The background of the cover features a collage of images. On the left, a student is writing in a notebook, overlaid with a blue geometric shape. On the right, a close-up of a smiling female student playing a violin. The bottom of the cover has a red banner.

# COURSE GUIDE 2021

Senior Programs

[HOME](#)[OVERVIEW](#)[THE YEAR 10 PROGRAM](#)[YEAR 10 STUDIES](#)[SENIOR PATHWAYS](#)[SENIOR SUBJECT SELECTION](#)[VCE STUDIES](#)[VET STUDIES](#)[VCAL PROGRAM](#)[GLOSSARY](#)[OLMC CONTACTS](#)

## 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 links 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



A Core subject



An Elective subject



A VET Taster subject



A Focus Area selection



[HOME](#)

[OVERVIEW](#)

[THE YEAR 10 PROGRAM](#)

[YEAR 10 STUDIES](#)

[SENIOR PATHWAYS](#)

[SENIOR SUBJECT SELECTION](#)

[VCE STUDIES](#)

[VET STUDIES](#)

[VCAL PROGRAM](#)

[GLOSSARY](#)

[OLMC CONTACTS](#)

## HOME

### OVERVIEW

[Introduction](#)

[Capabilities and Competencies](#)

### THE YEAR 10 PROGRAM

[Subject selection process](#)

[Subject selection timeline](#)

[Choosing a Year 10 Program](#)

[Summary of Year 10 Subjects at OLMC](#)

[Accelerated Studies](#)

[Process for acceleration](#)

[Maths pathways](#)

[Subject Selection planner](#)

[Acceleration application form for Year 10](#)

### YEAR 10 STUDIES

[Subject index by Learning Area](#)

### SENIOR PATHWAYS

[Senior Programs: VCE and VCAL](#)

[VCE: The Victorian Certificate of Education](#)

[Typical programs](#)

[External studies](#)

[Acceleration](#)

### SENIOR SUBJECT SELECTION PROCESS

[Subject selection timeline](#)

[Choosing a VCE Program](#)

[Summary of VCE Units at OLMC](#)

[Applying for an Accelerated Study](#)

[Acceleration application form for Year 11](#)

[VET application form](#)

[Subject Selection planner](#)

### VCE STUDIES

[Subject index by Learning Area](#)

### VET STUDIES

[VET studies at OLMC](#)

[Access to VET studies](#)

[Structured Workplace Learning](#)

### VCAL PROGRAM

[VCAL at OLMC](#)

[The Victorian Certificate of Applied Learning](#)

[VCAL: Literacy Strand](#)

[VCAL: Numeracy Strand](#)

[VCAL: Personal Development Skills Strand](#)

[VCAL: Work Related Skills Strand](#)

[YEAR 10 PROGRAM Capabilities & Competencies](#)

[VCE PROGRAM Capabilities & Competencies](#)

### GLOSSARY

### OLMC CONTACTS





[HOME](#)[OVERVIEW](#)[THE YEAR 10 PROGRAM](#)[YEAR 10 STUDIES](#)[SENIOR PATHWAYS](#)[SENIOR SUBJECT SELECTION](#)[VCE STUDIES](#)[VET STUDIES](#)[VCAL PROGRAM](#)[GLOSSARY](#)[OLMC CONTACTS](#)

## INTRODUCTION

**'THEY WILL BE INDEPENDENT,  
ACTIVE AND *curious learners.*'**

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

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

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

The reality for most students, however, is that this guide will provide an array of choices that may initially appear to be

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

So, with this guide in hand, approach the task of course selection with enthusiasm and optimism. Talk to the people who know you best – your parents, your siblings, your friends – and ask their opinions and advice. Find the teachers and students who are teaching or taking the subjects or course you wish to study and really speak to them. Ask them about the challenges, the expectations, the frustrations, the rewards in the subject.

Read this guide carefully, thoughtfully, and make an informed choice. Consider VCAL, consider VET, consider VCE. And as important as any other course of action, reflect honestly and deeply on your strengths, your skills, your motivation. Ask and answer of yourself two deceptively simple yet fundamentally important questions: Why? Why not?

You are, at this very moment, an 'independent, active and curious' learner. Allow the last three years of your school life to be the living testimony to that fact.

**Mr Simon Conlan**  
Leader of Learning Development



[HOME](#)[OVERVIEW](#)[THE YEAR 10 PROGRAM](#)[YEAR 10 STUDIES](#)[SENIOR PATHWAYS](#)[SENIOR SUBJECT SELECTION](#)[VCE STUDIES](#)[VET STUDIES](#)[VCAL PROGRAM](#)[GLOSSARY](#)[OLMC CONTACTS](#)

## OVERVIEW

### CAPABILITIES AND COMPETENCIES

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

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

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

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

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

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

A list of definitions appears on the following page.



**YEAR 10 PROGRAM**  
CAPABILITIES & COMPETENCIES



**VCE PROGRAM**  
CAPABILITIES & COMPETENCIES



## OVERVIEW

### CAPABILITIES AND COMPETENCIES DEFINITIONS

#### CIVIC AWARENESS

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

#### COLLABORATION AND COORDINATION SKILLS

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

#### CREATIVITY

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

#### CRITICAL THINKING

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

#### CULTURAL AWARENESS

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

#### ETHICAL AWARENESS

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

#### FINANCIAL LITERACY

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

#### INFORMATION LITERACY SKILLS

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

#### INTERPERSONAL SKILLS

The ability to communicate and work effectively with others.

#### PERFORMANCE SKILLS

The elements required to convey meaning to audiences.

#### PRESENTATION SKILLS

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

#### PROBLEM SOLVING

The process of finding solutions to difficult or complex issues.

#### TECHNICAL SKILLS

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

#### VERBAL COMMUNICATION

The transmission of ideas and information through oral language.

#### VISUAL COMMUNICATION

The transmission of ideas and information using symbols and images.

#### WRITTEN COMMUNICATION

The transmission of ideas and information through writing.



**YEAR 9 PROGRAM**  
**CAPABILITIES & COMPETENCIES**



**YEAR 10 PROGRAM**  
**CAPABILITIES & COMPETENCIES**



**VCE PROGRAM**  
**CAPABILITIES & COMPETENCIES**












## OVERVIEW

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

## JOB CLUSTERS

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



### FYA JOB CLUSTERS

Source: New Work Mindset, Foundation for Young Australians, p15



[HOME](#)

[OVERVIEW](#)

[THE YEAR 10 PROGRAM](#)

[YEAR 10 STUDIES](#)

[SENIOR PATHWAYS](#)

[SENIOR SUBJECT SELECTION](#)

[VCE STUDIES](#)

[VET STUDIES](#)

[VCAL PROGRAM](#)

[GLOSSARY](#)

[OLMC CONTACTS](#)

# THE YEAR 10 PROGRAM

CREATING THE SCRIPT OF *your life*





## THE YEAR 10 PROGRAM

### SUBJECT SELECTION PROCESS

#### ASSISTANCE FOR SUBJECT SELECTION

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

- This Course Guide has information about each subject as well as many links to external sites
- The VCE/VCAL Virtual Subject Expo will be available via SIMON. This is an opportunity to hear from teachers of the various subjects. Also, current students of these subjects will answer questions you have asked.
- Subject selection information presentation available through PAM and SIMON
- Assembly with the Pathways Coordinator to answer FAQs
- The Morrisby report provides some suggestions of subjects that match student's strengths
- Students may make an appointment with the Careers Coordinator or with the Pathways Coordinator if they want additional information
- Subject teachers can explain what is included in Year 10 subjects

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

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

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

LEARNING AREA	YEAR 11 SUBJECT	YEAR 10 SUBJECT REQUIRED
Mathematics	Maths Methods	Mainstream Maths
Science	Chemistry Physics Biology and Physical Education	Big Ideas of Science
Languages	French, Italian or Japanese	French, Italian or Japanese

[HOME](#)[OVERVIEW](#)[THE YEAR 10 PROGRAM](#)[YEAR 10 STUDIES](#)[SENIOR PATHWAYS](#)[SENIOR SUBJECT SELECTION](#)[VCE STUDIES](#)[VET STUDIES](#)[VCAL PROGRAM](#)[GLOSSARY](#)[OLMC CONTACTS](#)

## THE YEAR 10 PROGRAM

### SUBJECT SELECTION TIMELINE

YEAR 9 2020 INTO YEAR 10 2021

2020 DATE	EVENT	DETAILS
THURSDAY 23 JULY	Year 9 Parent Information Presentation for Year 10 2021	Subject Information Presentation regarding subjects and pathways will be made available on SIMON/PAM
FRIDAY 31 JULY	Accelerated Studies forms are due	Students to submit completed applications available in the Senior Course Guide  <b>ACCELERATED STUDIES FORM</b>
TUESDAY 11 AUGUST - MONDAY 17 AUGUST	Accelerated Studies interviews	Students who have applied for an accelerated study will be interviewed by the Learning Area Leader and a subject teacher
TUESDAY 18 AUGUST	Accelerated Studies approvals	Students who have applied for an accelerated study will receive notification of approval or non-approval
WEDNESDAY 19 AUGUST	Web Preferences Online opens	Web Preferences opens for students to enter their subject preferences for 2021
TUESDAY 25 AUGUST	Web Preferences Online closes	Web Preferences closes
FRIDAY 28 AUGUST	Subject Selection Web Preferences receipt submission	Students submit a printout of their Web Preference to their Pastoral Leader





## 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	1 or 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

**Mainstream Maths**  
(2 semesters)

**OR**

**General Maths**  
(2 semesters)

**OR**

**Foundation Maths**  
(2 semesters)



#### SCIENCE

**Big Ideas of Science**  
(2 semesters)

**OR**

**Foundation Science**  
(1 semester)



#### CIVICS

**CORE**  
**Being a Global Citizen**

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

- Citizens and the Law
- Enterprise and Innovation
- Power, Conflict and Identity
- 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



## THE YEAR 10 PROGRAM

### CHOOSING A YEAR 10 PROGRAM

#### ELECTIVE STUDIES

Students **choose 4** semester long electives (5 if they select Foundation Science).

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

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

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

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

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

#### PROGRAM A

SEMESTER 1	SEMESTER 2
RE	RE
English	English
Mathematics	Mathematics
Big Ideas of Science	Big Ideas of 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
Health and Physical Education	Civics
Foundation Science	ⓔ Elective 3
ⓔ Elective 1	ⓔ Elective 4
ⓔ Elective 2	ⓔ Elective 5 (may be a VCE study)

#### PROGRAM C

SEMESTER 1	SEMESTER 2
RE	RE
English	English
Mathematics	Mathematics
Health and Physical Education	Civics
Science	Science
ⓔ Language/VET elective	ⓔ Language/VET elective
ⓔ Elective 3	ⓔ Elective 4



YEAR 10 PROGRAM  
CAPABILITIES & COMPETENCIES



YEAR 10 SUBJECT  
SELECTION PLANNER





## THE YEAR 10 PROGRAM

### CHOOSING A YEAR 10 PROGRAM

#### VET STUDIES

Vocational and Educational Training (VET) subjects are versatile and are offered as part of both a VCE program (optional) and a VCAL program (compulsory).

VET studies focus on applied learning and demonstrating competence of key skills rather than having an emphasis on academic testing. They are designed to assist students to be work ready in a specific field.

Two **VCE VET studies** are offered to Year 10 students at school as accelerated studies:

- VET Sport and Recreation
- VET Allied Health

Students need to follow the acceleration guidelines if they wish to study accelerated VET studies. Students interested in a different VET study can access this externally to OLMC in Year 11 and 12. Please refer to the VET pages in this Course guide.

If students are considering VCAL as a possible pathway, or are interested in a VCE VET study later in their VCE program, they should consider doing one or more subjects in Year 10 with a VET 'style' of learning and assessment.

The subjects shown are VET taster programs at Year 10 level. For VCE VET accelerated studies, please refer to the VET section of the Course guide.

The following **VET taster subjects** are offered:

#### **LIVE PRODUCTION: THE CREW** Elective

Could lead to **Certificate II in Creative Industries** or **VCE Theatre Studies**

#### **FOOD PRODUCTION AND DESIGN** Elective

Could lead to **Certificate III in Hospitality or Kitchen Operations** or **VCE Food Studies**

#### **ENTERPRISE AND INNOVATION** (Civics focus area option)

Could lead to VCAL or Humanities studies

#### **COACHING AND EVENT MANAGEMENT** (PE focus area option)

Could lead to **Certificate III in Sport and Recreation** or **Event Management**

[HOME](#)[OVERVIEW](#)[THE YEAR 10 PROGRAM](#)[YEAR 10 STUDIES](#)[SENIOR PATHWAYS](#)[SENIOR SUBJECT SELECTION](#)[VCE STUDIES](#)[VET STUDIES](#)[VCAL PROGRAM](#)[GLOSSARY](#)[OLMC CONTACTS](#)

## THE YEAR 10 PROGRAM

### SUMMARY OF YEAR 10 SUBJECTS OFFERED AT OLMC

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

LEARNING AREA	SUBJECT	CORE	ELECTIVE
<b>LANGUAGES</b> 	French		✓
	Italian		✓
	Japanese		✓
<b>MATHEMATICS</b> 	General Mathematics	✓	Select one
	Mainstream Mathematics	✓	Select one
	VCE Foundation Mathematics	✓	Select one
	VCE General Mathematics (Unit 2)		✓ A
	VCE Mathematical Methods (Unit 1)		✓ A
<b>PERFORMING ARTS</b> 	Drama		✓
	Live Production: The Crew		✓ V
	Music Group Performance and Composition		✓
	Music Solo Performance and Styles		✓
<b>RELIGIOUS EDUCATION</b> 	Religion Education	✓	
<b>SCIENCE</b> 	Big Ideas of Science	✓	Select one
	Foundation Science	✓	Select one
	VCE Enhanced Biology		✓ A
	VCE Psychology		✓ A
<b>VET CERTIFICATES School-Based VET</b>	VCE VET Allied Health		✓ A
	VCE VET Sport and Recreation		✓ A






## THE YEAR 10 PROGRAM

### ACCELERATED STUDIES

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

Students should only apply if they want to extend and challenge themselves and to experience the demands of a VCE unit. Students must meet the criteria listed opposite and will be required to fill in an application form and possibly to attend an interview. This process is outlined later.

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

However, it should be noted that in allocating students to classes, Year 11 students will have priority over Year 10 students. As such, students are advised to suggest 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 they have done a VCE subject in Year 10 or not.

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 may select a single VCE study or two if they choose Mathematical Methods Unit 1 or a whole year 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 VCAL pathway

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

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

## THE YEAR 10 PROGRAM

### 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. Student reads the criteria and considers carefully if they are a suitable candidate.
2. Student discusses their total academic program with their Pastoral Leader and also speak with the Learning Leader and/or subject teacher of the subject they wish to study. This discussion will consider the student's:
  - interests and satisfaction with the subjects they are currently undertaking – their interests, skills and preferred studies
  - overall academic performance and performance in related or like subjects
  - possible VCAL or VCE pathway and beyond. Any prerequisites for tertiary study should be considered.
3. Student completes the application form and application is submitted by due date.
  - The application should include a statement outlining the reasons for undertaking the study that clearly articulates the student's learning strengths and demonstrates their achievement and commitment to their studies.
  - Students are expected to have discussed this application with their parents prior to submission.
4. Applications will be considered by the relevant Learning Leader in consultation with the subject teachers. Other information, such as NAPLAN data or ACER data, online reports and attendance records may be reviewed in this process.
5. Applications from students will be reviewed by the Learning Leader and subject teachers before a recommendation about their suitability for acceleration is made. Students may be interviewed as part of this process to communicate the outcome or, if needed, to determine if the student meets the selection criteria.
  - The student and their parents will be informed via email of the decision.
  - Appeals by unsuccessful applicants will be addressed by the Pathways Coordinator and the Curriculum Coordinator.



**ACCELERATION STUDY  
APPLICATION FORM**





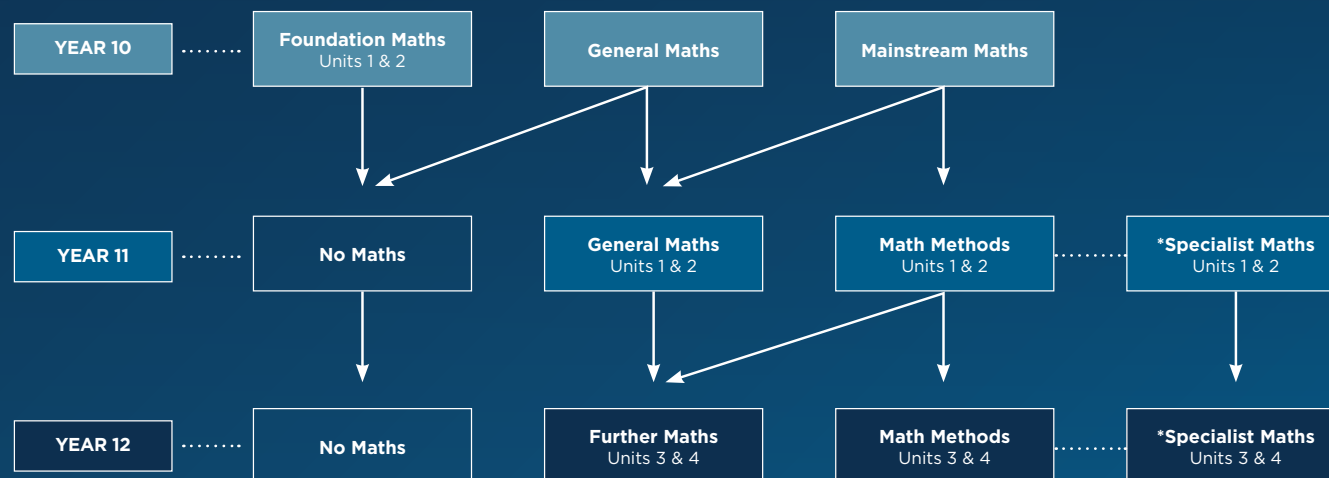
## THE YEAR 10 PROGRAM



### MATHS PATHWAYS

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

- **Mainstream Maths** is designed for students who intend to study **VCE Maths** and want a broad base for any Year 11 Mathematics course
- **General Maths** is designed for students who are only wish to go on to **General Maths**, and then **Further Maths**. It *does not* allow students to access **Mathematical Methods**.
- **VCE Foundation Maths** *does not* lead to any Year 11 or 12 Maths studies. It is designed for students who experience difficulty with Maths.



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



## THE YEAR 10 PROGRAM

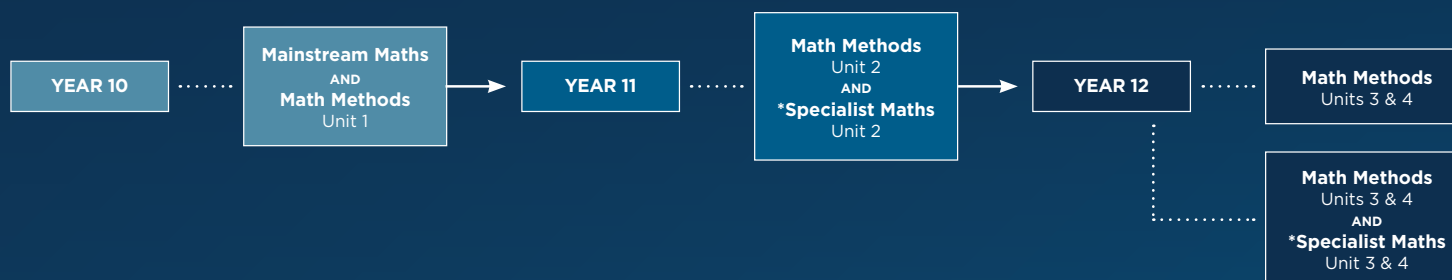


### MATHS PATHWAYS

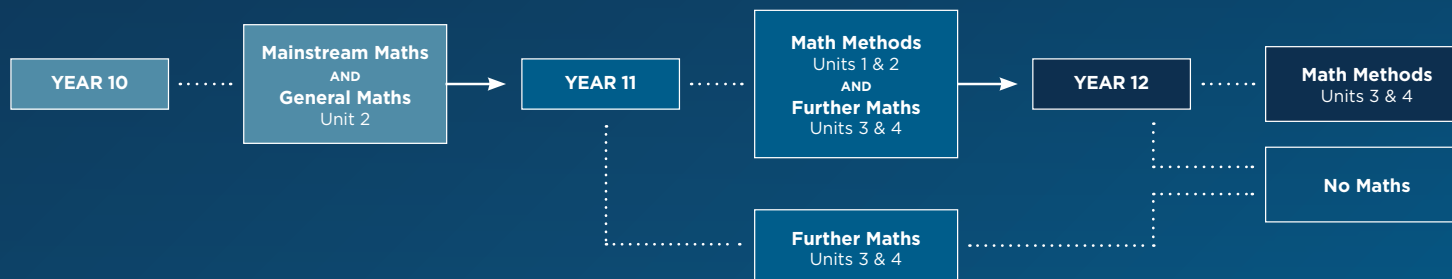


#### ACCELERATION IN MATHEMATICS

Students choosing **VCE Mathematical Methods** would do this as well as **Year 10 Mainstream Mathematics**.



Students choosing **General Mathematics** would do this as well as **Year 10 Mainstream Mathematics**.



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



ACCELERATION STUDY  
APPLICATION FORM





[HOME](#)

[OVERVIEW](#)

[THE YEAR 10 PROGRAM](#)

[YEAR 10 STUDIES](#)

[SENIOR PATHWAYS](#)

[SENIOR SUBJECT SELECTION](#)

[VCE STUDIES](#)

[VET STUDIES](#)

[VCAL PROGRAM](#)

[GLOSSARY](#)

[OLMC CONTACTS](#)

# YEAR 10 STUDIES

CREATING THE SCRIPT OF *your life*





[HOME](#)[OVERVIEW](#)[THE YEAR 10 PROGRAM](#)[YEAR 10 STUDIES](#)[SENIOR PATHWAYS](#)[SENIOR SUBJECT SELECTION](#)[VCE STUDIES](#)[VET STUDIES](#)[VCAL PROGRAM](#)[GLOSSARY](#)[OLMC CONTACTS](#)

# YEAR 10 STUDIES



## DESIGN, ARTS AND TECHNOLOGY

[Art Now](#)[Computing](#)[Creative Graphics](#)[Digital Media](#)[Fashion Edge](#)[Food and Health Studies](#)[Food Production and Design](#) [VCE Food Studies](#) [VCE Studio Art](#) 

## 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: Global Empires](#) [VCE Legal Studies](#) 

## LANGUAGES

[French](#)[Italian](#)[Japanese](#)

## MATHEMATICS

[General Mathematics](#)[Mainstream Mathematics](#)[VCE Foundation Mathematics](#)[VCE General Mathematics \(Unit 2\)](#) [VCE Mathematical Methods \(Unit 1\)](#) 

## PERFORMING ARTS

[Drama](#)[Live Production: The Crew](#) [Music Group Performance and Composition](#)[Music Solo Performance and Styles](#)

## RELIGIOUS EDUCATION

[Religion Education](#)

## SCIENCE

[Big Ideas of Science](#)[Foundation Science](#)[VCE Enhanced Biology](#) [VCE Psychology](#) 

## VET CERTIFICATES

[VCE VET Allied Health](#) [VCE VET Sport and Recreation](#) 

**YEAR 10 PROGRAM**  
**CAPABILITIES & COMPETENCIES**



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



Refers to a VET taster subject





# YEAR 10 STUDIES

## DESIGN, ART AND TECHNOLOGY



### ART NOW

Art Now is a folio-based subject which focuses on experimentation with contemporary materials and techniques, and developing ideas. There are elements of digital media used to enhance the art making process.

Students study the way a variety of artists use materials and techniques, and develop ideas to enhance their own art making.



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

- > Media
- > Studio Arts

#### CAPABILITIES & COMPETENCIES

- > Creativity
- > Visual communication
- > Cultural awareness

### CREATIVE GRAPHICS

Creative Graphics is a hands-on practical course that will give you an appreciation of what makes good design. You will learn to analyse briefs and visualise concepts, and will explore typography, layout, digital design, 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
- > Studio Arts
- > Visual Communication and Design

#### CAPABILITIES & COMPETENCIES

- > Creativity
- > Critical thinking
- > Technical skills



[HOME](#)[OVERVIEW](#)[THE YEAR 10 PROGRAM](#)[YEAR 10 STUDIES](#)[SENIOR PATHWAYS](#)[SENIOR SUBJECT SELECTION](#)[VCE STUDIES](#)[VET STUDIES](#)[VCAL PROGRAM](#)[GLOSSARY](#)[OLMC CONTACTS](#)

# YEAR 10 STUDIES

## DESIGN, ART AND TECHNOLOGY



### COMPUTING

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.



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

> Media

#### CAPABILITIES & COMPETENCIES

- > Creativity
- > Critical thinking
- > Problem solving



# YEAR 10 STUDIES

## DESIGN, ART AND TECHNOLOGY



### DIGITAL MEDIA

This course explores a variety of media forms such as social media, film, photography and print design.

The film production unit explores how technical codes such as camera, editing and lighting combine to engage audiences. We also analyse how film 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 an image can tell a story.

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



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

- > Media
- > Studio Arts

#### CAPABILITIES & COMPETENCIES

- > Creativity
- > Visual communication
- > Technical skills

### FASHION EDGE

If you love modern design and working with materials in an artistic way, this subject provides an opportunity for you to design and make your own products.

Perfect for the creative brain – this elective encourages problem-solving and will enable you to develop your ideas, equip you with the technical knowledge and skills required to create your own art piece with a 'fashion edge'.

Using a diverse range of fabrics, paper, plastic, found objects and recycled materials you will be able to create your own fashion inspired artworks.



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

- > Media
- > Studio Arts

#### CAPABILITIES & COMPETENCIES

- > Technical skills
- > Visual communication
- > Creativity



# YEAR 10 STUDIES

## DESIGN, ART AND TECHNOLOGY



### FOOD AND HEALTH STUDIES

Food Studies is a great opportunity for students to engage with food within a variety of settings. Students will explore individual connections to food, as well as greater links to social and emotional wellbeing, health and the community. Students will also explore food from paddock to plate, where elements of food production such as environmental sustainability, global food security and food waste will be explored within social contexts.

Students will work to understand the link between food and health, analyse food models and patterns of eating in Australia, examine the role of nutrients in relation to health and wellbeing, and discuss the social and emotional roles of food in shaping and expressing individual identity. They will understand the production of food from paddock to plate and explore the functions of food and elements of key food groups.



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

- > Food Studies
- > Health and Human Development
- > Physical Education

#### CAPABILITIES & COMPETENCIES

- > Problem solving
- > Technical skills
- > Cultural awareness

### FOOD PRODUCTION AND DESIGN

Food Production and Design explores the role of food in a production context, as well as building on pathways to health and wellbeing through the application of practical skills. Students will use the principles of design to explore past and current food trends and prepare modern recipes designed for individual tastes and needs. Students will be able to enjoy food and learn about its significance from a variety of cultural and practical contexts.

Food design provides a framework for students to make informed and confident food selection and food preparation within today's complex world of global influences and choices. Practical work is integral to the course and includes cooking, demonstrations, creating and responding to design briefs. Students will explore the functions of food, as well as using design principles and creative problem-solving to produce food for a range of occasions.

*This is a practice based subject with a focus on competency-based learning, with a pathway to **VET Hospitality**, VCAL and Design Technology subjects.*



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

- > Food Studies
- > VCAL

#### CAPABILITIES & COMPETENCIES

- > Problem solving
- > Technical skills
- > Creativity





# YEAR 10 STUDIES

## DESIGN, ART AND TECHNOLOGY



### VCE FOOD STUDIES



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

Students use practical skills and knowledge to produce foods for a range of industries. Students create new food products using the design principles of research, design, product testing, production, evaluation and marketing and explore a range of dietary requirements in their design tasks.

Suits students interested in food trends, nutrition and health, practical and theory based learning.

Food media, labelling and marketing will be considered along with the development of food knowledge, skills and habits to empower consumers to make discerning food choices.



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

- > Food Studies
- > Health and Human Development
- > Physical Education



#### CAPABILITIES & COMPETENCIES

- > Critical thinking
- > Creativity
- > Ethical awareness

### VCE STUDIO ART



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

Students learn how to explore, develop, refine, resolve and present artworks. They explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary. Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks.

Students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively. They investigate aspects of artists' involvement in the art industry, focusing on two different exhibitions that they will visit on an excursion. They examine a range of environments used for the presentation of artworks.

This subject suits critical, reflective and creative thinkers.



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

- > Media
- > Studio Arts
- > Visual Communication and Design



#### CAPABILITIES & COMPETENCIES

- > Creativity
- > Problem solving
- > Cultural awareness



# YEAR 10 STUDIES

## ENGLISH

### ENGLISH



Students continue to engage with a variety of complex works, both contemporary and classic. Students are encouraged to analyse, create, discuss and critique the literary and linguistic aspects of these texts and present ideas about them both in oral and written form further developing literacy skills.

Studies of text pairings assist in developing higher order thinking skills as students draw comparisons between selected texts and structure extended responses to the way themes are presented in these texts.

Students will analyse media texts in order to develop a critical understanding of the way media texts use language to persuade.

Additionally, they will have a six week 'taster' course of English Language (Linguistics).

*The Year 10 English Course is essential in building students' skills in communicating clearly in both written and spoken forms.*



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

- > English
- > English Language
- > Literature

#### CAPABILITIES & COMPETENCIES

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



### LITERATURE



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
- > English Language
- > Literature

#### CAPABILITIES & COMPETENCIES

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



“

*Choosing Literature was probably one of the best decisions I made. Literature has taught me a new way of thinking and analysis that is applicable to all my subjects. It has improved my essay writing and overall English skills. Literature is fun and I get to read a variety of texts like Greek tragedies, romantic poetry, horror novels (and watch a horror film!).*



# YEAR 10 STUDIES

## HEALTH AND PHYSICAL EDUCATION



### HEALTH AND PHYSICAL EDUCATION

#### RELATIONSHIPS AND SEXUALITY EDUCATION

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

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

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

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

 **COACHING AND EVENT MANAGEMENT**

 **HEALTH IN OUR COMMUNITY**

 **MOVEMENT AND PHYSICAL ACTIVITY**

 **SPORTS SCIENCE**



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

- > Health and Human Development
- > Physical Education
- > Religion and Society

#### **CAPABILITIES & COMPETENCIES**

- > Ethical awareness
- > Verbal communication
- > Critical thinking



# YEAR 10 STUDIES

## HEALTH AND PHYSICAL EDUCATION



### HEALTH AND PHYSICAL EDUCATION

#### FOCUS AREA

#### COACHING AND EVENT MANAGEMENT

Sports Coaching and Event Management is a course designed to explore the variety of skills required to take on the role of coach. Students will have the opportunity to develop skills they required in the Sports Education in Physical Education Program (SEPEP). Students will raise their awareness of the qualities of a good coach and traditional coaching styles. 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. Sports Coaching and Event Management also provides a 'taster' for those students interested in the **VET Sport and Recreation** course.

Practical sessions would involve peer teaching and the teaching of junior students. This course could also involve teaching students in our local primary schools.



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

- > VET Sport and Recreation

#### CAPABILITIES & COMPETENCIES

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

### HEALTH AND PHYSICAL EDUCATION

#### FOCUS AREA

#### HEALTH IN OUR COMMUNITY

Health in Our Community is a course that focuses on what global health looks like for a mother and her baby. Health issues and aspects of physical, intellectual, emotional and social development will be addressed for an unborn baby and her mother. This course will emphasize the role of the five dimensions of health and wellbeing in maximising the health and development of the individual.

Students will use their knowledge of the Australian health care system to compare the care mothers and babies receive here, to that received by mothers and babies in low income countries. Students will be given an opportunity during practical classes to explore lifelong physical activities including aquatics and lawn bowls within the Heidelberg area.



**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





# YEAR 10 STUDIES

## HEALTH AND PHYSICAL EDUCATION



### HEALTH AND PHYSICAL EDUCATION

#### FOCUS AREA

#### MOVEMENT AND PHYSICAL ACTIVITY

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

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



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

- > Physical Education
- > VET Sport and Recreation

#### CAPABILITIES & COMPETENCIES

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

### HEALTH AND PHYSICAL EDUCATION

#### FOCUS AREA

#### SPORTS SCIENCE

In this course, students will develop a greater understanding of the musculoskeletal, cardiovascular and respiratory systems and their role during exercise. Students will also learn about the interplay of energy systems when an individual is exercising. The course emphasises how advances in science and technology can be utilised to enhance sports performance. This will be a focus when exploring topics including Biomechanics, Sports Psychology and the use of Ergogenic Aids.

During this course, practical sessions will often take the form of practical laboratories. These have been designed to allow students to deepen their understanding of a key concept by being active and applying it in a practical setting.

*Students choosing **Sports Science** would not also choose **Mind, Body and Soul** in their elective block due to similar content in both courses.*



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



# YEAR 10 STUDIES

## HEALTH AND PHYSICAL EDUCATION



### MIND, BODY AND SOUL

In this course, students will develop an understanding of the cardiovascular system of the body and explore how it adopts once exercise commences to promote successful movement patterns. Through practical activities, students will investigate how the body's systems interact during physical activity. Students will also explore the role nutrition plays in providing energy to the body systems. Sports psychology will also be introduced and students will investigate psychological strategies that can lead to increases or decreases in performance.

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

Students who undertake this subject will establish strong links across other health related areas including Biology, Human Development, Physiology and Psychology. Those students who respond well to applying key knowledge and key skills to practical activities will enjoy this course.

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



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

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

#### CAPABILITIES & COMPETENCIES

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

### VCE HEALTH AND HUMAN DEVELOPMENT



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

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

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

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



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

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



#### CAPABILITIES & COMPETENCIES

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



[HOME](#)[OVERVIEW](#)[THE YEAR 10 PROGRAM](#)[YEAR 10 STUDIES](#)[SENIOR PATHWAYS](#)[SENIOR SUBJECT SELECTION](#)[VCE STUDIES](#)[VET STUDIES](#)[VCAL PROGRAM](#)[GLOSSARY](#)[OLMC CONTACTS](#)

# YEAR 10 STUDIES

## HEALTH AND PHYSICAL EDUCATION



### VCE PHYSICAL EDUCATION



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

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

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

In this course, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities, students explore the relationships between the body systems and physical activity, sport and exercise.

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

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



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

- > Physical Education
- > VET Sport and Recreation



#### CAPABILITIES & COMPETENCIES

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



# YEAR 10 STUDIES

## HUMANITIES



### CIVICS



Students will consider how significant global issues (including indigenous rights, refugees and asylum seekers, gender equality and environmental damage) are complex issues beyond the control of single nations yet demand a response. In exploring these issues, students will be challenged to view them from multiple perspectives and to develop an individual response.

Students will examine the role of international bodies such as the United Nations and their efforts in addressing global issues and preserving the rights of people across the globe. They will evaluate Australia's response to these issues and whether its response is adequate to effect change on a global scale.

This unit will also explore the concept of representative democracy and evaluate whether the rise of populism and the role and influence of media is eroding democratic principles and freedoms. Contemporary issues like the emergence of 'fake news' and the interference of nations into the political process of another country will be examined.

*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 and then explore one focus area chosen from the following:*



**CITIZENS AND THE LAW**



**ENTERPRISE AND INNOVATION**



**EVERYDAY CITIZEN**



**POWER CONFLICT IDENTITY**



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

- > History
- > Legal Studies
- > Global Politics

#### CAPABILITIES & COMPETENCIES

- > Civic awareness
- > Information literacy skills
- > Ethical awareness





# YEAR 10 STUDIES

## HUMANITIES



### CIVICS

#### 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.

To preserve our way of life, Australia has created laws to protect both its citizens and their property. 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 and protecting individual rights are always fair. An introduction to the court system and the penalties and punishments delivered by courts will also be discussed.



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

- > Legal Studies

#### CAPABILITIES & COMPETENCIES

- > Critical thinking
- > Information literacy skills
- > Problem solving

### CIVICS

#### FOCUS AREA

#### ENTERPRISE AND INNOVATION

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

Enterprise and innovation will be key dispositions for the successful management of a portfolio of possible careers as well as an important source of wealth creation in the future.

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.



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

- > Business Management
- > VCAL

#### CAPABILITIES & COMPETENCIES

- > Creativity
- > Collaboration and coordination skills
- > Presentations skills



# YEAR 10 STUDIES

## HUMANITIES



### CIVICS

#### FOCUS AREA

#### EVERYDAY CITIZEN

This unit will focus on financial literacy, developing an understanding of knowledge and 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.



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

- > Accounting
- > Business Management

#### CAPABILITIES & COMPETENCIES

- > Financial literacy
- > Critical thinking
- > Technical skills

### CIVICS

#### FOCUS AREA

#### POWER CONFLICT IDENTITY

This unit is a contemporary examination of groups and how they are formed and are influenced. It will explore both the positive and negative influence of groups in our society and how values and philosophies shape the attitudes and actions of groups.

At the heart of our society is the notion that ideas of the most powerful groups hold sway. Students will examine the current thinking from different perspectives on a range of issues concerning the way Australians live and are governed. It will contrast this with other views held by countries in our region.

Students will also examine how opposing views can result in conflict and some of the common mechanisms used to resolve difference over values, ideas and attitudes.



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

- > History
- > Global Politics

#### CAPABILITIES & COMPETENCIES

- > Verbal Communication
- > Information literacy skills



# YEAR 10 STUDIES

## HUMANITIES



### COMMERCE

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

An examination of the role key stakeholders play in the economy will be undertaken; including the role individuals, business groups and the government.

Students will investigate the way in which they can influence government policy. They will also develop an understanding of the role tax plays in their lives and in generating government income.



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

- > Accounting
- > Business Management
- > Legal Studies

#### CAPABILITIES & COMPETENCIES

- > Critical thinking
- > Information literacy skills
- > Problem solving

### HISTORY – WORLD WAR II

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

When researching, students develop, evaluate and modify questions to frame an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary resources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions, allowing them to develop and justify their own interpretations of the past.

The overriding ideas explored are: evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.



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

- > History
- > Legal Studies
- > Global Politics

#### CAPABILITIES & COMPETENCIES

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



# YEAR 10 STUDIES

## HUMANITIES



### VCE ACCOUNTING



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

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

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

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



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

- > Accounting
- > Business Management



#### CAPABILITIES & COMPETENCIES

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

### VCE BUSINESS MANAGEMENT



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

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

Specifically students will learn how to design a business plan, the legal and government 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.

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:**

- > Business Management
- > Accounting



#### CAPABILITIES & COMPETENCIES

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





# YEAR 10 STUDIES

## HUMANITIES



### VCE HISTORY: GLOBAL EMPIRES



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

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

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



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

- > History: Revolutions
- > Global Politics



#### CAPABILITIES & COMPETENCIES

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

### VCE LEGAL STUDIES



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

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

In 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.

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.



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

- > Legal Studies



#### CAPABILITIES & COMPETENCIES

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



# YEAR 10 STUDIES

## LANGUAGES



### FRENCH

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

In Semester 1, topics studied include Friendship, Paris, Childhood Memories and History/Fairy tales. In Semester 2, topics include Environment and Future Aspirations. Throughout the year there is a focus on culture through the study of French regions.

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

- Communicate ideas orally in a range of situations, including poetry and conversation;
- Convey ideas and opinions through a variety of written tasks, such as emails, letters and diary entries;
- Demonstrate comprehension of main ideas in a range of listening and reading texts.



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

> French

#### CAPABILITIES & COMPETENCIES

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

### ITALIAN

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

In Semester 1, topics studied include: Holiday Travel and some aspect of Italian migration (both in the past and in recent times) to Australia. In Semester 2, topics studied include: Technology & the Environment and Education & 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, including poetry, conversation and monologue;
- Convey ideas and opinions through a variety of written tasks, such as emails, letters, diary entries and stories;
- Demonstrate comprehension of main ideas in a range of reading and listening texts.



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

> Italian

#### CAPABILITIES & COMPETENCIES

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



# YEAR 10 STUDIES

## LANGUAGES



### JAPANESE

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, a Japanese Homestay and School Experience, 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, including conversation and monologue;
- Demonstrate comprehension of main ideas contained in a range of written and spoken texts;
- Convey ideas and opinions through a variety of written tasks, such as letters, stories or diary entries.



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

- > Japanese

#### CAPABILITIES & COMPETENCIES

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



# YEAR 10 STUDIES

## MATHEMATICS



### YEAR 10 GENERAL MATHEMATICS

This course is for students who have decided that they **do not** need to do **Mathematical Methods** at Year 11 and 12.

General Mathematics at Year 10 will only prepare you for the following Mathematics courses:

- **Year 11 General Mathematics** and
- **Year 12 Further Mathematics**

The work covered will be from the following areas:

- Number & Algebra
- Measurement & Geometry
- Statistics & Probability

Students will consider topics such as solving and graphing linear equations, inequations and simultaneous equations. They look at application of Pythagoras' Theorem and trigonometric ratios in contexts and study data using diagrams for statistical analysis.

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
- > Further Mathematics

#### CAPABILITIES & COMPETENCIES

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

### MAINSTREAM MATHEMATICS

This course is for students who are competent in Mathematics and are intending to continue with Mathematics in Year 11 and 12. **Mainstream Mathematics** at Year 10 will prepare students for any Year 11 Mathematics course.

The work covered will be from the following areas:

- Number & Algebra
- Measurement & Geometry
- Statistics & Probability

There is a much greater emphasis on algebra and graphing compared to the **Year 10 General Mathematics** course. The use of learning technology, specifically the use of CAS calculators, is integrated into the program.

Mainstream Mathematics is for students intending to go on the fields of Commerce, Science, Health Sciences, Engineering and this course would suit students who enjoy mathematics, especially graphs, algebra and probability, and who like problem solving.



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

- > All VCE Mathematics subjects

#### 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.

- **General Maths** is designed for students who intend to study General Maths, and Further Maths **only**.
- **Mainstream Maths** will prepare students for any Year 11 Maths course.

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





[HOME](#)[OVERVIEW](#)[THE YEAR 10 PROGRAM](#)[YEAR 10 STUDIES](#)[SENIOR PATHWAYS](#)[SENIOR SUBJECT SELECTION](#)[VCE STUDIES](#)[VET STUDIES](#)[VCAL PROGRAM](#)[GLOSSARY](#)[OLMC CONTACTS](#)

# YEAR 10 STUDIES

## MATHEMATICS



### VCE FOUNDATION MATHEMATICS ©

#### UNITS 1 AND 2

*VCE Foundation Mathematics is for students who **do not** intend to study Mathematics at year 11 and 12.*

VCE Foundation Mathematics is for students who need mathematical skills to support their other VCE subjects, including VET studies and VCAL.

There is a strong emphasis on using mathematics in practical contexts relating to everyday life, recreation, work and study.

The areas of study are:

- Space, shape and design
- Patterns and number
- Handling data
- Measurement

Students are encouraged to use appropriate technology in all areas of their study.

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

- **VCE Foundation Maths** does not lead to *any* Year 11 or 12 Maths studies. It is designed for students who experience difficulty with Maths.

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



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

> VCAL

#### CAPABILITIES & COMPETENCIES

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



# YEAR 10 STUDIES

## MATHEMATICS



### VCE GENERAL MATHEMATICS E

#### UNIT 2



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

Students choosing **VCE General Mathematics** would do this as well as **Year 10 Mainstream Mathematics**. This unit is for students who intend to accelerate into **Year 12 Further Mathematics** during Year 11.

Students who choose this unit in Year 10 alongside **Mainstream Mathematics** will study:

In YEAR 11 -

- **VCE Mathematical Methods Units 1 & 2** and
- **VCE Further Mathematics Units 3 & 4**

In YEAR 12 -

- **VCE Mathematical Methods Units 3 & 4**

Alternatively, students who choose this unit in Year 10 alongside **Mathematics** will study:

In YEAR 11 -

- **VCE Further Mathematics Units 3 & 4** and **no Mathematics** in Year 12.



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

- > Further Maths



#### CAPABILITIES & COMPETENCIES

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

### VCE MATHEMATICAL METHODS E

#### UNIT 1



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

Students choosing **VCE Mathematical Methods** would do this as well as **Year 10 Mainstream Mathematics**. It is for students who enjoy Mathematics, especially Graphs, Algebra and Probability, and who like the challenge of problem-solving. Students who wish to do **Specialist Mathematics** at Year 12 should choose this subject.

Students who choose this unit in Year 10 will study:

In YEAR 11 -

- **VCE Mathematical Methods Unit 2** in Semester 1
- **VCE General Mathematics Unit 2** in Semester 2

With this background, they can then go on to study:

In YEAR 12:

- **VCE Mathematical Methods Units 3 & 4** and also
- **VCE Specialist Mathematics Units 3 & 4**



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

- > Mathematical Methods
- > Specialist Mathematics



#### CAPABILITIES & COMPETENCIES

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

Students must study **Year 10 Mainstream Mathematics** in Semesters 1 and 2 in Year 10 to undertake either of these Accelerated options. Students should be achieving consistent grades of 'B' and above. They must have demonstrated a commitment to their study of mathematics.

The final decision as to whether or not a student is accepted into this class rests with the College.

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



# YEAR 10 STUDIES

## PERFORMING ARTS



### DRAMA



Year 10 Drama focuses on the performance styles of eclectic theatre. Incorporating character development and performance skills that students have developed in previous years, students will work predominantly on self-devised group ensemble work that will be performed for an audience. Technical and physical skills are developed through a wide range of activities and class 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 and can think outside the box – then Drama is for you!

#### *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
- > Music Performance

#### **CAPABILITIES & COMPETENCIES**

- > Creativity
- > Performance skills
- > Critical thinking

### LIVE PRODUCTION: THE CREW



This course covers many facets of the theatre production industry: ushering, ticketing, seating, staging, lighting, make-up, set production, properties, occupational health and safety and industry knowledge. This course doesn't 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.



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

- > Drama
- > Theatre Studies

#### **CAPABILITIES & COMPETENCIES**

- > Creativity
- > Performance skills
- > Interpersonal skills



# YEAR 10 STUDIES

## PERFORMING ARTS



### MUSIC GROUP PERFORMANCE AND COMPOSITION Ⓔ

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

You will also learn and practice the fundamentals of music composition including using emerging technology so you can compose music for individual instruments and small groups. This course includes an introduction to basic musicianship and theory skills that are necessary for those students wanting to continue their music studies into VCE.

*This is a companion subject to **Music Solo Performance and Styles**. It is recommended that you select both subjects if you are considering **VCE Music Performance**.*



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

- > Music Performance
- > Theatre Studies

#### CAPABILITIES & COMPETENCIES

- > Creativity
- > Performance skills
- > Interpersonal skills

### MUSIC SOLO PERFORMANCE AND STYLES Ⓔ

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

This subject is an essential stepping stone into **VCE Music Performance**.

*This is a companion subject to **Music Group Performance and Composition**. It is recommended that you select both subjects if you are considering **VCE Music Performance**.*



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

- > Music Performance

#### CAPABILITIES & COMPETENCIES

- > Creativity
- > Performance skills
- > Interpersonal skills



# YEAR 10 STUDIES

## RELIGIOUS EDUCATION



### RELIGIOUS EDUCATION

Through the study of God, Religion and Life, students examine the nature of relationships, relating their experience to practical life choices. Students participate in a reflection day.

Students critique the value systems in contemporary Australian society, the reality of oppression and the Christian call to work for justice in the world. The value of each individual's potential to be involved in promoting justice is emphasized in this unit.

Students are encouraged to identify ways in which individuals develop personal responsibility and moral maturity.

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 of the reformation on the Church today.

The students develop a greater understanding of the nature of Prayer, Liturgy and Sacraments through these celebrations. They prepare and participate in various expressions of private prayer, communal celebrations and Christian meditation.



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

- > Religion and Society
- > Texts and Traditions

#### CAPABILITIES & COMPETENCIES

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





# YEAR 10 STUDIES

## SCIENCE



### BIG IDEAS OF SCIENCE ©

The Big Ideas of Science gives students a solid foundation in a range of Science disciplines and a pathway into each of the four VCE Science subjects.

The Biology unit focuses on genetics and evolution. Students learn how genetic information is inherited and investigate some of the ethical issues that have arisen in this area as a result of technological advancements.

Through the Chemistry unit, students unlock the power of the periodic table; exploring the extent to which it can be used as a tool to predict chemical bonding patterns as well as the properties of compounds.

In the Psychology unit, students learn about the process of scientific methodology by designing and conducting their own study relating to aspects of human behaviour.

In the Physics unit, students explore Newton's laws of motion. They examine the science behind everyday phenomena and discover a new way of thinking about our world.



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

- > Biology
- > Chemistry
- > Physics
- > Psychology

#### CAPABILITIES & COMPETENCIES

- > Critical thinking
- > Information literacy skills
- > Technical skills

### FOUNDATION SCIENCE ©

Foundation Science is not intended for students who are considering studies of **VCE Biology, Chemistry, Physics or Physical Education**.

This unit gives students an introduction to the study of Genetics and Psychology. Students will study genetic inheritance, including the nature of genes and how information is passed on from generation to generation. In an introduction to Psychology, they will look at the breadth of focus of this discipline and its application in various fields. They will study the structure and functioning of the brain and the processes involved in memory and motivation.

*This subject cannot be undertaken in addition to **The Big Ideas of Science**.*

*Students who undertake **Foundation Science** will not be able to study **VCE Biology, Chemistry or Physics**.*

*Students who undertake **Foundation Science** will not be able to study **VCE Psychology Units 3 & 4** in Year 11 but can study **VCE Psychology Units 1 & 2** in Year 11, and then Units 3 & 4 in Year 12.*



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

- > Psychology

#### CAPABILITIES & COMPETENCIES

- > Critical thinking
- > Information literacy skills
- > Technical skills



# YEAR 10 STUDIES

## SCIENCE



### VCE ENHANCED BIOLOGY

This elective is a prerequisite for students wishing to undertake **VCE Biology Units 3 & 4** in Year 11. This unit has been developed to incorporate the essential concepts from the current **VCE Biology Units 1 & 2** courses that best prepare students to accelerate their study of Biology.

In this unit, students will uncover why similarities and differences exist between humans and all other living things by investigating the inner-workings of the cell. They will investigate cell reproduction and the modes by which biological information is transmitted from generation to generation. They will also analyse types of adaptations that enhance an organism's survival in a particular environment, and consider the role homeostatic mechanisms play in maintaining the internal environment.

*Students studying **Enhanced Biology** must also study **The Big Ideas of Science**.*

*Satisfactory completion of this unit does not guarantee acceptance into **Units 3 & 4 Biology** in 2021. Students would need to demonstrate a high competency in this unit before being approved for further acceleration.*



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

> Biology



#### CAPABILITIES & COMPETENCIES

- > Critical thinking
- > Information literacy skills
- > Technical skills

### VCE PSYCHOLOGY



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

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

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

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



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

> Psychology



#### CAPABILITIES & COMPETENCIES

- > Critical thinking
- > Information literacy skills
- > Technical skills



# YEAR 10 STUDIES

## VET



### VCE VET ALLIED HEALTH



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

Are you interested in the Health industry? Allied Health covers a range of health professionals. The course is delivered over two years and includes a work placement of 40 hours each year.

In Year 1, subjects include Communicating and Working Safely, Infection Control and Prevention, and electives such as First Aid and Assisting with Patient Movement.

In Year 2 of Allied Health the units undertaken are Recognising Healthy Body Systems and Interpreting and Applying Appropriate Medical Terminology. The elective delivered is Taking Clinical Measurements.

*As this is a VCE VET program students will receive a certificate that qualifies them to work in this industry. Should a student want the subject to contribute to the ATAR, they need to complete scored assessment including an examination.*



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

- > Biology



#### CAPABILITIES & COMPETENCIES

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

### VCE VET SPORT AND RECREATION



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

Certificate III in Sport and Recreation provides the skills and knowledge for students aiming to gain employment in the sport and recreation industry. Upon completion of these units, they will acquire an additional 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 VCE VET program students will receive a certificate that qualifies them to work in this industry. Should a student want the subject to contribute to the ATAR, they need to complete scored assessment including an examination.*



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

- > Physical education



#### CAPABILITIES & COMPETENCIES

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





[HOME](#)

[OVERVIEW](#)

[THE YEAR 10 PROGRAM](#)

[YEAR 10 STUDIES](#)

[SENIOR PATHWAYS](#)

[SENIOR SUBJECT SELECTION](#)

[VCE STUDIES](#)

[VET STUDIES](#)

[VCAL PROGRAM](#)

[GLOSSARY](#)

[OLMC CONTACTS](#)

# SENIOR PATHWAYS

CREATING THE SCRIPT OF *your life*





## SENIOR PATHWAYS

### SENIOR PROGRAMS: VCE AND VCAL

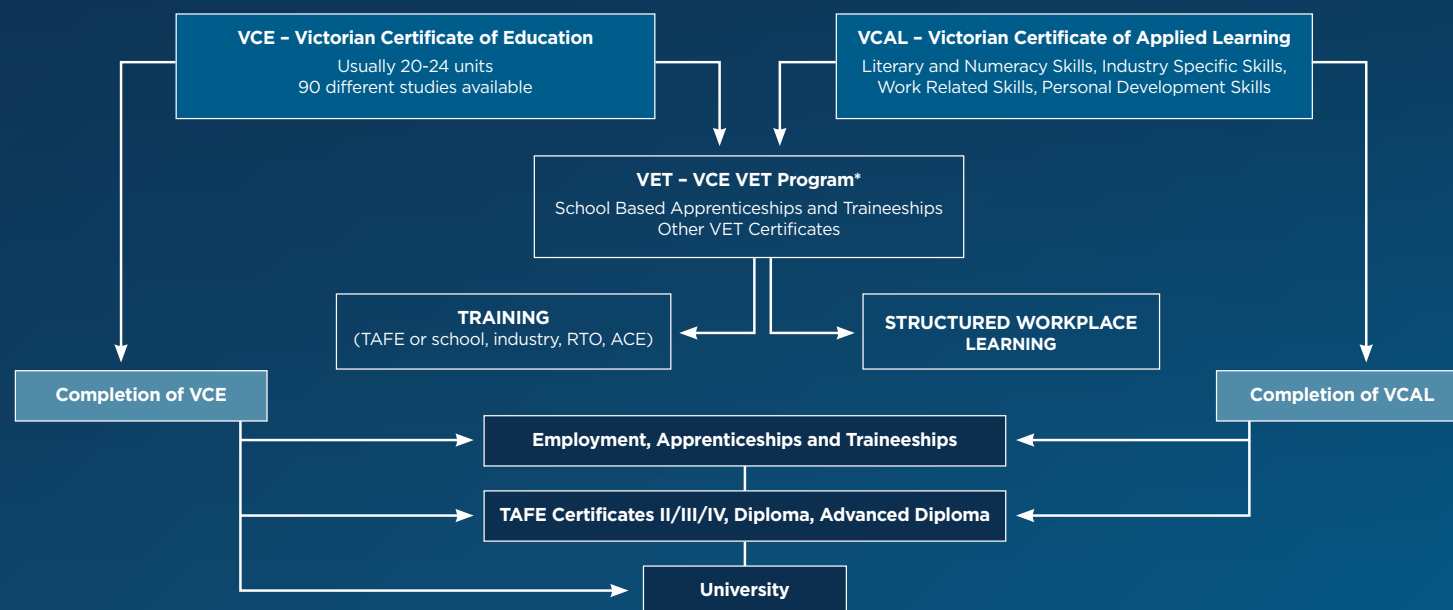
Students in Victoria are able to access two senior Certificates. Both are available at OLMC. Students are encouraged to carefully consider both in order to choose the pathway best suited to their skills and future aspirations.

- The **Victorian Certificate of Education, VCE**, is the most commonly undertaken pathway in the senior years. This pathway can lead to work, TAFE or University.

**Skills required:** VCE requires a range of skills. Those specific to each subject can be found on the subject page.

- The **Victorian Certificate of Applied Learning, VCAL**, is an equivalent Year 12 qualification which is suited to students with a clear vocational pathway or those who prefer hands-on, project-based learning. This Certificate leads to work or TAFE. Students completing TAFE qualifications can then progress to University if they wish.

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



\* **Vocational Education and Training, VET**, subjects can be undertaken within either Certificate. In the VCE, a VET study will count as a subject and contribute to the ATAR. VCAL students **must** complete a VET study.

## SENIOR PATHWAYS

### VCE: THE VICTORIAN CERTIFICATE OF EDUCATION

The VCE is usually a two year program but can be undertaken over three or more 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 your study score.

All 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 in the VTAC website.

#### SATISFACTORY COMPLETION OF VCE

VCAA sets the minimum requirements for satisfactory graduation in 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 Student Handbook.



	YEAR 11	YEAR 12
TYPICAL NUMBER OF UNITS EACH SEMESTER	Six plus Religious Education	Five plus Religious Education
COMPULSORY RELIGIOUS EDUCATION	A Unit 1 study <b>or</b> Unit 3 & 4 Texts and Traditions	A Unit 2 study <b>or</b> Unit 3 & 4 Texts and Traditions
WHAT ELSE MUST I INCLUDE?	An English study: English, 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, 2 or 3 study <b>no later than within the first two weeks of the study</b> and subject to availability. This time limit is to ensure students are still able to achieve a satisfactory standard in the study they move into.	



## SENIOR PATHWAYS

### TYPICAL PROGRAMS

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

POSSIBLE PROGRAMS	YEAR 11	YEAR 12
<b>STANDARD PROGRAM</b>	Unit 1 RE Six Unit 1 & 2 studies	Unit 2 RE Five Unit 3 & 4 studies
<b>Inclusion of UNITS 3 &amp; 4 TEXTS AND TRADITIONS in YEAR 11</b>	Units 3 & 4 Texts and Traditions Five Unit 1 & 2 studies No RE required	Unit 2 RE Five Unit 3 & 4 studies
<b>Inclusion of UNITS 3 &amp; 4 TEXTS AND TRADITIONS in YEAR 12</b>	Unit 1 RE Six Unit 1 & 2 studies	Units 3 & 4 Texts and Traditions Four Unit 3 & 4 studies No RE required
 <b>ACCELERATION AT YEAR 11</b>	Unit 1 RE Five Unit 1 & 2 studies One Unit 3 & 4 study <b>or</b> Unit 3 & 4 VCE VET study	Unit 2 RE Five Unit 3 & 4 studies
 <b>ACCELERATION AT YEAR 11</b>	Unit 1 RE Five Unit 1 & 2 studies One Unit 3 & 4 study	Unit 2 RE Four Unit 3 & 4 studies One University extension study
<b>VET STUDIES</b>	Unit 1 RE Five Unit 1 & 2 studies One VCE VET study	Unit 2 RE Four Unit 3 & 4 studies One VCE VET study
<b>EXTERNAL STUDIES</b> Please read details that follow carefully	Unit 1 RE Six Unit 1 & 2 studies, one of which is studied externally	Unit 2 RE Five Unit 3 & 4 studies, one of which is studied externally
<b>EXTERNAL STUDIES ACCELERATED</b> Please read details that follow carefully	Unit 1 RE Five Unit 1 & 2 studies One Unit 3 & 4 study external	Unit 2 RE Five Unit 3 & 4 studies

## SENIOR PATHWAYS

### EXTERNAL VCE STUDIES

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

**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 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 RE. 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. Students wishing to study English as an Additional Language should access this through the DECV as we do not have sufficient numbers to run a class. Please discuss this with the Pathways Coordinator.

### HIGHER EDUCATION STUDIES

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

### 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 in the Handbook or on the VCAA website.



**VICTORIAN SCHOOL  
OF LANGUAGES**



**VIRTUAL SCHOOL  
VICTORIA**



**VCAA ELIGIBILITY FOR  
LANGUAGE STUDY**



**VCAA EXTENSION STUDIES**



**VCAA VET STUDIES**



**MORE  
ABOUT VET**



## SENIOR PATHWAYS

### ACCELERATION AT OLMC

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

#### ADVANTAGES

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

#### DISADVANTAGES

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

Students who have accelerated in Year 10 may continue with this study in Year 11 if they believe they are progressing well. If a student wishes to change to a different study, they must follow the formal application process.

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.

Students who have not previously accelerated and wish to do so must also follow the formal application process. It is in student's best interests to be successful in an accelerated study and so the following criteria are used.

#### CRITERIA FOR ACCELERATION IN VCE

- 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 pathway

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

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

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



#### APPLYING FOR AN ACCELERATED STUDY

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

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





A background image showing a group of students in a classroom. In the foreground, a young woman with long dark hair and braces is smiling and looking towards the right. She is holding a pen over a notebook. Behind her, another student is visible, also looking towards the right. The scene is brightly lit, suggesting a classroom environment.

[HOME](#)

[OVERVIEW](#)

[THE YEAR 10 PROGRAM](#)

[YEAR 10 STUDIES](#)

[SENIOR PATHWAYS](#)

[SENIOR SUBJECT SELECTION](#)

[VCE STUDIES](#)

[VET STUDIES](#)

[VCAL PROGRAM](#)

[GLOSSARY](#)

[OLMC CONTACTS](#)

# 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



## VCE SUBJECT SELECTION PROCESS

### SUBJECT SELECTION TIMELINE

YEAR 10 2020 INTO YEAR 11 2021

2020 DATE	EVENT	DETAILS
WEEK 1 TERM 3	Senior Programs Course Guide	Available on PAM and SIMON
TUESDAY 14 JULY	Subject Information Presentation for VCE and VCAL 2021	Subject Information Presentation for academic pathways in the senior school; requirements of the VCE and VCAL, the opportunities for VET studies and VCE acceleration available on PAM and SIMON
WEEK 2 TERM 3	Virtual Subject Expo	Current Year 10 students and parents can access subject information on VCE, VCAL and VET presented by teachers and students online. Available on SIMON
THURSDAY 23 JULY	Accelerated Studies applications are due	Students to submit completed applications available in the Senior Course Guide  <b>ACCELERATED STUDIES FORM</b>
WEDNESDAY 29 JULY – MONDAY 10 AUGUST	Accelerated Studies interviews	Students who have applied for an accelerated study will be interviewed by the Learning Area Leader and a subject teacher
WEDNESDAY 5 AUGUST	Parent/Student/Teacher Interviews (Years 7-12)	Subject interviews
THURSDAY 13 AUGUST	Parent/Student/Teacher Interviews (Years 7-12)	Subject interviews
FRIDAY 14 AUGUST	Accelerated Studies approvals	Students who have applied for an accelerated study will receive notification of approval or non-approval by today
MONDAY 17 AUGUST	Web Preferences Online opens	Web Preferences opens for students to enter their subject preferences for 2021
FRIDAY 21 AUGUST	Web Preferences Online closes	Web Preferences closes
MONDAY 24 AUGUST	Subject Selection Web Preferences receipt submission	Students submit a printout of their Web Preference signed by a parent to their Pastoral Leader along with their VCE Subject Planner

[HOME](#)[OVERVIEW](#)[THE YEAR 10 PROGRAM](#)[YEAR 10 STUDIES](#)[SENIOR PATHWAYS](#)[SENIOR SUBJECT SELECTION](#)[VCE STUDIES](#)[VET STUDIES](#)[VCAL PROGRAM](#)[GLOSSARY](#)[OLMC CONTACTS](#)

## VCE SUBJECT SELECTION PROCESS

### SUBJECT SELECTION TIMELINE

YEAR 11 2020 TO YEAR 12 2021

2020 DATE	EVENT	DETAILS
WEEK 1 TERM 3	Senior Programs Course Guide	Available on the school website
WEDNESDAY 5 AUGUST	Parent/Student/Teacher Interviews (Years 7-12)	Subject interviews and a discussion regarding 2021 program
THURSDAY 13 AUGUST	Parent/Student/Teacher Interviews (Years 7-12)	Subject interviews and a discussion regarding 2021 program
MONDAY 3 AUGUST	Web Preferences Online opens	Web Preferences opens for Year 11 students to enter their subject preferences for 2021
THURSDAY 13 AUGUST	Web Preferences Online closes	Web Preferences closes
FRIDAY 14 AUGUST	Subject Selection Web Preferences receipt submission	Students submit to their Pastoral Leader the printout of the studies they entered online (signed by parent)



## VCE SUBJECT SELECTION PROCESS

### CHOOSING A VCE PROGRAM

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

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

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

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

each student's abilities. Acceleration suits some students but others benefit from progressing at the normal rate and forming stronger foundations

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

#### 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 daughters by not taking holidays in Term time during VCE.



**VCE PROGRAM  
CAPABILITIES & COMPETENCIES**



**SUBJECT SELECTION  
PLANNER**



**MORRISBY  
REPORT**



**PREREQUISITE  
GUIDE**



**OLMC  
CAREERS**




























[HOME](#)[OVERVIEW](#)[THE YEAR 10 PROGRAM](#)[YEAR 10 STUDIES](#)[SENIOR PATHWAYS](#)[SENIOR SUBJECT SELECTION](#)[VCE STUDIES](#)[VET STUDIES](#)[VCAL PROGRAM](#)[GLOSSARY](#)[OLMC CONTACTS](#)

## VCE SUBJECT SELECTION PROCESS

### SUMMARY OF VCE UNITS AT OLMC IN 2021

YEAR 10 2020 INTO YEAR 11 2021

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



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



**VCE PROGRAM**  
CAPABILITIES & COMPETENCIES





## 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 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. Student completes the 'Application for Acceleration in VCE' form.
2. Students discuss their total academic program with their Pastoral Leader and also speak with the Learning Leader and/or subject teacher of the subject they wish to study. This discussion will consider the student's:
  - interests and satisfaction with the subjects they are currently undertaking – their interests, skills and preferred studies
  - overall academic performance and performance in related or like subjects
  - proposed pathway through VCE and beyond. Any prerequisites for tertiary study should be considered.
3. Students are expected to have discussed this application with their parents prior to submission.
4. Application is submitted online by the due date.
  - The application should include a statement outlining the reasons for undertaking the study that clearly articulates the student's learning strengths and demonstrates their achievement and commitment to their studies.
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 and subject teachers before a recommendation about their suitability for acceleration is made. Students will be interviewed as part of this process to communicate the outcome or, if needed, to determine if the student meets the selection criteria.
  - The student and their parents will be informed via email of the decision.
  - Appeals by unsuccessful applicants will be addressed by the Pathways Coordinator and the Curriculum Coordinator.



**MORRISBY  
REPORT**



**ACCELERATION STUDY  
APPLICATION FORM**



[HOME](#)

[OVERVIEW](#)

[THE YEAR 10 PROGRAM](#)

[YEAR 10 STUDIES](#)

[SENIOR PATHWAYS](#)

[SENIOR SUBJECT SELECTION](#)

[VCE STUDIES](#)

[VET STUDIES](#)

[VCAL PROGRAM](#)

[GLOSSARY](#)

[OLMC CONTACTS](#)

# VCE STUDIES

CREATING THE SCRIPT OF *your life*



[HOME](#)[OVERVIEW](#)[THE YEAR 10 PROGRAM](#)[YEAR 10 STUDIES](#)[SENIOR PATHWAYS](#)[SENIOR SUBJECT SELECTION](#)[VCE STUDIES](#)[VET STUDIES](#)[VCAL PROGRAM](#)[GLOSSARY](#)[OLMC CONTACTS](#)

# VCE STUDIES



## DESIGN, ARTS AND TECHNOLOGY

[Food Studies](#)[Media](#)[Studio Arts](#)[Visual Communication Design](#)

## ENGLISH

[English](#)[English Language](#)[Literature](#)

## HEALTH AND PHYSICAL EDUCATION

[Health and Human Development](#)[Physical Education](#)

## HUMANITIES

[Accounting](#)[Business Management](#)[Global Politics](#)[History: Global Empires](#)[History: Revolutions](#)[Legal Studies](#)

## LANGUAGES

[French](#)[Italian](#)[Japanese](#)

## MATHEMATICS

[General Mathematics](#)[Further Mathematics](#)[Mathematical Methods](#)[Specialist Mathematics](#)[Foundation Mathematics](#)

## PERFORMING ARTS

[Drama](#)[Music: Music Performance](#)[Theatre Studies](#)

## RELIGIOUS EDUCATION

[Religion and Society](#)[Texts and Traditions](#)

## SCIENCE

[Biology](#)[Chemistry](#)[Physics](#)[Psychology](#)

VCE PROGRAM  
CAPABILITIES & COMPETENCIES



# VCE STUDIES

## DESIGN AND TECHNOLOGY



### FOOD STUDIES

#### UNIT 1 & 2

In Unit 1, students are exposed to the origins of Australia's food landscape. The practical component of the study explores the contemporary use of ingredients to investigate cuisines that are part of Australia's culinary identity.

In Unit 2, students investigate food systems in Australia to understand how food is produced. Students gain insight into the significance of food industries in the Australian economy. They will explore how food is made for commercial and domestic use.

Students use practical skills and knowledge to produce foods for a range of industries. Students create new food products using the design principles of research, design, product testing, production, evaluation and marketing and explore a range of dietary requirements in their design tasks.

Suits students interested in food trends, nutrition and health, practical and theory based learning.

#### UNIT 3 & 4

In Unit 3, students explore the science of food and digestion. They will look at the rationale behind food selection models and develop an understanding of nutrient requirements and related health, media and marketing trends. Students investigate the functional properties of food to understand how chemical reactions and changes in cooking occur.

In Unit 4, students focus on global and Australian food systems to understand the process of 'paddock to plate'. They analyse and discuss the challenges of food security, food safety, food wastage, the use and management of water and land and ethical food issues. They investigate global food issues to further understand where our food comes from and what our sustainable future will look like.

Food media, labelling and marketing will be considered along with the development of food knowledge, skills and habits to empower consumers to make discerning food choices.

#### 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
- > Creativity
- > Ethical awareness





# VCE STUDIES

## DESIGN AND TECHNOLOGY



### MEDIA

#### UNIT 1 & 2

The modern teenager spends on average 8.5 hours per day engaging with the media. Social media and the Internet, as well as traditional media such as film, television and magazines are more prevalent in our lives than ever.

VCE Media is the subject for students wishing to delve deeper into the behind-the-scenes workings of the industry that we spend one third of our lives interacting with. We look at how the media forms representations, manipulates and manufactures the truth, and presents ideas in the stories it tells.

We focus on local, Australian narratives and the dynamic state of the industry, as well as analyse individual media producers' styles and works. Students develop creative communication skills, experimenting in video, photography and magazine creation over two folio assessments.

This subject is for critical and creative thinkers with an interest in the media and developing skills that are increasingly valued in 21st century vocations.

#### 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.

#### JOB CLUSTERS



THE DESIGNERS



THE GENERATORS



THE TECHNOLOGISTS

#### CONTRIBUTIONS TO THE STUDY SCORE

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

#### CAPABILITIES/COMPETENCIES

- > Creativity
- > Critical thinking
- > Visual communication



“Media has allowed me to really develop my critical and creative skills. The content is engaging and relates to my personal experiences of the media. The skills I have been developing in media will help me adapt to different jobs in the future.”

– Daviina





# VCE STUDIES

## DESIGN AND TECHNOLOGY



### STUDIO ARTS

#### UNIT 1 & 2

In Unit 1 Studio Arts, students learn how to explore, develop, refine, resolve and present artworks. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks. Students research ways in which artists from different times and cultures develop their studio practice to express ideas, source inspiration and apply materials and techniques in artworks.

In Unit 2 students focus on an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. They explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary. Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks.

This subject suits critical, reflective and creative thinkers.

#### UNIT 3 & 4

In Unit 3 Studio Arts, students focus on implementing an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore, develop and evaluate their individual ideas. The study of artists and their work practices and processes provides inspiration for students' own approaches to art making.

In Unit 4 students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. They investigate aspects of artists' involvement in the art industry, focusing on two different exhibitions that they will visit on an excursion. They examine a range of environments used for the presentation of artworks.

This subject suits critical, reflective and creative thinkers.

#### CONTRIBUTIONS TO THE STUDY SCORE

> School-assessed task:	60%
> School-assessed coursework:	10%
> End of year examination:	30%



#### JOB CLUSTERS



THE ARTISANS



THE DESIGNERS

#### CAPABILITIES/COMPETENCIES

- > Creativity
- > Problem solving
- > Cultural awareness



# VCE STUDIES

## DESIGN AND TECHNOLOGY



### VISUAL COMMUNICATION DESIGN

#### UNIT 1 & 2

In VCD Units 1 and 2, we learn about design elements and principles, different methods and materials and 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 organising, problem solving, self-management and using technology.

This study is an essential lead up into Units 3 & 4 VCD and provides students with all the skills and background required to complete their folio in Year 12.

#### UNIT 3 & 4

In this study, you will build on the skills and knowledge acquired in VCD Units 1 and 2.

You will explore the three different design fields of communication design, industrial design and environmental design. You will then have the opportunity to select the design field of your choice to develop a folio based on your personal interests.



“

*I really enjoy Visual Communication Design as I love creating my own designs to a set design brief. I like how it challenges me to incorporate as many design elements and principles as I can into my own ideas and concepts. If you enjoy developing ideas into designs whilst using a range of media, this is the subject for you.*

— Jaymee

#### JOB CLUSTERS



THE DESIGNERS



THE ARTISANS



THE TECHNOLOGISTS

#### CONTRIBUTIONS TO THE STUDY SCORE

- > Unit 3 School-assessed coursework: **25%**
- > Unit 3 & 4 School-assessed task: **40%**
- > End of year examination: **35%**

#### CAPABILITIES/COMPETENCIES

- > Visual communication
- > Creativity
- > Technical skills



# VCE STUDIES

## ENGLISH



### ENGLISH

#### UNIT 1 & 2

English offers students the opportunity to explore challenging social and cultural ideas from Australia and internationally.

The course begins with a study of the play 'Freedom of the City' about the tragic consequences of sectarian conflict in Northern Ireland. Students respond creatively with the opportunity to craft their own narrative whilst adopting Friel's style. The second text, 'Montana 1948' (Larry Watson), is an exploration of the tensions between justice and loyalty.

In Unit 2, the students are required to study paired texts with a view to comparing and contrasting the shared ideas. The film 'Gattaca' and Orwell's '1984' have been selected for this study.

Students delve into contemporary media and examine political, cultural and social issues. They acquire the skills required to critically examine how audiences are persuaded and positioned, and to produce their own persuasive texts.

#### UNIT 3 & 4

The structure of the English Course at Year 12 replicates the Year 11 Course but with reduced assessment in 'Analysing and Presenting' of media issues. There is an Analysing Argument study in Unit 3 and an oral presentation in Unit 4. This gives students another opportunity to critically review and analyse the way the media presents issues and how points-of-view are presented with a view to persuading selected audiences.

Unit 3 texts are currently Cate Kennedy's 'Like a House on Fire' (analytical response) and Emily St John Mandel's 'Station Eleven' (creative response). These texts will remain the same for 2021. The Comparative task for 2021 will also remain the same: a film and book pairing of Stephen Frear's 'The Queen' and David Malouf's Ransom. The texts that we study are chosen because of their exciting and revealing exploration of social issues, and views and values across time and boundaries.

All three areas of the course, analytical responses, comparative responses and language analyses, are assessed in the final examination.

#### 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
- > Technical skills



“

*I have loved studying and interpreting novels, plays, poems and films, being able to learn in depth about how and why they were created. English has also been beneficial for my other subjects, as I feel that I am able to write responses and interpret information with a different mindset.*

— Jessica



# VCE STUDIES

## ENGLISH



### ENGLISH LANGUAGE

#### UNIT 1 & 2

Words! Words! Words! Have you ever wondered why the possessive apostrophe even exists? In this subject learn how English is underpinned by complex and fascinating subsystems and how sounds, words and sentences combine in a myriad different contexts and for a range of functions.

Additionally, students learn a whole technical language with which to articulate the new ideas and concepts in this course of study. Students explore how they acquired their ability to speak English (and any other languages) from infancy.

In Unit 2, the study of how and why English is the centre of international relations, trade and entertainment is also explored and, closer to home, students will study Australian English as well as the influence of English on other languages. The studies are based on shorter written texts, film and media clips. Assessment comprises formal essays, analysis tasks and short answer tests

#### UNIT 3 & 4

In Unit 3, students investigate English Language in the Australian social setting, along a continuum of informal and formal registers and examine the features of language in both spoken and written modes. They continue their study of the grammatical structure of language and the language choices made according to purpose and context. Many varieties of English exist in contemporary Australian society, including individual, national, regional, cultural and social variations.

In Unit 4 students will learn that through language varieties we establish how we are unique as individuals, as well as signalling our membership of particular groups and establishing individual, social and national identities. Students study contemporary and traditional spoken transcripts and written texts. They read widely from set texts and complete essays, analytical commentaries and short answer tests.



“

*It is quite interesting to learn about the core of the English language. Aspects such as its origin, the reasons behind the strange spellings and complicated grammar and how English established its current ubiquitous presence in the world are covered.*

– Chhavi

#### JOB CLUSTERS



THE GENERATORS



THE TECHNOLOGISTS



THE COORDINATORS

#### CONTRIBUTIONS TO THE STUDY SCORE

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

#### CAPABILITIES/COMPETENCIES

- > Problem solving
- > Critical thinking
- > Cultural awareness



# VCE STUDIES

## ENGLISH



### LITERATURE

#### UNIT 1 & 2

Immerse yourself in the tragedy and triumph of human experience: women's struggles for justice, the consequences of racism and jealousy and the despair of dreams turning to nightmares. Read, consider and analyse, through differing perspectives, the ideas in classical and contemporary works that will enlighten, challenge or confirm your views of the world.

Rich offerings from a range of writers and directors have been selected, including: F. Scott Fitzgerald, Wordsworth, T.S. Eliot, Sylvia Plath, Baz Luhrmann and Henrik Ibsen. Naturally every Literature course includes a work from Shakespeare and the tragedy of 'Othello' is studied.

An adaptation of a novel into film paves the way for further study as to how texts from differing times speak to each other and encapsulate, reform and expand on timeless issues around the universality of human experience.

Assessment comprises analytical and creative writing with an oral presentation based on a play in Unit 1.

#### UNIT 3 & 4

Students continue to immerse themselves in the rich offerings of classical and contemporary Literature beginning with the study of Tennessee Williams' confronting play, 'Cat on a Hot Tin Roof' and its adaptation into film. Students also consider the characters and the concerns through differing literary perspectives, for example, a feminist perspective.

The course then moves to creative writing and the opportunity for students to craft their own narratives on how animals might get caught up in human conflict and endeavour, based on Ceridwen Dovey's collection of short stories, 'Only the Animals'.

Classical English literature includes study of the poetry of Robert Browning, Elizabeth Gaskell's 'North and South' and Shakespeare's 'Twelfth Night'. Each of these texts also offers the opportunity to study differing literary perspectives.

#### CONTRIBUTIONS TO THE STUDY SCORE

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

#### JOB CLUSTERS



THE GENERATORS



THE INFORMERS



THE COORDINATORS

#### CAPABILITIES/COMPETENCIES

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



“ I believe literature is an ideal English for people who love to read, explore further the views and values that lie behind a text and of course – love Shakespeare and all classical Literature!

– Alexandra





# VCE STUDIES

## HEALTH AND PHYSICAL EDUCATION



## HEALTH AND HUMAN DEVELOPMENT

### UNIT 1 & 2

In Unit 1, the five dimensions of health and wellbeing are explored. Students learn about the various indicators that are used to measure the health status of an individual or a population group. A health and wellbeing issue affecting youth is explored. Nutrition is also an area of focus in Unit 1. Students learn about the sources and functions of various nutrients and also the strategies used when marketing food products.

In Unit 2, 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 visit the Mercy Hospital's Antenatal Education unit where they listen to nursing staff and gain a deeper understanding of the health issues affecting a newborn.

### UNIT 3 & 4

In Unit 3, students focus on Australia's health in a global context. Students learn about the World Health Organisation's prerequisites for health including peace, shelter and a stable eco-system. Students also analyse improvements in population health over time and evaluate health promotion strategies.

In Unit 4, students continue to look at health in a global context. Students investigate a range of factors that contribute to health inequalities including access to safe water, sanitation and discrimination. Students also focus on the United Nation's Sustainable Development Goals and their role in promoting health and development. A critique of various global aid programs features in this course.



“

*I really valued the in-depth studies on human development in both the prenatal and childhood stages of life. We had an excursion to Mercy hospital, and an incursion in which we observed the behaviours of two children, which both gave us a hands-on learning experience.*

— Alex



### JOB CLUSTERS



THE INFORMERS



THE CARERS



THE GENERATORS

### 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



# VCE STUDIES

## HEALTH AND PHYSICAL EDUCATION



### PHYSICAL EDUCATION

#### UNIT 1 & 2

In Unit 1, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through participation in practical activities, students learn how these systems adapt and adjust during exercise. Students will turn their attention to the legal and illegal practices used to improve sports performance. Students consider the perceived benefits and potential harms of these practices and discuss the ethical implications of utilising these practices.

Students also learn about sports injuries. Students will explore what measures can be taken for injury prevention, and also what is best practice in the management of injuries.

In Unit 2, students gain an understanding of the barriers and enablers to physical activity. Students investigate the consequences of physical inactivity for both individuals and population groups. Students then create and participate in an activity plan that meets the National Physical Activity and Sedentary Behaviour Guidelines.

#### UNIT 3 & 4

In Unit 3, students focus on how the science of Biomechanics can be applied to improve sports performance. Practical activities are used to demonstrate how these biomechanical principles come into play when participating in a variety of sports. Data is also collected and analysed to investigate the contributions of the three energy systems during physical activity.

In Unit 4, students apply relevant training principles and methods to improve sports performance. Students participate in a variety of training sessions designed to improve fitness and evaluate the effectiveness of different training methods.

Students who prefer a practical approach to their learning will enjoy this subject.



“ I have really enjoyed the PE course because it is interesting to learn about the human body and how it works for us. I have also really enjoyed supporting what we have learnt by applying it in practical lessons.

— Jaymee



#### JOB CLUSTERS



THE INFORMERS



THE CARERS



THE GENERATORS

#### CONTRIBUTIONS TO THE STUDY SCORE

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

#### CAPABILITIES/COMPETENCIES

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



# VCE STUDIES

## HUMANITIES



### ACCOUNTING

#### UNIT 1 & 2

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

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

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

#### UNIT 3 & 4

A more detailed examination of the Accounting system is introduced in Units 3 & 4.

The general ledger of accounts supported by double entry recording procedures are introduced in Unit 3 and 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.

Unit 4 extends this process and explores how Accounting reports can be used to interpret business performance and provide important information for decision making about future performance.

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

#### CONTRIBUTIONS TO THE STUDY SCORE

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



#### JOB CLUSTERS



THE INFORMERS



THE COORDINATORS



THE TECHNOLOGISTS

#### CAPABILITIES/COMPETENCIES

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



“  
*I like the way in Accounting you work towards a definite answer.*”



# VCE STUDIES

## HUMANITIES



### BUSINESS MANAGEMENT



#### UNIT 1 & 2

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

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

#### UNIT 3 & 4

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

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

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



#### JOB CLUSTERS



THE INFORMERS



THE GENERATORS



THE TECHNOLOGISTS

#### CONTRIBUTIONS TO THE STUDY SCORE

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

#### CAPABILITIES/COMPETENCIES

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



# VCE STUDIES

## HUMANITIES



### GLOBAL POLITICS

#### UNIT 1 & 2

Power: who has it, who wants it and how it can be used, this is the focus of Global Politics.

In Unit 1 students look at different political systems and ideologies, as well the different political actors involved in Australian democracy.

In Unit 2 students look at global connections. This includes the social and economic impacts of globalisation, as well as some of the conflicts and challenges, such as climate change, to which the international community is responding.

This subject will appeal to students who enjoy learning about the world they live in and how they may influence decision-makers. Contemporary issues will always be discussed and applied to theory.

#### UNIT 3 & 4

Global Politics looks at power: how different organisations and institutions use power to achieve their aims. This includes examining the power of different countries in the Asia-Pacific region, terrorist groups, transnational corporations, the United Nations and interest groups.

In Unit 4 students will examine global crisis and ethical debates. Topics may include: terrorism, climate change and people movement (refugees and migrants) and human rights.

This subject will interest students who like learning about the world they live in and how and why decisions are made. Students will apply knowledge to contemporary examples.



“ I love this subject as it allowed me to think deeply about issues I was passionate about and look at different perspectives.

– Ella

#### JOB CLUSTERS



THE INFORMERS



THE GENERATORS



THE CARERS

#### CONTRIBUTIONS TO THE STUDY SCORE

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

#### CAPABILITIES/COMPETENCIES

- > Critical thinking
- > Information literacy skills
- > Civic awareness





# VCE STUDIES

## HUMANITIES



### HISTORY

#### GLOBAL EMPIRES UNIT 1 & 2

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.

#### REVOLUTIONS UNIT 3 & 4

In Unit 3 the course focuses on the causes of the French Revolution first and then the consequences. In Unit 4 the course looks at the Russian Revolution in the same way.

In both histories students will examine the long term grievances and short term triggers – so often the cause and consequence of conflict. Students will look at important individuals and their contribution to revolution as well as how new ideas accelerated change.

The course will suit students who enjoy reading and will bring their understanding and questions to class for further discussion. Being well organised is essential.



“ I really loved Global Empires.  
The course helped me analyse primary  
sources and write better essays.

– Bianca

Revolutions was most rewarding as it  
allowed me to study and understand  
how these important world events  
changed the world forever.

– Jane



#### JOB CLUSTERS



THE GENERATORS



THE INFORMERS



THE ARTISANS

#### CONTRIBUTIONS TO THE STUDY SCORE

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

#### CAPABILITIES/COMPETENCIES

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



# VCE STUDIES

## HUMANITIES



### LEGAL STUDIES

#### UNIT 1 & 2

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

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

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

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

#### UNIT 3 & 4

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

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

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

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

#### CONTRIBUTIONS TO THE STUDY SCORE

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



#### JOB CLUSTERS



THE INFORMERS



THE COORDINATORS

#### CAPABILITIES/COMPETENCIES

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



# VCE STUDIES

## LANGUAGES



### FRENCH

#### UNIT 1 & 2

If you enjoy studying French, it is 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 or because it is very different from your own cultural background.

Many OLMC students explore College study tours as a way to begin immersing themselves in a second language and culture; however, this is not essential.

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 students will study in Units 1 & 2 include young people in France, Francophonie, culture, media and French regions.

#### 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 students will demonstrate their abilities in speaking, writing, listening, viewing and reading through school-assessed coursework on the various topics studied. The end of year examinations for French include an oral examination early in Term 4.

Topics students will study in Units 3 & 4 include Paris and its quarters, the environment, social justice, racism and the changing role of women across the centuries in France.



“

*I chose to study VCE French in order to gain a greater understanding of French culture and improve my communication skills. In Year 11 and 12, I have found that the language you learn becomes more sophisticated and you become more able to converse fluently in French, which is a great skill for work and travel.*

– Rebecca

#### 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 examination: **50%**

#### CAPABILITIES/COMPETENCIES

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



# VCE STUDIES

## 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 or because it is very different from your own cultural background.

Many OLMC students explore College study tours as a way to begin immersing themselves in a second language and culture; however, this is not essential.

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 students will study in Units 1 & 2 include the world of youth, Carnevale, Italian passions – café life and technology, the unification of Italy, modern Italy: the socio-cultural divide of North and South, and tourism in Italy.

#### 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 students will demonstrate their abilities in speaking, writing, listening, viewing and reading through school-assessed coursework on the various topics studied. The end of year examinations for Italian include an oral examination early in Term 4.

The topics students will study in Units 3 & 4 include Made in Italy, the environment, health, economic and social problems in Italy and Italian emigration to Australia post-WWII and today.



“

*I chose to study Italian at VCE level because I believe that knowing a second language is a very important skill. I have found that in Year 11 and 12 everything I have learnt from previous years has really come together, so that I now have a much greater understanding of both the language and culture.*

– Sarah

#### 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 examination: **50%**

#### CAPABILITIES/COMPETENCIES

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



# VCE STUDIES

## LANGUAGES



### JAPANESE

#### UNIT 1 & 2

If you enjoy studying Japanese, it's probably because you 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 or because it is very different from your own cultural background.

Many OLMC students explore College study tours as a way to begin immersing themselves in a second language and culture; however, this is not essential.

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 students will study in Units 1 & 2 include self and family, directions and locations, home and neighbourhood, school in Japan and Australia, travelling in Japan, tourism in Australia for the Japanese traveller and careers and part-time jobs.

#### 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 students will demonstrate their abilities in speaking, writing, listening, viewing and reading through school-assessed coursework on the various topics studied. The end of year examinations for Japanese include an oral examination early in Term 4.

The topics students will study in Units 3 & 4 include student life in Japan and Australia, leisure activities and annual events/festivals in Japan, a trip to Japan, the environment and changes in marriage in Japan.



“ I decided to do Japanese in VCE, as I've always had a passion for foreign languages and Japan as a country has always appealed to me. I also love learning Japanese, as it is a language so different from any other in the world and provides so many opportunities for overseas travel and work.

— Alex

#### 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 examination: 50%

#### CAPABILITIES/COMPETENCIES

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





# VCE STUDIES

## MATHEMATICS



### MATHEMATICS

#### GENERAL MATHEMATICS UNIT 1 & 2

General Mathematics Units 1 & 2 is 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 **Further Mathematics Units 3 & 4**.*

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

#### FURTHER MATHEMATICS UNIT 3 & 4

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

Further Mathematics consists of a Core Unit, 'Data Analysis' and 'Recursion and Financial Modelling' and two Modules, 'Matrices' and 'Networks and Decision Mathematics'. 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 **Further Mathematics Units 3 & 4**, students must have studied **General Mathematics Units 1 & 2** or **Mathematical Methods Units 1 & 2**.*

#### CONTRIBUTIONS TO THE STUDY SCORE

> Unit 3 School-assessed coursework:	20%
> Unit 4 School-assessed coursework:	14%
> End of year examination 1:	33%
> End of year examination 2:	33%

#### CAPABILITIES/COMPETENCIES

- > Financial literacy
- > Problem solving
- > Technical skills



“ I chose Further Mathematics 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



#### JOB CLUSTERS



THE CARERS



THE INFORMERS



# VCE STUDIES

## MATHEMATICS



## MATHEMATICAL METHODS

### UNIT 1 & 2

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

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

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

### UNIT 3 & 4

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

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

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



“*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

### JOB CLUSTERS



THE DESIGNERS



THE INFORMERS



THE TECHNOLOGISTS

### CONTRIBUTIONS TO THE STUDY SCORE

> Unit 3 School-assessed coursework:	17%
> Unit 4 School-assessed coursework:	17%
> End of year examination 1:	22%
> End of year examination 2:	44%

### CAPABILITIES/COMPETENCIES

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



# VCE STUDIES

## MATHEMATICS



## SPECIALIST MATHEMATICS

### UNIT 1 & 2

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

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

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

### 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', 'Mechanics' and 'Probability and Statistics'. Students will apply techniques, routines and processes involving rational, real and complex arithmetic, algebraic manipulation, equations, graphs, differentiation and integration to routine and non-routine contexts.

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

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

### JOB CLUSTERS



THE DESIGNERS



THE TECHNOLOGISTS



THE INFORMERS

### CAPABILITIES/COMPETENCIES

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

### CONTRIBUTIONS TO THE STUDY SCORE

- > Unit 3 School-assessed coursework: 17%
- > Unit 4 School-assessed coursework: 17%
- > End of year examination 1: 22%
- > End of year examination 2: 44%



“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.

— Maddy



[HOME](#)[OVERVIEW](#)[THE YEAR 10 PROGRAM](#)[YEAR 10 STUDIES](#)[SENIOR PATHWAYS](#)[SENIOR SUBJECT SELECTION](#)[VCE STUDIES](#)[VET STUDIES](#)[VCAL PROGRAM](#)[GLOSSARY](#)[OLMC CONTACTS](#)

# VCE STUDIES

## MATHEMATICS



## FOUNDATION MATHEMATICS

### UNIT 1 & 2

Foundation Mathematics Units 1 & 2 has a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study.

The areas of study are 'Space, Shape and Design', 'Patterns and Number' and 'Data and Measurement'. Some of the topics studied are money, drinking and driving, interpreting bills, travel, income and measurement.

*Students who have studied **Year 9 General Mathematics** are encouraged to consider this subject. If students know they do not wish to study any Mathematics at Year 12 and are interested in how mathematics is used in everyday and real-life contexts then they are encouraged to study **Foundation Mathematics** Units 1 & 2.*

*If students choose **Foundation Mathematics** Units 1 & 2, they are unable to study any Mathematics in the following years. They will be unable to study any Units 3 & 4 Mathematics subjects.*



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

— Sophie

### JOB CLUSTERS



THE GENERATORS



THE CARERS

### CAPABILITIES/COMPETENCIES

- > Financial literacy
- > Interpersonal skills



# VCE STUDIES

## PERFORMING ARTS



### DRAMA

#### UNIT 1 & 2

In Units 1 & 2 students perform work developed from prescribed stimulus. They work in a variety of performance styles, study a range of practitioners and learn about the conventions, elements and stagecraft of performance styles and traditions.

Students draw on a range of content and use role and expressive skills to create, embody and present dramatic works. Students develop an understanding of dramatic elements, stagecraft and theatrical conventions appropriate to performance styles from a range of cultural contexts.

Student will watch and analyse professional performance work.

#### 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, stagecraft 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 theme.

In Unit 4 students will develop and present a Solo Performance based on a choice of one of the 10 prescribed structures distributed by VCAA.

This course will appeal to students who enjoy creativity, collaboration, performance and analysis. It is also a fabulous platform for students to be able to create performance work embracing social and/or political commentary.

#### CONTRIBUTIONS TO THE STUDY SCORE

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



#### JOB CLUSTERS



THE ARTISANS



THE DESIGNERS



THE GENERATORS

#### CAPABILITIES/COMPETENCIES

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



“ We loved the creative freedom to develop an original performance in a supportive environment. It teaches you key skills you need beyond school such as public speaking, teamwork, collaboration and negotiation, confidence, and how to express your ideas in different and creative ways.

– Claudia and Daniella





# VCE STUDIES

## PERFORMING ARTS



### MUSIC PERFORMANCE

#### UNIT 1 & 2

Music Performance is designed to develop both practical and theoretical skills through a wide range of activities. It is recommended that you have at least three years experience on a selected instrument or voice before entering Unit 1.

In Unit 1 & 2, students focus largely on building and developing performance and music language skills. Students present performances of both group and solo music works and they study the work of other performers and explore strategies to optimize their own performance.

They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practice technical work to address these challenges.

Students study aural, theory and analysis concepts to develop their music language skills and apply this knowledge when preparing and presenting performances.

In Unit 2, students also devise an original composition.

#### UNIT 3 & 4

Students select a program of group and solo works representing a range of styles and diversity of character for performance.

They further develop and refine instrumental and performance techniques that enable them to expressively shape their performances and communicate their understanding of the music styles of each work.

Students develop skills in aural perception and comprehension, transcription, music theory and analysis.

Students continue to study ways in which Australian performers interpret works that have been created since 1910 by Australian composers/songwriters.



“

*I was able to express what I wanted to say through my performance. I loved being able to choose my own songs and sing with others in the group performance.*

– Olivia



#### JOB CLUSTERS



THE ARTISANS



THE DESIGNERS



THE GENERATORS

#### CONTRIBUTIONS TO THE STUDY SCORE

> Unit 3 School-assessed coursework:	20%
> Unit 4 School-assessed coursework:	10%
> Music Language examination:	20%
> Performance examination:	50%

#### CAPABILITIES/COMPETENCIES

- > Performance skills
- > Creativity
- > Interpersonal skills



# VCE STUDIES

## PERFORMING ARTS



### THEATRE STUDIES

#### UNIT 1 & 2

*Not offered at OLMC.*

#### UNIT 3 & 4

In VCE Theatre Studies, students interpret playscripts and produce their own Theatre Productions. They gain an insight into the history and rich possibilities of Theatre as an art form.

As Theatre practitioners, students will develop and create productions through research, contextualisation and the application of stagecraft.

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. Stagecraft choices include Costume, Make-Up, Sets, Props, Lighting, Sound, Stage Management, Directing, Theatre Technologies and Acting.

Please note this is NOT a folio subject.

#### CONTRIBUTIONS TO THE STUDY SCORE

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



#### JOB CLUSTERS



THE DESIGNERS



THE ARTISANS



THE GENERATORS

#### CAPABILITIES/COMPETENCIES

- > Performance skills
- > Creativity
- > Presentation skills



“ I completed Units 3 & 4 of Theatre Studies in Year 11, as theatre and performing are my passion. It enabled me to excel at something I love and earn extra points towards my ATAR. I learnt how to project your voice and improve your confidence. I'm now a primary school teacher and use Reader's theatre and drama all the time in my teaching!

— Olivia



# VCE STUDIES

## RELIGIOUS EDUCATION



## RELIGIOUS EDUCATION

### RELIGION AND SOCIETY UNIT 1 & 2



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

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

### TEXT AND TRADITIONS UNIT 3 & 4



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

*Students who select to do accelerated **Text and Traditions** in Year 11 or as a Year 12 subject do not participate in school based RE for that year and will have study lessons during this time.*

### 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



# VCE STUDIES

## SCIENCE



## BIOLOGY

### UNIT 1 & 2

In Unit 1 Biology, students will explore the challenges of sustaining life on planet Earth. The diversity of organisms and their reliance on ecosystems will be investigated through practical activities and field work. The various adaptations of organisms to their natural environment will be explored together with the relationship between the structure and function of a cell as the basic unit of life.

In Unit 2 Biology, students focus on cell reproduction and the inheritance of genetic information from one generation to the next. They explore the replication of DNA in cells, different reproductive mechanisms of organisms and examine how information stored in our genes codes for the physical and behavioural characteristics of organisms. Students will conduct a research investigation into an ethical issue in genetics and stem cell biology.

### UNIT 3 & 4

In Unit 3 Biology, students look at how scientific advancement has deepened our understanding of the bio molecular make-up of cells, particularly the universality of DNA, and the reactions that occur within cells. These foundations are applied to examine how the human immune system fights infection, and how the body makes a coordinated response to combat diseases such as cancers, auto-immune disorders and allergies.

Evolution is a force that has shaped the biodiversity of our planet, and its story remains evident in the DNA of all life forms. In Unit 4 Biology, students will investigate the relatedness between species and the impact of various chance events on a population's gene pool. They will also explore the scientific technologies which make possible the identification and manipulation of DNA, as used in forensics and medicine.

*Students wishing to complete Units 3 & 4 **Biology** in Year 11 must study **Enhanced Biology** in Year 10.*

### CONTRIBUTIONS TO THE STUDY SCORE

- > Unit 3 School-assessed coursework: **16%**
- > Unit 4 School-assessed coursework: **24%**
- > End of year examination: **60%**



### JOB CLUSTERS



THE DESIGNERS



THE INFORMERS



THE CARERS

### CAPABILITIES/COMPETENCIES

- > Critical thinking
- > Written communication
- > Technical skills



“Biology is a very practical subject in the sense that it can be applied to everyday life and we have the ability to see what we learn in action. The Biology course is really interesting and gives you the opportunity to challenge yourself whilst being fascinated by the variety of things that you learn.

– Steph



# VCE STUDIES

## SCIENCE



## CHEMISTRY

### UNIT 1 & 2

Unit 1 & 2 Chemistry looks at a wide range of chemical reactions that play a significant role in our lives, such as those occurring in water. Students study the mole concept which forms the basis of calculations performed in Chemistry; elements, bonding and organic Chemistry. Finally a range of reactions in water and air are explored. Students will also be required to design experimental investigations and to describe their findings in formal reports.

Students who have inquiring minds, can write clearly and have the required Maths skills (using ratios and the ability to transpose equations) will be suited to this subject.

### UNIT 3 & 4

Unit 3 & 4 Chemistry builds on the skills learnt in Units 1 & 2 and relates these to industrial and biological contexts. The different options for energy production, methods to manipulate the rate and extent of chemical reactions and the application of organic chemistry to the major food groups make this a practical and relevant subject.

Chemistry is a core science that provides a sound foundation for further studies in science related fields.



“Chemistry is everywhere and it always astounds me how applicable the concepts are to everyday life – from learning how important water is to the world to how a battery works. The experiments are also quite amazing to witness and nearly all theory is supported by a practical activity, which also makes it much easier to understand.

– Chhavi

### JOB CLUSTERS



THE DESIGNERS



THE ARTISANS



THE CARERS

### CONTRIBUTIONS TO THE STUDY SCORE

> Unit 3 School-assessed coursework:	16%
> Unit 4 School-assessed coursework:	24%
> End of year examination:	60%

### CAPABILITIES/COMPETENCIES

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





# VCE STUDIES

## SCIENCE



## PHYSICS

### UNIT 1 & 2

Do you sometimes wonder why things happen? Do you stare into space in awe? Do you sometimes pull things apart to see how they work? Physics tries to understand and explain the physical world. It uses models, ideas and experiments to make sense of the world.

In Unit 1 you will explore the origin of the universe, from the Big Bang through to the creation of energy in Nuclear Fusion. You will investigate the operation of electrical devices by analysing electric circuits. You will also study the movement of thermal energy in a number of practical situations.

In Unit 2 you will use Newton's Laws to explore forces and motion. You will study energy transfers and transformations in a number of practical contexts. You will describe and analyse motion mathematically and descriptively. You will design and conduct your own experiments in an area of your choice.

### UNIT 3 & 4

In Units 3 & 4 students will extend their understanding of motion to include circular motion, projectile motion and the motion of objects at high speed using Einstein's Theory of Relativity. An excursion to Luna Park to experience different types of motion and energy is a highlight. Students look at different types of force fields and how these interact to produce electricity and how they can be used for other purposes.

Finally, students look at 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 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:	21%
> Unit 4 School-assessed coursework:	19%
> End of year examination:	60%

### JOB CLUSTERS



THE DESIGNERS



THE INFORMERS



THE CARERS

### CAPABILITIES/COMPETENCIES

- > Critical thinking
- > Written communication
- > Visual communication



“

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

– Laura



# VCE STUDIES

## SCIENCE



### PSYCHOLOGY

#### UNIT 1 & 2

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. Unit 1 looks at how the brain and nervous system influence behaviours. Students also consider mental health and how to cope with stress.

The focus of Unit 2 is the study of how the eyes and tongue sense and perceive reality. Students also explore aspects of human behaviours when in groups.

This will complement the study of biology and appeal to students with strong literacy skills.

#### UNIT 3 & 4

If you're fascinated by how the brain works, love observing others and uncovering what makes them tick, then you're probably suited to Units 3 & 4 Psychology.

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

This subject will help students enhance their knowledge of how we learn and remember, how the brain functions, the importance of sleep and mental health.

One of the key opportunities of the course is the chance to design an experiment.

#### CONTRIBUTIONS TO THE STUDY SCORE

> Unit 3 School-assessed coursework:	16%
> Unit 4 School-assessed coursework:	24%
> End of year examination:	60%



#### JOB CLUSTERS



THE CARERS



THE GENERATORS



THE INFORMERS

#### CAPABILITIES/COMPETENCIES

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



“ I love that the things I learn actually help me know myself better and help me understand how and why there are better ways to study.

— Alexis



[HOME](#)

[OVERVIEW](#)

[THE YEAR 10 PROGRAM](#)

[YEAR 10 STUDIES](#)

[SENIOR PATHWAYS](#)

[SENIOR SUBJECT SELECTION](#)

[VCE STUDIES](#)

[VET STUDIES](#)

[VCAL PROGRAM](#)

[GLOSSARY](#)

[OLMC CONTACTS](#)

# VET STUDIES

CREATING THE SCRIPT OF *your life*





[HOME](#)

[OVERVIEW](#)

[THE YEAR 10 PROGRAM](#)

[YEAR 10 STUDIES](#)

[SENIOR PATHWAYS](#)

[SENIOR SUBJECT SELECTION](#)

[VCE STUDIES](#)

[VET STUDIES](#)

[VCAL PROGRAM](#)

[GLOSSARY](#)

[OLMC CONTACTS](#)

# VET STUDIES

## AT OLMC

[ACCESS TO VET STUDIES](#)

[STRUCTURED WORKPLACE LEARNING](#)

[VET STUDIES AT OLMC](#)



HEALTH AND  
PHYSICAL EDUCATION

[VCE VET Allied Health Cert III](#)

[VCE VET Sport and Recreation Cert III](#)



# VET STUDIES

## VET STUDIES AT OLMC

### ACCESS TO VET STUDIES

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

- at OLMC
- externally through the Northern Metropolitan VET Cluster (NMVC)
- 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** also requires 40 hours of Structured Workplace Learning to be undertaken during school holidays.

#### EXTERNAL VET NMVC

NMVC offers VET programs to school students in other school locations, usually on Wednesday afternoons. Please access the **2021 VET Handbook** to see the range of VET studies in the Cluster.

#### EXTERNAL VET TAFE OR PRIVATE VET PROVIDERS

TAFEs such as **Box Hill** or **William Angliss** 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. Students should inform themselves of these costs prior to enrolment and 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

Most VET courses require students complete a Structured Workplace Learning (SWL) placement. This will occur during school holidays for VCE students. Typically students might complete 40 hours of placement per year, but criteria for each course is different.

Students are able to access a statewide Portal that provides opportunities for SWL. The Careers Counsellor will 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**



**VET STUDIES  
CLUSTER HANDBOOK**



**BOX HILL TAFE**



**WILLIAM ANGLISS TAFE**





# VET STUDIES

## HEALTH AND PHYSICAL EDUCATION



### VCE VET ALLIED HEALTH (CERTIFICATE III IN ALLIED HEALTH ASSISTANCE)

#### YEAR 1

Are you interested in the Health Industry?  
The Allied Health field covers a range of health care workers and the Certificate III in Allied Health provides a qualification to work in this industry. It is delivered over two years and also requires students to undertake a Structured Workplace Learning (SWL) placement of 40 hours each year.

In Year 1, subjects include Communicating and Working Safely, Infection Control and Prevention, and electives such as First Aid and Assisting with Patient Movement.

#### YEAR 2

In Year 2 of Allied Health, units include Working with Diverse People, Assist with an Allied Health Program, Interpret and Apply Medical Terminology Appropriately and Recognise Healthy Body Systems. The elective delivered is Taking Clinical Measurements.

As this is a VCE VET subject, students will sit an exam based on the Terminology and Healthy Body Systems units. The Clinical Measurement unit is assessed internally and these assessments provide the basis for a study score in addition to the achievement of the Certificate III.

#### JOB CLUSTERS



THE CARERS



THE COORDINATORS



THE GENERATORS

#### CONTRIBUTIONS TO THE STUDY SCORE

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

#### CAPABILITIES/COMPETENCIES

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



# VET STUDIES

## HEALTH AND PHYSICAL EDUCATION



### VCE VET SPORT AND RECREATION



#### CERTIFICATE III

##### 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, warm-up and cool-down techniques and fitness training programs. 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.

As this is a VCE VET program students will receive a certificate that qualifies them to work in this industry. Students will also complete scored assessment including an examination that will contribute to their ATAR.

##### 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



“VCE VET Sport and Recreation has given me the opportunity to develop the skills to work in the sport and recreation industry. Sport and Recreation provides students with a qualification and also contributes to your ATAR. I highly recommended this subject as I have gained a head start in finding my future pathway in this industry.

– Abbey



[HOME](#)

[OVERVIEW](#)

[THE YEAR 10 PROGRAM](#)

[YEAR 10 STUDIES](#)

[SENIOR PATHWAYS](#)

[SENIOR SUBJECT SELECTION](#)

[VCE STUDIES](#)

[VET STUDIES](#)

[VCAL PROGRAM](#)

[GLOSSARY](#)

[OLMC CONTACTS](#)

# VCAL PROGRAM

CREATING THE SCRIPT OF *your life*





[HOME](#)

[OVERVIEW](#)

[THE YEAR 10 PROGRAM](#)

[YEAR 10 STUDIES](#)

[SENIOR PATHWAYS](#)

[SENIOR SUBJECT SELECTION](#)

[VCE STUDIES](#)

[VET STUDIES](#)

[VCAL PROGRAM](#)

[GLOSSARY](#)

[OLMC CONTACTS](#)

# VCAL PROGRAM

## AT OLMC

### THE VICTORIAN CERTIFICATE OF APPLIED LEARNING



LITERACY STRAND



NUMERACY STRAND



PERSONAL DEVELOPMENT SKILLS STRAND



WORK RELATED SKILLS STRAND



# VCAL PROGRAM

## THE VICTORIAN CERTIFICATE OF APPLIED LEARNING

The Victorian Certificate of Applied Learning, VCAL, is an equivalent Year 12 qualification which is suited to students with a clear vocational pathway or those who prefer hands-on, project-based learning. Students undertake a VET study of their choice as part of their VCAL program.

This Certificate leads to work or TAFE, providing a pathway for students who can use their further education and TAFE qualifications as a stepping stone into university if they wish.

### A TYPICAL PROGRAM

DAY	PROGRAM DESCRIPTION
Monday, Tuesday and Thursday	Pastoral Group <b>4 lessons per day including:</b> <ul style="list-style-type: none"> <li>Literacy</li> <li>Numeracy</li> <li>VCAL studies</li> <li>Religious Education</li> <li>VCE subject*</li> </ul>
Wednesday	External VET course and study
Friday	<b>Work</b> – a structured work placement or a School Based Apprenticeship. (If work is at a different time such as weekends or night, Friday is a study day); or <b>Internal VET Course</b> if work placement is not available

- Year 11 students undertake **Foundation** or **Intermediate VCAL Certificate**
- Year 12 students undertake **Intermediate** or **Senior VCAL Certificate**
- All assessment is internal and there are no examinations

To achieve each level of Certificate, students must satisfy the components of the **four** VCAL strands detailed on the following pages and attain **ten** VCAL credits/units. A credit could be a VCAL unit, a VCE unit or a semester of a VET study.

### VCE SUBJECT\*

Students will choose one VCE subject to study. This will be scheduled with other VCE students within the timetable. VCAL students will need to satisfactorily complete each unit but do not need to undertake scored assessment.

Some reasons why OLMC students like the VCAL program:

### PROJECT BASED LEARNING

Projects may include:

- The 7<sup>th</sup> Lab Café
- Community partnership projects
- 'Stories of my Life' with local aged care residents
- Enterprise programs, designing and developing a business idea
- Social justice initiatives
- Support for school-based events and functions

### TEAM APPROACH

A small class that works together in their own space and collaborates in learning.

### PREPARE FOR WORK

Students learn about the world of work and learning is directed to practical things that assist students in preparing to join the workforce.



“

*I like VCAL because we learn in a different way compared to a normal classroom. I enjoy going to TAFE on Wednesdays and doing something I'm passionate about.*

– Imogen



VCAL  
VCAA GUIDE





# VCAL PROGRAM

## LITERACY STRAND



**VCAL Literacy** is designed to develop student knowledge, skills and attributes relevant to reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community.

The development of literacy skills includes communication for:

- **SELF-EXPRESSION –**  
Personal and family life, culture, stories and life experiences
- **PRACTICAL PURPOSES –**  
Communicating in the workplace
- **KNOWLEDGE –**  
Reading, writing and oral presentations relevant to education and training
- **PUBLIC DEBATE –**  
Issues of public concern, forms of argument, reason, giving opinions and information.

**VCAL Literacy** 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 enjoy VCAL because I feel that I am more motivated to learn in an environment that I understand. I feel so relaxed in VCAL and not so stressed and worrying about what we're learning and what assessments I have.*

– Kayla

### CAPABILITIES/COMPETENCIES

- > Collaboration and coordination skills
- > Presentation skills
- > Interpersonal skills
- > Financial literacy
- > Verbal communication
- > Written communication



# VCAL PROGRAM

## NUMERACY STRAND



The purpose of **VCAL Numeracy** is to enable students to develop everyday numeracy skills to make sense of their daily personal and public lives. The mathematics involved includes numbers and data, financial literacy, time and location, and measurement and design.

There are five elements in learning outcomes:

- **MATHEMATICAL KNOWLEDGE AND TECHNIQUES –**  
Numbers, fractions, decimals, the four operations
- **COMPARATIVE MATHEMATICS –**  
Ratio, average, units of measurement
- **ESTIMATION AND APPROXIMATION –**  
Length, distance, quantity, volume and weight
- **WRITING AND INTERPRETING NUMERICAL EXPRESSIONS –**  
Data, tables, graphs and charts
- **APPLYING MATHEMATICS –**  
Demonstrating mathematical skills and processes in practical projects, performing calculations and problem-solving

**VCAL Numeracy** is designed to develop student knowledge, skills and attributes relevant to identifying, applying and communicating mathematical information in the contexts of everyday life, family, employment, further learning and community.



“

*I am really enjoying VCAL as the work allows you to apply your knowledge, and what we learn about in class relates to the real world.*

– Eliza

### CAPABILITIES/COMPETENCIES

- > Collaboration and coordination skills
- > Presentation skills
- > Interpersonal skills
- > Financial literacy
- > Verbal communication
- > Written communication



# VCAL PROGRAM

## PERSONAL DEVELOPMENT SKILLS STRAND



The purpose of the **VCAL Personal Development Skills (PDS) Strand** is to develop student knowledge, skills and attributes that lead to self-development and community engagement through:

- family, social, community and environmental responsibilities
- resilience and self-esteem
- health and wellbeing
- valuing participation in a democratic society.

PDS focuses on personal achievement and contributing to the community in the context of school and community projects.

This may involve demonstrating leadership and teamwork skills, critical and creative thinking, planning and organisational skills, decision making and problem-solving skills.



“In VCAL we have completed many projects, and it was a real pleasure to receive the VCAL Team Achievement Award for a project called ‘Backyard Bell’, where we created a backyard and play area for a young mother and her daughter. I would recommend VCAL to a person who knows what they want to do and likes to work hands on.

– Scarlet

### CAPABILITIES/COMPETENCIES

- > Collaboration and coordination skills
- > Presentation skills
- > Interpersonal skills
- > Financial literacy
- > Verbal communication
- > Written communication



# VCAL PROGRAM

## WORK RELATED SKILLS STRAND



The purpose of the **VCAL Work Related Skills (WRS) Strand** is to develop student skills, knowledge and attributes valued within community and work environments in preparation for employment.

The development of employability skills provides students with a capacity to explore, consider and choose from a range of pathways.

Knowledge and understanding of occupational health and safety (OHS) is integral to student preparation for a variety of community and work environments.

The WRS units are designed to:

- develop OHS awareness and understanding
- reflect the progression of skills, knowledge and attributes related to work
- integrate learning about work skills with prior knowledge and experiences
- enhance the development of employability skills through work-related contexts
- develop critical thinking skills that apply to problem solving in work-related contexts
- develop planning and work-related organisational skills
- develop research and job-readiness skills
- develop and apply transferable skills for work-related contexts



“

*I'm really happy that I moved into VCAL and I'm enjoying the classes and activities we participate in because we get to work in groups. I'm learning a lot of new skills and gaining more knowledge. VCAL has opened up a lot of opportunities for me by giving me the chance to study what I am passionate about, that being Business.*

— Armita

### CAPABILITIES/COMPETENCIES

- > Collaboration and coordination skills
- > Presentation skills
- > Interpersonal skills
- > Financial literacy
- > Verbal communication
- > Written communication



## GLOSSARY

### ACCELERATION

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

### ATAR

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

### BLOCK CREDIT RECOGNITION

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

### EAL

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

### NMVC

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

### REDUCED LOAD

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

### 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 VCAL students.

### VCAL

The Victorian Certificate of Applied Education is also a Year 12 Certificate but reflects a different type of learning that is more applied and vocational in nature.

### 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.

### 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.



## GLOSSARY

### CAPABILITIES AND COMPETENCIES

#### CIVIC AWARENESS

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

#### COLLABORATION AND COORDINATION SKILLS

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

#### CREATIVITY

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

#### CRITICAL THINKING

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

#### CULTURAL AWARENESS

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

#### ETHICAL AWARENESS

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

#### FINANCIAL LITERACY

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

#### INFORMATION LITERACY SKILLS

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

#### INTERPERSONAL SKILLS

The ability to communicate and work effectively with others.

#### PERFORMANCE SKILLS

The elements required to convey meaning to audiences.

#### PRESENTATION SKILLS

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

#### PROBLEM SOLVING

The process of finding solutions to difficult or complex issues.

#### TECHNICAL SKILLS

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

#### VERBAL COMMUNICATION

The transmission of ideas and information through oral language.

#### VISUAL COMMUNICATION

The transmission of ideas and information using symbols and images.

#### WRITTEN COMMUNICATION

The transmission of ideas and information through writing.



**YEAR 9 PROGRAM**  
**CAPABILITIES & COMPETENCIES**



**YEAR 10 PROGRAM**  
**CAPABILITIES & COMPETENCIES**



**VCE PROGRAM**  
**CAPABILITIES & COMPETENCIES**



## GLOSSARY

### JOB CLUSTERS



#### THE ARTISANS

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



#### THE CARERS

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



#### THE COORDINATORS

They work behind the scenes in administration or service tasks.



#### THE DESIGNERS

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



#### THE GENERATORS

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



#### THE INFORMERS

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



#### THE TECHNOLOGISTS

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



[HOME](#)[OVERVIEW](#)[THE YEAR 10 PROGRAM](#)[YEAR 10 STUDIES](#)[SENIOR PATHWAYS](#)[SENIOR SUBJECT SELECTION](#)[VCE STUDIES](#)[VET STUDIES](#)[VCAL PROGRAM](#)[GLOSSARY](#)[OLMC CONTACTS](#)

## YEAR 9 - CAPABILITIES & COMPETENCIES

SUBJECT	CIVIC AWARENESS	COLLABORATION & COORDINATION SKILLS	CREATIVITY	CRITICAL THINKING	CULTURAL AWARENESS	ETHICAL AWARENESS	FINANCIAL LITERACY	INFORMATION LITERACY	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			✓										✓		✓	
Musical Performance			✓						✓	✓						
Music Technology			✓						✓				✓			
Religious Education		✓			✓	✓										
Science				✓				✓					✓			



CAPABILITIES & COMPETENCIES  
DEFINITIONS



[HOME](#)[OVERVIEW](#)[THE YEAR 10 PROGRAM](#)[YEAR 10 STUDIES](#)[SENIOR PATHWAYS](#)[SENIOR SUBJECT SELECTION](#)[VCE STUDIES](#)[VET STUDIES](#)[VCAL PROGRAM](#)[GLOSSARY](#)[OLMC CONTACTS](#)

## YEAR 10 PROGRAM – CAPABILITIES & COMPETENCIES

SUBJECT	CIVIC AWARENESS	COLLABORATION & COORDINATION SKILLS	CREATIVITY	CRITICAL THINKING	CULTURAL AWARENESS	ETHICAL AWARENESS	FINANCIAL LITERACY	INFORMATION RESEARCH SKILLS	INTERPERSONAL SKILLS	PERFORMANCE SKILLS	PRESENTATION SKILLS	PROBLEM SOLVING	TECHNICAL SKILLS	VERBAL COMMUNICATION	VISUAL COMMUNICATION	WRITTEN COMMUNICATION
Art Now			☑		☑										☑	
Big Ideas of Science				☑				☑					☑			
Civics	☑					☑		☑								
Civics – Power conflict identity					☑			☑						☑		
Civics – Everyday Citizen				☑			☑						☑			
Civics – Citizens and the Law				☑				☑				☑				
Civics – Enterprise and Innovation		☑	☑								☑					
Computing			☑	☑								☑				
Commerce				☑				☑				☑				
Creative Graphics			☑										☑		☑	
Digital Media			☑										☑		☑	
Drama			☑						☑	☑						
English				☑	☑											☑
Enhanced Biology				☑				☑					☑			
Fashion Edge			☑										☑		☑	
Food and Health Studies					☑							☑	☑			
Food Production and Design (VET Taster)			☑									☑	☑			
Foundation Science				☑				☑					☑			
French					☑									☑		☑
HPE – Sport Science										☑				☑		☑
HPE – Coaching and Event Mangement		☑							☑					☑		
HPE – Movement and Physical Activity		☑							☑					☑		
HPE – Health in our Community						☑			☑							☑
HPE Core: Relationships and Sexuality				☑		☑								☑		
History World War II				☑				☑								☑
Italian					☑									☑		☑
Japanese					☑									☑		☑
Literature		☑		☑												☑
Live Production: The Crew (VET Taster)		☑	☑									☑				
Year 10 General Mathematics				☑			☑					☑				
Mainstream Mathematics				☑			☑					☑				
Mind Body and Soul										☑				☑		☑
Music Solo Performance and Styles		☑	☑							☑						
Music Group Performance and Composition			☑	☑						☑						
Religious Education				☑		☑			☑							
VCE Foundation Mathematics Units 1 & 2				☑			☑					☑				
VCE Mathematical Methods Unit 1 (Acc. Study)				☑			☑					☑				
VCE General Mathematics Unit 2 (Acc. Study)				☑			☑					☑				
VCE Physical Education (Acc. Study)									☑					☑		☑



CAPABILITIES & COMPETENCIES  
DEFINITIONS



[HOME](#)[OVERVIEW](#)[THE YEAR 10 PROGRAM](#)[YEAR 10 STUDIES](#)[SENIOR PATHWAYS](#)[SENIOR SUBJECT SELECTION](#)[VCE STUDIES](#)[VET STUDIES](#)[VCAL PROGRAM](#)[GLOSSARY](#)[OLMC CONTACTS](#)

## VCE PROGRAM – CAPABILITIES & COMPETENCIES

SUBJECT	CIVIC AWARENESS	COLLABORATION & COORDINATION SKILLS	CREATIVITY	CRITICAL THINKING	CULTURAL AWARENESS	ETHICAL AWARENESS	FINANCIAL LITERACY	INFORMATION RESEARCH SKILLS	INTERPERSONAL SKILLS	PERFORMANCE SKILLS	PRESENTATION SKILLS	PROBLEM SOLVING	TECHNICAL SKILLS	VERBAL COMMUNICATION	VISUAL COMMUNICATION	WRITTEN COMMUNICATION
Accounting				ⓧ			ⓧ					ⓧ				
Biology				ⓧ									ⓧ			ⓧ
Business Management		ⓧ		ⓧ												ⓧ
Chemistry				ⓧ								ⓧ				ⓧ
Drama		ⓧ	ⓧ							ⓧ						
English				ⓧ										ⓧ		ⓧ
English Language				ⓧ	ⓧ							ⓧ				
French					ⓧ									ⓧ		ⓧ
Food Studies			ⓧ	ⓧ		ⓧ										
Global Politics	ⓧ			ⓧ				ⓧ								
Health and Human Development				ⓧ		ⓧ										ⓧ
History – Global Empires Unit 1 & 2				ⓧ	ⓧ			ⓧ								
History – Revolutions Unit 3 & 4				ⓧ									ⓧ			ⓧ
Italian					ⓧ									ⓧ		ⓧ
Japanese					ⓧ									ⓧ		ⓧ
Legal Studies	ⓧ			ⓧ								ⓧ				
Literature				ⓧ	ⓧ											ⓧ
General Mathematics Unit 1 & 2							ⓧ					ⓧ	ⓧ			
Mathematical Methods				ⓧ								ⓧ	ⓧ			
Specialist Mathematics				ⓧ								ⓧ	ⓧ			
Foundation Mathematics							ⓧ		ⓧ							
Media			ⓧ	ⓧ											ⓧ	
Music Performance			ⓧ						ⓧ	ⓧ						
Physics				ⓧ											ⓧ	ⓧ
Physical Education		ⓧ		ⓧ												ⓧ
Psychology				ⓧ		ⓧ										ⓧ
Religion and Society Unit 1 & 2				ⓧ	ⓧ	ⓧ										
Studio Arts			ⓧ		ⓧ							ⓧ				
Text and Traditions Unit 3 & 4				ⓧ	ⓧ											ⓧ
Theatre Studies			ⓧ							ⓧ	ⓧ					
Visual Communication and Design			ⓧ										ⓧ		ⓧ	
VCE VET Allied Health		ⓧ							ⓧ				ⓧ			
VCE VET Sport and Recreation Cert III		ⓧ							ⓧ		ⓧ					



CAPABILITIES & COMPETENCIES  
DEFINITIONS





[HOME](#)[OVERVIEW](#)[THE YEAR 10 PROGRAM](#)[YEAR 10 STUDIES](#)[SENIOR PATHWAYS](#)[SENIOR SUBJECT SELECTION](#)[VCE STUDIES](#)[VET STUDIES](#)[VCAL PROGRAM](#)[GLOSSARY](#)[OLMC CONTACTS](#)

## OLMC CONTACTS

MS ANNE ROGAN

**Pathways Coordinator**

 arogan@olmc.vic.edu.au

MS MELINDA WILLIAMS

**Careers Coordinator**

 mwilliams@olmc.vic.edu.au

MS HELEN HAMBLIN

**VCAL Coordinator**

 hhamblin@olmc.vic.edu.au

MR SIMON CONLAN

**Leader of Learning Development**

 sconlan@olmc.vic.edu.au

MR ANDREW GIBSON

**Curriculum Coordinator**

 agibson@olmc.vic.edu.au

DESIGN, ART & TECHNOLOGY

MR MARK JENKINSON

 mjenkinson@olmc.vic.edu.au



ENGLISH

MS DIMITY SMITH

 dsmith@olmc.vic.edu.au



HEALTH & PHYSICAL EDUCATION

MS MEGAN EDWARDS

 meedwards@olmc.vic.edu.au



HUMANITIES

MR RUSSELL IVES

 rives@olmc.vic.edu.au



LANGUAGES


MS FLEUR DAVISON

 fdavison@olmc.vic.edu.au



MATHEMATICS

MR JAMES HOGAN

 jhogan@olmc.vic.edu.au



PERFORMING ARTS

MS MADALENA BROADBENT

 mbroadbent@olmc.vic.edu.au



RELIGIOUS EDUCATION

MS GRACE AUSTIN

 gaustin@olmc.vic.edu.au



SCIENCE

DR SUSAN LONG

 slong@olmc.vic.edu.au



heidelberg  
olmc



### Our Lady of Mercy College

52 Cape Street  
Heidelberg VIC 3084

📞 03 9459 2511

🌐 [olmcheidelberg.catholic.edu.au](http://olmcheidelberg.catholic.edu.au)

CREATING THE SCRIPT OF YOUR LIFE

