health literacy through an investigation of the Australian healthcare system, and the challenges and opportunities presented by digital media.

UNIT 3 & 4

In Unit 3, students explore health and wellbeing, and illness as complex, dynamic and subjective concepts. They reflect on both the universality of public health goals and the increasing influence of global conditions on Australians. Students look at different approaches to public health over time, with an emphasis on changes and strategies that have succeeded in improving health outcomes.

In Unit 4, students explore similarities and differences in health status and human development in low-, middle- and high-income countries, including Australia. They investigate a range of factors that contribute to health inequalities and study the concepts of sustainability and the Human Development Index to further their understanding of health and human development in a global context.

JOB CLUSTERS

- THE INFORMERS
- THE CARERS
- THE GENERATORS

> **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**

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

- Food Studies
- VET Allied Health

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
- Ethical awareness
- Critical thinking

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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 consider the ethical implications of using permitted and prohibited practices to improve the performance of the body systems.

In Unit 2, students explore the role that physical activity and sedentary behaviour plays in their own health and wellbeing, as well as in other population groups and contexts. 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.

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. Students consider the cardiovascular, respiratory and muscular systems and investigate the characteristics and interplay of the 3 energy systems for performance during physical activity, sport and exercise.

In Unit 4, students assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity. Students 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.

> **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**

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

- VET Allied Health
- VET Sport and Recreation

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

- Collaboration and coordination skills
- Written communication
- Critical thinking

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HUMANITIES

ACCOUNTING

UNIT 1 & 2

It figures that you might be interested in Accounting!

In the words of an ex-OLMC Accounting student, "it isn't just about working with numbers. It's about delving into the heart of businesses, understanding their inner workings and unravelling their stories." (Molly, 2024)

As a student of Accounting, you will learn about the design and management of an accounting system, and how it records and makes sense of financial data.

And more than this, you will dive into the ethical decisions that an accountant may confront regarding finance, business and the entire world of fiscal information!

If you are ready for the challenge of Accounting, you might consider Unit 1 where we study service businesses and what makes a business successful, and Unit 2, where we explore accounting for trading businesses, such as a jewellery store.

Problem-solving students will really enjoy Accounting. Even though numerical data is at the heart of the study, you only require simple mathematical ability.

UNIT 3 & 4

If you're ready to take that next step in the world of double-entry journals, accounting equations and inventory cards, then Units 3 and 4 Accounting might be for you.

Imagine applying these processes in a digital world, where students will explore the need to accurately and ethically record transactions. Accounting reports are devised and generated with a view to helping small businesses make sound financial decisions and grow as a result.

And that's only Unit 3!

In addition, we will explore balance day adjustments, where budgeting and financial and non financial information is used to evaluate the performance of a business. Unit 4 allows us to develop a blend of Accounting knowledge and skills that will multiply our chances of understanding strategies used by businesses to improve.

> **Accounting** has allowed me to understand how businesses track income and expenses, manage cash flow, and make informed financial decisions. It has very quickly become my favourite subject as it lays a solid foundation for a future in business, finance, or even just managing personal finances better in the future. I would highly recommend this subject to students who enjoy organisation and logical thinking! - **Hanna**

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

- Business Management
- Legal Studies

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 TECHNOLOGISTS

CAPABILITIES/COMPETENCIES

- Problem solving
- Critical thinking
- Financial literacy

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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.

> Studying **Business Management** is a great way to understand how real businesses operate and make decisions. I enjoyed learning how entrepreneurs turn ideas into successful businesses. I would highly recommend this subject to those interested in learning about the internal and external business environment, as well as what's involved in creating and managing your own business. - **Bella**

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

- Accounting
- Legal Studies

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 GENERATORS
- THE TECHNOLOGISTS

CAPABILITIES/COMPETENCIES

- Written communication
- Critical thinking
- Collaboration and coordination skills

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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.

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 might be resolved. As an OLMC Politics alumni once said, 'this subject should be compulsory for every student!'

Unit 3 Area of Study 1 will investigate an issue that poses challenges to the global community, while Area of Study 2 will involve examining a contemporary humanitarian crisis from the area of human rights. 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.

> I enjoy **Politics** because it gives us a chance to discuss current events and go deeper into the stories we see on the news and social media. Politics is not only enjoyable but also gives us valuable information that we can take into our everyday lives as well as other classes (especially our Humanities and English subjects.) I would recommend Politics to anyone who has an interest in world events, as well as anyone who enjoyed Civics subjects in previous years. - **Lucy**

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

- History

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 GENERATORS
- THE CARERS

CAPABILITIES/COMPETENCIES

- Critical thinking
- Information Research Skills
- Written Communication

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HUMANITIES

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!

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!

> I really love **History** as I find it really interesting to learn about the the past and how events have shaped the world we currently live in today. I also find that learning about the history of countries helps me understand current world events and why they occur. I find it fascinating how history is always repeating itself and how something that took place hundreds of years ago continues to affect the world today.
> **- Erica**

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

- Politics

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

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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. Unit 1 focuses on criminal law, while Unit 2 explores 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.

> **Legal Studies** is a thought-provoking subject that offers deep insight into the complexities of the Australian legal system. I really enjoy learning about rights, courts, and key legal principles, and applying them in real-life cases. This subject has strengthened my analytical and evaluation skills and provides a great foundation for anyone considering law, criminology, or other related fields.
> **- Maddie**

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

- Business Management

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

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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**

CONTRIBUTIONS TO THE STUDY SCORE

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

JOB CLUSTERS

- THE INFORMERS
- THE GENERATORS

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**

CONTRIBUTIONS TO THE STUDY SCORE

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

JOB CLUSTERS

- THE INFORMERS
- THE GENERATORS

CAPABILITIES/COMPETENCIES

- Cultural awareness
- Verbal communication
- Written communication

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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.

> 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**

JOB CLUSTERS

- THE INFORMERS
- THE GENERATORS

CONTRIBUTIONS TO THE STUDY SCORE

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

CAPABILITIES/COMPETENCIES

- Cultural awareness
- Verbal communication
- Written communication

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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 Foundation Maths or Units 1 & 2 General Maths.

JOB CLUSTERS

- THE GENERATORS
- THE CARERS

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

> 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**

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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 should have studied Year 10 General Mathematics or Year 10 Mainstream Mathematics.

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 should have studied General Mathematics Units 1 & 2 or Mathematical Methods Units 1 & 2.

CONTRIBUTIONS TO THE STUDY SCORE

- Units 3&4 school-assessed coursework: **40%**
- 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**

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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 should have studied Year 10 Mainstream Mathematics or Advanced Mathematics.

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 should 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

- Units 3&4 school-assessed coursework: **40%**
- 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**

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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 should also study Mathematical Methods Units 1 & 2 and should have studied Year 10 Mainstream Mathematics.

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 should 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

- Units 3&4 school-assessed coursework: **40%**
- 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**

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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 contemporary drama practices. 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.

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.

> **Drama** is a practical, engaging, and of course a very fun subject that offers opportunities to work in a collaborative environment. You get to explore creativity through acting, and there are many chances to experience and be inspired by watching professional theatre shows firsthand. It's a great way to build confidence and teamwork skills while having fun with like-minded people. - **Jazz and Frazz**

TOP ACTS IN THE PERFORMING ARTS

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

- Theatre Studies

CONTRIBUTIONS TO THE STUDY SCORE

- Units 3&4 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

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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&4 School-assessed coursework: **35%**
- 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

> **Music** is a inclusive safe space where you can explore your creativity through composition, performance and Analysis in an area of music you are passionate about. - **Magdalen**

TOP ACTS IN THE PERFORMING ARTS

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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.

"Being a 3/4 **Theatre Studies** student and being given the creative licence to direct a performance of CLUE was truly one of the most rewarding experiences. Seeing not only yours but your peers hard work and dedication come together, is such an amazing feeling and one of immense pride. I would highly recommend theatre too all those considering it! - **Molly**

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

> Drama

CONTRIBUTIONS TO THE STUDY SCORE

> Units 3 & 4 school-assessed coursework: **45%**
> Monologue examination: **25%**
> End of year written examination: **30%**

JOB CLUSTERS

- THE DESIGNERS
- THE ARTISANS
- THE GENERATORS

CAPABILITIES/COMPETENCIES

> Performance skills
> Creativity
> Presentation skills

TOP ACTS IN THE PERFORMING ARTS

VCE UNITS SUMMARY > SENIOR PROGRAMS > VCE TIMELINE

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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**

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 COORDINATORS
- THE INFORMERS
- THE CARERS

CAPABILITIES/COMPETENCIES

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

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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.

> **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 about connecting ideas and seeing how the theory relates to real-world challenges like disease and environmental issues. - **Jasmine**

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

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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 a subject that you definitely have to work at, but it is very interesting as you can apply the knowledge to life outside of school, and it is connected to many other subjects. I recommend doing Chemistry, especially if you enjoy learning about how reactions occur and how substances interact.
> **- Elizabeth**

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%**

JOB CLUSTERS

- THE DESIGNERS
- THE ARTISANS
- THE CARERS

CAPABILITIES/COMPETENCIES

- Critical thinking
- Written communication
- Problem solving

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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.

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 2026, but the intention is to offer it in 2027

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
- Problem solving
- Civic engagement

JOB CLUSTERS

- THE DESIGNERS
- THE INFORMERS
- THE CARERS

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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

- THE DESIGNERS
- THE INFORMERS
- THE CARERS

CAPABILITIES/COMPETENCIES

- Critical thinking
- Written communication
- Problem solving

> Unit 1 **Physics** is a great choice if you're curious about how the world works, especially forces, motion, and energy, and you're ready for a subject that combines theory with practical experiments. - **Tessia**

Physics trains you to think logically and solve problems, which is useful no matter what career you go into.
- **Jemma**

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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.

> **Psychology** is interesting because it combines aspects of science with understanding how people behave in real life, it is different than most subjects I had done before and puts the human mind at the centre of learning. - **Mikayla**

Personally I enjoy **Psychology**, if you are interested in learning about the brain and human behaviours then you should enjoy the class. If I had to say one other thing I would say there is a lot of content that you need to remember and I would recommend attending every class. - **Gemma**

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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HEALTH AND PHYSICAL EDUCATION

VCE VET Health

VCE VET Sport and Recreation

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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

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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 units from and the Certificate III in Allied Health Assistance provides an opportunity to explore a 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.

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 competency in most of the certificate resulting in partial completion.

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.

JOB CLUSTERS

- THE CARERS
- THE COORDINATORS
- THE GENERATORS

> “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**

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%**

CAPABILITIES/COMPETENCIES

- Collaboration and coordination skills
- Interpersonal skills
- Technical skills

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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.

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.

> 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**

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

- Physical Education

CONTRIBUTIONS TO THE STUDY SCORE

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

JOB CLUSTERS

- THE CARERS
- THE INFORMERS
- THE GENERATORS

CAPABILITIES/COMPETENCIES

- Collaboration and coordination skills
- Presentation skills
- Interpersonal skills

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THE 7TH LAB

VCE VOCATIONAL MAJOR

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VCE VOCATIONAL MAJOR

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- VCE VM LITERACY
- VCE VM PERSONAL DEVELOPMENT SKILLS
- VCE VM WORK RELATED SKILLS
- VCE VM NUMERACY

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VCE VOCATIONAL MAJOR

The VCE Vocational Major (VCE VM) is a two-year vocational and applied learning program that enables successful transition into further education and training, apprenticeships, traineeships, or directly into employment. It is suited to students who consider that they have a clear vocational pathway, and prefer applied 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:** • Units 1&2 VCE VM Literacy • Units 1&2 VCE Foundation Mathematics • Units 1&2 VCE VM Work Related Skills • Units 1&2 VCE VM Personal Development Skills • Religious Education • Units 1&2 VCE elective subject
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:** • Units 3&4 VCE VM Literacy • Units 3&4 VCE VM Work Related Skills • Units 3&4 VCE VM Personal Development Skills • Religious Education • Units 3&4 VCE elective subject
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.

VCE VM APPLICATION FORM

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, applying real-life skills to assist them in preparing for further study or joining the workforce in their chosen field.

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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.

> I like the **VCE Vocational Major** because it's hands-on and practical. It feels more engaging since I'm learning real-world skills that I can directly apply, especially in areas I'm highly interested in, like business and marketing.
>
> One of the best things about **VCE VM** is the real-life skills we get to develop. We're not just learning theory; we're actually putting it into practice, which makes the learning more valuable to me. **VCE VM** has given me the chance to come out of my shell and actually use the leadership skills I've always had. I'm definitely happy I made the move - it's made school feel meaningful again, and it's helping me build skills I'll actually use in my future career in real estate. - **Lola**

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.

"I think **VCE Vocational Major** caters more to my learning style because of the different subjects that we do, like Work Related Skills and Personal Development Skills. They're practical subjects and they teach us things that we might need in real life. - **Ella**

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).

> The **VCE Vocational Major** has given me the chance to explore my future career path by doing work placement in Year 11 and has made me feel sure about what I want to do at the end of Year 12. THE 7TH LAB cafe involves a lot of teamwork, communication and responsibility, and it's helped me grow in both confidence and practical skills. I like VCE VM due to the hands-on and practical learning which is connected to the real world and the career path I am interested in.
> **- Harriet**

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

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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 with an applied learning focus.

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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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

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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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YEAR 10 PROGRAM – CAPABILITIES & COMPETENCIES

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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					✓									✓		✓
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				✓		✓						✓				
Visual Communication Design			✓									✓			✓	
Year 10 General Mathematics				✓			✓					✓				

CAPABILITIES & COMPETENCIES DEFINITIONS

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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			✓									✓			✓	

CAPABILITIES & COMPETENCIES DEFINITIONS

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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.

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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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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