

VCE SUBJECT SELECTION HANDBOOK



Greensborough
COLLEGE

STRIVE FOR EXCELLENCE



At Greensborough College we “Strive for Excellence”

We educate the whole person through focusing on:

Academic Achievement, Social and Emotional Learning and Careers and Pathways.

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How to use this guide:

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Principal's Message

Your education makes a difference in your life – both now and in the future.

The Information provided in this handbook will help you as you make important decisions whatever your Year 11 and 12 pathway.

As you work towards your goals, remember that you can broaden your choices by taking advantage of all the opportunities on offer to you, whether your goal is to move into further study, an apprenticeship, or the workforce.

Good results and assessments that show you did your best with the skills and knowledge you have, and made the most of the expertise of your teachers will assist you in pursuing tertiary education, obtaining an apprenticeship, securing employment and beginning your life after schooling.

I encourage you to maintain a balance between school and other activities. You are now young adults, and, as such, need to make decisions about how you spend your time. Managing time, maintaining positive relationships with family and friends and keeping up with academic, sport and other commitments is a learning experience in itself. The College can support you in these endeavours.

Remember that there is more to school than just what happens inside the classroom. By being involved in activities such as student leadership, College sporting teams or musical productions, you will be developing skills in collaboration, creative thinking, problem solving and flexibility.

The School Council and staff at the College take pride in achievements of our students. I encourage you to celebrate your achievements and the achievements of your peers as you move through your final years at Greensborough College.

Pauline Barker

Principal



Senior School Programs

Programs offered at Greensborough College are Unit 1,2,3 and 4 VCE and VCE Vocational Major.

- **VCE** - Includes studies with school-based and external assessments that can provide a study score towards an Australian Tertiary Admissions Rank (ATAR) (VCE students may undertake VET programs)
- **VCE Vocational Major** - Includes studies with school-based assessments that do not provide a study score towards an ATAR. Students completing VCE VM must complete a VET qualification. Students will receive the appellation of 'Vocational Major' on their VCE certificates upon satisfactorily completing the VCE VM program.

The college will assist students in making informed decisions about their VCE program. Each student will be counselled on an individual basis to discuss:

- School performance to date
- Career interests and aspirations
- Preferred subject choices for 2025.

Eligibility for award of the VCE

The VCE is awarded based on satisfactory completion of units.

VCE	VCE Vocational Major
<p>The minimum VCE requirement is satisfactory completion of 16 units that must include:</p> <ul style="list-style-type: none"> • 3 units from English, including a Unit 3–4 sequence • 3 other unit 3–4 sequences. <p>Most students do their VCE over two years, completing between 20 and 24 units.</p> <p>This usually means:</p> <ul style="list-style-type: none"> • 6 Unit 1 and 2 subjects in Year 11 (12 units total) • 5 Unit 3 and 4 subjects in Year 12 (10 units total). 	<p>The minimum VCE requirement is satisfactory completion of 16 units that must include:</p> <ul style="list-style-type: none"> • 3 VCE VM Literacy units or units from other studies in the English group (including a Unit 3–4 sequence) • 2 VCE VM Numeracy or VCE Mathematics units • 2 VCE VM Work Related Skills units • 2 VCE VM Personal Development Skills units • 2 VET credits at Certificate II level or above (students may accrue 2 units of credit following the completion of UoCs to the total of 180 nominal hours drawn from multiple VET qualifications).

Compare study pathway options:

VCE

A great choice if...

- You prefer to learn in the classroom
- You need an ATAR for your goals
- You want to develop confidence in academic learning
- You want to apply for university immediately after Year 12. Some employers also require it for selection purposes.

Courses consist of VCE units and can include VET Units.

Assessment is based on tasks completed in class and exams.

Students attend school for five periods per day, five days a week.

VCE students need self-motivation, a **strong work ethic** and **attendance**.

VCE Vocational Major

A great choice if...

- You prefer to learn in the real world and classroom
- You don't need an ATAR for your goals
- You want to develop confidence in the workplace
- You want to pursue TAFE, an apprenticeship, a traineeship, or full-time work immediately after Year 12. Or apply to university after time in training or work

Course must include VET and Vocational Major units.

Assessment is based on evidence collected through a wide range of activities, including work placement, TAFE coursework and classroom activities.

Students attend work, TAFE or school for six periods per day, five days a week. Some days may be an approved Work Placement and TAFE attendance.

Places are limited. Entry to Vocational Major is by application. Vocational Major students need to demonstrate pride in the school and a **strong work ethic** and **attendance**.

<https://www.vic.gov.au/compare-vce-vce-vocational-major-and-victorian-pathways-certificate>

Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). VCE is designed to be completed over a minimum of 2 years.

All VCE studies are made up of 4 units.

- Units 1 and 2 levels are Year 11 standard.
- Units 3 and 4 levels are Year 12 standard.

Successful Completion

Units 1 and 2 can be completed as single units. However, Units 3 and 4 must be completed as a sequence. Student programs may include some Units 1 and 2 in the second or final year or some Unit 3–4 sequences in the first year or a combination of both.

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

There are two ways in which VCE units will be assessed:

- by satisfactory completion of the outcomes for a unit
- by levels of performance on an assessment task.

Unit Outcomes

Each VCE unit includes a set of two to four outcomes. These outcomes must be achieved for satisfactory completion of the Unit. Achievement of these outcomes is based on the teacher's assessment of the student's performance on assessment tasks and authenticatable coursework for the Unit. Satisfactory completion of units is determined by the school, in accordance with the requirements of the Victorian Curriculum and Assessment Authority (VCAA). A Satisfactory (S) or Not Satisfactory (N) will appear on your official VCAA Statement of Results for these units.

Assessment Tasks

Assessment tasks assess the ability to demonstrate the requisite Key Knowledge and Key Skills of the Study Design. For Units 3 and 4, assessment is comprised of assessment tasks as specified by the relevant VCAA Study Design. These assessment tasks are used to assess the Unit learning outcomes. Unit 3 and 4 sequences will also be assessed by VCAA administered examinations. These results are used to produce a Study Score for each sequence that has been satisfactorily completed. A student who is unable to demonstrate sufficient evidence of learning may be issued with a grade of Ungraded (UG).

Please refer to the VCE Assessment pages at the end of this handbook for more information on individual subject assessment across Units 1 to 4.

Tertiary Prerequisites and Requirements

Universities and other tertiary institutions have prerequisites for entry into particular courses. When choosing subjects, examine prerequisites and specific requirements carefully.

- Certain tertiary courses list one or more subjects as **prerequisites**.
- You must achieve a satisfactory standard (as required by the University) in a prerequisite subject before your application for entry into some courses will be considered. Some courses specify that a particular study score must be achieved in a prerequisite subject before considering an application.

The VTAC site, www.vtac.edu.au provides up to date information on Courses and Course Prerequisites for all University and TAFE Colleges.

The VCE VM Program Overview

Do you want to enter the workforce as soon as possible? Are you inspired to do more hands-on-learning pathways? The VCE VM program is designed to equip you with practical life skills that allow you to transition into more applied learning hands-on career pathways or future study like TAFE. Choose the VCE VM if you feel more suited to a pathway linked to real world job opportunities. The VCE VM is designed to engage students in projects, assessments and learning opportunities that cater to learners with a wide range of learning needs and high aspirations to enter authentic real world pathways.

What is Victorian Certificate of Education Vocational Major?

The VCE VM certificate is a VCE pathway. It is a vocational and applied learning program to be completed over a minimum of two years. VCE VM is designed to prepare students who are interested in apprenticeships, traineeships, further education and training via non-ATAR pathways, and directly entering the workforce.

Successful Completion

To successfully complete the VCE VM, students must be awarded a minimum of 16 units of either VCE subjects or VCE VM subjects.

Within the 16 compulsory units students must complete:

- 3 Literacy units
- 2 Numeracy units
- 2 Work Related Skills units
- 2 Personal Development Skills units
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must also complete a minimum of four Unit 3-4 sequences and one of them must be a Unit 3-4 Literacy sequence (or Unit 3-4 VCE English sequence).

Students must meet a minimum 90% attendance rate requirement.

Completed VCE units contribute towards the required 16 units. VCE English and VCE Mathematics can be substituted for VCE VM Literacy and Numeracy units.

How is the VCE VM assessed?

Each VCE VM unit of study has specified learning outcomes. The VCE VM studies are standards-based. All assessments for the achievement of learning outcomes, and therefore the units, are school-based and assessed through a range of learning activities and tasks. Unlike other VCE studies there are no external assessments of VCE VM Unit 3–4 sequences, and VCE VM studies do not receive a study score. If a student wishes to receive study scores, they can choose from VCE studies and scored VCE VET programs that contain both internal and external assessment components. The VCE VM studies do not contribute to the ATAR. To receive an ATAR a student must complete a scored Unit 3-4 sequence from the English group and three other Unit 3–4 scored sequences. Students must achieve two or more graded assessments in these scored sequences.

Outcomes (Units 1 - 4)

Satisfactory completion of a VCE unit is based on successful completion of outcomes. Each VCE unit comprises a set of 2 to 4 outcomes. Satisfactory completion of units is determined by the school, in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements. The learning outcomes and associated assessment tasks are specified in accredited VCE VM study designs. Outcomes are sets of knowledge and skills identified in each VCE VM unit. Students must satisfactorily demonstrate all outcomes within a unit as specified in the VCE VM study design to achieve satisfactory completion of the unit.

To achieve an outcome, the student must:

- Produce work that meets the required standard of at least 50%
- Submit work on time
- Submit work that is clearly his own
- Observe the VCAA and College rules

If a teacher judges that all outcomes are achieved, the student satisfactorily completes the unit. If the outcomes are not satisfied, teachers may allow students to submit further work to meet satisfactory School Assessed Tasks (SATs) (Units 3 and 4)

School-assessed Tasks (SATs) are completed over an extended period.

Submission

All SATs are to be submitted to the subject teacher at the date and time notified by the subject teacher, through the Learning Task Compass due dates.

Each SAT will be assessed by the classroom teacher.

Certification

Completing the VCE VM requirements means that students have also completed the requirements of the VCE. Upon satisfactory completion of the VCE VM, students receive recognition through the appellation of ‘Vocational Major’ on their Victorian Certificate of Education and a Statement of Results.

VCE VM Program Structure

Students completing the VCE VM certificate will spend 3 days at school, 1 day doing a VET subject and 1 day doing a Structured Workplace Learning (SWL) placement. SWL can contribute towards the VCE VM units as well.

Entry Requirements for the VCE VM

A selection process will apply for entry into the VCE VM to ensure that students are well suited for this certificate and its requirements.

Selection requirements include:

- Completion of Subject Selection Interviews
- Updated Career Action Plan
- SWL arrangement

Courses and Careers open to those who study VCE VM include:

Sports & Recreation, Automotive, Cookery, Plumbing, Carpentry, Engineering, Hospitality, Childcare, Social Work, Media, Engineering and Dance and much more.

Subjects

The subjects that students must study over the two years are:

VCE VM Literacy

VCE VM Numeracy

VCE VM Work Related Skills

VCE VM Personal Development Skills

VET Subjects

Students choose their VET subject based on the industry or pathway they are interested in. Structured Workplace Learning (SWL) is highly recommended or required depending on the VET subject that is chosen.

Active Engagement in the VCE VM learning program

The key role of students is to be active learners in each of the subjects undertaken. Active learning is any learning activity in which a student participates in or interacts with in terms of the learning tasks, as opposed to passively taking in the information. An example of active learning includes involvement in discussions, practice of concepts, questions or examinations, review of material and active involvement in community projects and excursions. The VCE VM is governed by the Applied Learning Principles and it therefore vital students participate in the real world learning opportunities offered to them.

VCE VM Literacy

VCE VM Literacy is designed to develop students' critical thinking skills relevant to entering future pathways in highly competitive job markets. As students continue to develop and refine their reading, writing, speaking and listening skills they also learn to critically analyse the role of texts in society. Students produce a series of multi-modal texts such as podcasts and resumes and cover letters as well as annotated diagrams linked to Indigenous culture; procedural texts and diversity in workplaces. By Year 12, students examine a wide range of organisational texts that link to digital identities, bullying policies and behaviours expected in workplaces. The Literacy program is driven by applied learning principles, and is therefore intended to meet the needs of students with a wide range of learning styles and aspirations. Students explore sustainable practices, Indigenous culture, homelessness and innovation, advocacy, policy documents, evacuation procedures and literacy for developing young entrepreneurs. Attendance to excursions and community partnerships is essential.

VCE VM Numeracy

VCE VM Numeracy focuses on enabling students to develop their numeracy skills. Students will explore and apply number, measurement, shape, dimensions, directions, data and chance. These skills will assist students in understanding systems and processes, describing mathematical relationships and enable mathematical thinking in their daily lives, workplace and community. VCE VM Numeracy is designed to develop real world applications of Numeracy including personal numeracies, financial numeracies and numeracies for entering workplaces.

VCE VM Work Related Skills

VCE VM Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of the workplace by exploring four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio. Students will have the opportunity to apply the knowledge and skills gained in this subject through Structured Workplace Learning.

VCE VM Personal Development Skills

VCE VM Personal Development Skills promotes the development of interpersonal skills and social awareness in different contexts. Students visit: Edendale Farm to develop knowledge of sustainable gardening practices and animal care; Streeton Primary School to develop leaderships skills in a mentor-a-buddy program and The Big Issue to explore homelessness in the CBD. Students examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community settings. By Year 12, students will endeavour to lead small-scale activities at Streeton Primary School that promote leadership skills in preparation for entering workplaces and/or future study. Students will also explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a series of collaborative problem-solving activities. Students will evaluate individual contributions as well as the overall effectiveness of the team by completing weekly reflective journals, verbal discussions and personal self-reflections.

TAFE (VET) Modules

VET programs comprise of a number of modules developed and delivered under the auspices of external training authorities. Students undertaking VET course will incur some of the costs associated with the delivery of the VET components. These costs are subsidised by the Department of Education, but as an indication for parents, it is expected that each student undertaking the Program would be required to contribute fees charged by the TAFE providers.

TAFE subjects count towards the 16 VCE Units which students must satisfactorily complete in order to pass their VCE. If the student undertakes a scored VET, it will contribute to their ATAR. The aim of VET is to allow students to gain some formal vocational training in a specific industry whilst completing their VCE.

VET Subjects offered at Greensborough College are: VCE VET Sport & Recreation, VET Cookery, VET Automotive. Also, the College is part of the Northern Melbourne VET Cluster which gives students an array of external VET option.

Successful completion of VET units of competency are recognised by additional statements of attainment or certificates provided by the Registered Training Organisation.

Please see list of VET subjects offered at Greensborough College in this handbook.

High Ability Programs

Greensborough College offers a range of high-ability programs for students across all year levels.

Victorian Challenge and Enrichment Series (All year levels/curriculum areas)

The Victorian Challenge and Enrichment Series (VCES) provides funded extension activities for high-ability and interested students in Victorian government schools from Prep to Year 12. Within the series, education expert partners are delivering a suite of face-to-face and virtual incursions and excursions, such as workshops, tutorials, conferences, lectures and competitions, across all areas of the curriculum that are free of charge. All subject teachers have access to the information on these programs and will select relevant activities at various stages throughout the school year.

Centre For Higher Education Studies (CHES) (Year 10 -12)

The Centre for Higher Education Studies (CHES) is a new centre of excellence designed to further improve educational outcomes for high-achieving and high-ability students across Victoria.

CHES provides accelerated programs for senior students from government secondary schools.

Greensborough College will support applications for identified high-achieving students and assist them in submitting an application to CHES for selection to participate in their chosen academic program.

Nominated teachers will also provide ongoing support and assistance for students selected for participation.

See **Website:** <https://ches.vic.edu.au> for more information.

VCE studies (Year 11 & 12):

Through an innovative 'hy-flex' approach to teaching and learning (online and on-site at CHES), students can undertake a VCE study through CHES, while enrolled at Greensborough College, as a part of their overall VCE program.

The subjects offered are:

- VCE Algorithmics (Units 3 & 4)
- VCE Extended Investigation (Units 3 & 4)
- VCE English Language (Units 1 – 4)
- VCE Specialist Maths (Units 1 – 4)

All students who apply and are selected to undertake a VCE Subject through CHES will have a dedicated support teacher at Greensborough College to facilitate their participation and progress through the program.

Key Dates for Application to Enrol in CHES - VCE 2026 Programs:

Friday, 22 August 2025 11.59pm	Applications open for 2025 VCE programs
Friday, 5 September 2025	Outcomes of application will be emailed to the student and their school
Monday, 6 October 2025	VCE Enrolment forms due
Monday, 8 December 2025	VCE Orientation Program
Term 1, 2026	VCE classes commence

Higher Education Studies (HES – Year 12):

HES are first-year university subjects designed to extend high-achieving students that are taken as part of a student's VCE program.

Through CHES, an extensive range Higher Education Studies are offered by most Victorian metropolitan and regional universities. Through the stated 'hy-flex' approach to teaching and learning, students can remain enrolled at Greensborough College and undertake one HES through CHES, as part of their VCE program. Students will also have opportunities to visit and explore university campuses.

Depending on a student's results, completion of the HES can contribute 3 to 5 points to the ATAR aggregate.

Key Dates for Application to Enrol in CHES - HES 2026 Programs:

Friday, 22 August 2025 11.59pm	Applications open for 2026 HES programs
Friday, 28 November 2025	Round 1 applications- offers announced
Friday, 19 December 2025	Last day for students to submit their semester 2 reports to CHES
Mid-January 2026	CHES will communicate updated outcomes (accepted or declined) to all students (and their schools) for round 1 and round 2 offers.
Friday, 13 February 2026	HES orientation program

For further information about CHES contact:

- Stewart Milner (Principal) stewart.milner@education.vic.gov.au
- Fabiano Nigro (Assistant Principal) fabiano.nigro@ches.vic.edu.au

For all enquiries regarding any of the High-Ability Programs offered through Greensborough College, contact Jennie Hollamby or Andrew Ericksen.

Choosing subjects

Some Tips:

- Choose subjects that you are good at and enjoy.
- Read through subject descriptions here and on The Victorian Curriculum and Assessment Authority (VCAA) [website](#)
- Check the VTAC Prerequisites [website](#) and the VCE prerequisite explorer for all prerequisites that are relevant to any courses which interest you
- Visit University and TAFE websites and Open Days
- Speak with teachers of the subjects that interest you to find out more.
- Meet with the Pathways Practitioner for more specialised advice and guidance.

All subjects listed in this handbook are offered. While we endeavour to provide for the subject selections of every student, there are timetabling and staffing limitations which will affect our ability to do so.

Where a student's preferred subject cannot run, the College will offer further course counselling and support.



VCE ART MAKING AND EXHIBITING

Courses and Careers open to those who study Art Making and Exhibiting include:

Fine artist, curator, art historian, conservationist, art teacher, illustrator, photographer, animator, art therapist, designer, museum and gallery administration worker, visual merchandiser, digital printer, printmaker, sign writer, potter, stonemason, sculptor, stylist and decorator.

Subject Summary:

VCE Art Making and Exhibiting helps students recognize their artistic potential, fosters self-expression and creativity, and builds confidence and individual identity. It emphasizes the development of a strong skill set and critical thinking skills, encouraging both independent and collaborative work. Engaging with artworks in various spaces exposes students to different artistic perspectives and practices, fostering an understanding of diversity in the arts. Additionally, students learn about the curation, display, and conservation of artworks, enhancing their appreciation of the arts industry.

Unit 1: Explore, expand and investigate

- explore materials, techniques and processes in a range of art forms.
- expand their knowledge and understanding of the characteristics, properties and application of materials used in art making.
- explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks.
- explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time.

Unit 2: Understand, develop and resolve

- research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks.
- respond to a set theme and progressively develop their own ideas.
- learn how to develop their ideas using materials, techniques and processes, and art elements and art principles.
- consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks.

Unit 3: Collect, extend and connect

- actively engaged in art making using materials, techniques and processes.
- explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways.
- investigate how artists use visual language to represent ideas and meaning in artworks.
- present a critique of their artworks to their peer group.
- visit an exhibition in either a gallery, museum, other exhibition space or site-specific space.

Unit 4: Consolidate, present and conserve

- make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in -specific art forms.
- document in Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style.
- reflect on their finished artworks and evaluate materials, techniques and processes used.
- organise the presentation of their finished artworks.
- present a critique of their artworks and receive and reflect on feedback.

VCE BIOLOGY

Courses and Careers open to those who study Biology include:

Medicine, nursing, botany, zoology, bioinformatics, microbiology, nutrition, physiotherapy, radiology, biotechnology, ecology, genetics, environmental and marine science.

Subject Summary:

Biology is the science of living organisms and we are constantly learning more about life-forms through this dynamic study. Students will learn about the world around them through practical discovery and will develop the observational and laboratory skills necessary for a career in science or medicine.

Unit 1: How do organisms regulate their functions?

- discover the structure and function of cells and the cell membrane
- explore the cell cycle
- investigate plant and animal systems, with a focus on vascular tissue in plants and the digestive, excretory and endocrine systems in humans
- understand homeostasis and the processes involved with maintaining a stable internal environment, with a focus on glucose regulation and the issues
- design an investigation relating to the functions of an organism and report on their findings that occur when there are malfunctions in homeostasis

Unit 2: How does inheritance impact on diversity?

- focus on how DNA enables the transmission of biological information to new generations
- compare sexual and asexual reproductive strategies
- understand different adaptations that organisms use to help them survive
- look at relationships within ecosystems
- explore a contemporary bioethical issue relating to an aspect of reproduction, inheritance or ecosystems
- Understand Indigenous knowledge of Australian ecosystems

Unit 3: How do cells maintain life?

- examine gene expression and the creation and exportation of proteins from genetic material
- investigate enzymes and factors that affect their function
- explore techniques that allow DNA to be manipulated including the use of CRISPR-Cas9 technology and recombinant plasmids
- understand the processes of photosynthesis and cellular respiration

Unit 4: How does life change and respond to challenges?

- examine pathogens and learn about the immune system in humans and defence mechanisms in plants
- understand how immunity in both individuals and populations is acquired and how the spread of pathogens can be controlled
- explore evidence of how species are related
- investigate how species have evolved over time, with a focus on human evolution
- conduct and report on an independent investigation

VCE BUSINESS MANAGEMENT

Courses and Careers open to those who study VCE Business Management include:

Finance, Recruitment, Accountancy, Public Relations, Project Management, Human Resources, Marketing, Tourism, Retail, Business Consultancy, Director of Operations.

Subject Summary:

VCE Business Management encourages students to consider many aspects of entrepreneurship from shaping an initial business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure the continued success of a business. Students develop an understanding of the complexity of the challenges facing decision-makers in managing businesses and their resources. This is an essential study for any aspiring business owner.

A range of management theories are considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies in response to contemporary challenges in establishing and operating a business.

Unit 1: Planning a business

- understand what motivates an entrepreneur
- explore factors affecting business ideas.
- examine the internal and external environment within which businesses operate.

Unit 2: Establishing a business

- learn about legal requirements, finance and record keeping in business.
- Investigate the importance of marketing to a business
- Understand the importance of staffing a business

Unit 3: Managing a business

- explore key processes and issues associated with managing businesses effectively and efficiently.
- analyse case studies about the management of individuals in the workplace.
- explore corporate social responsibility, including environmental sustainability.
- differentiate between types of businesses and their respective objectives.
- investigate the concept of corporate culture.
- evaluate management styles and skills.

Unit 4: Transforming a business

- consider change management and the importance of leadership in change management.
- analyse case studies and contemporary examples of business change.
- learn how key performance indicators are used by businesses.
- propose, justify, and evaluate management strategies to improve performance.

VCE CHEMISTRY

Courses and Careers open to those who study Chemistry include:

Medicine, pharmacy, chemical engineering, toxicology, laboratory testing, biochemistry, forensics research, agriculture, dietetics, environmental studies, food science, forestry, horticulture, law, oceanography and sports science.

Subject Summary:

VCE Chemistry is key in explaining the workings of our universe through an understanding of the properties and interactions of substances that make up all things.

Unit 1: How can the diversity of materials be explained?

- investigate the chemical properties of a range of materials (metals, salts, polymers, nanomaterials)
- consider the relationships between molecules, atoms and nanoparticles
- investigate material structures and their specific applications
- consider the mole concept
- develop their chemistry terminology and notation

Unit 2: How do chemical reactions shape the natural world?

- investigate physical and chemical properties of water
- consider reactions that occur in water and methods of water analysis (polar nature of water, solubility, acid-base and redox reactions)

Unit 3: How can design and innovation help to optimise chemical processes?

- analyse and compare different fuels as energy sources for society
- explore food in the context of providing energy in living systems
- consider purpose and operation of galvanic cells, fuel cells, rechargeable cells and electrolytic cells
- investigate rate and extent of reaction to optimise processes

Unit 4: How are carbon-based compounds designed for purpose?

- investigate the structures and reactions of carbon-based organic compounds
- study metabolism of food and the actions of medicines in the body
- explore laboratory analysis using various instrumentations and techniques

VCE ENGLISH

Courses and careers open to those who study English include:

Copywriting, editing, journalism, web content management, teaching (English or English as a Foreign Language), media research, librarian, marketing, public relations.

Subject Summary:

An understanding of how to use English for a variety of purposes is necessary to meet the demands of life post-school. VCE English emphasises the integration of reading, writing, speaking, listening, and critical thinking skills.

Units 1&2: Reading and exploring text, Crafting text, Exploring argument

- explore the vocabulary, text structures, language features and ideas in texts.
- craft of their own texts designed for a specific context, audience and purpose.
- analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience.

Units 3&4: Reading and responding to texts, Creating texts, Reading and responding to texts, Analysing argument

- analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.
- produce their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.
- analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning.
- analyse the use of argument and language in persuasive texts, and develop and present a point of view text.

English as an Additional Language (EAL): Is available to eligible students who have an EAL status having arrived in Australia in the last seven years. Those who are hearing-impaired can also participate in EAL.

VCE FOOD STUDIES

Courses and careers open to those who study food studies include:

Catering, hospitality, nutrition, food production and manufacture, marketing and laboratory testing.

Subject Summary:

VCE Food Studies is a subject that encompasses the study of food from many perspectives. This study is so diverse that it examines food from its ancient history to modern agriculture and manufacturing processes. Students will study how the body digests food and uses it for good nutrition and health. Food Studies has a practical component, which reinforces the content taught.

Unit 1: Food Origins

- examine food from a historical and cultural perspective, by investigating how sourcing food has changed since hunting and gathering days to today's urban living and global trade.
- explore how food patterns have changed through the influence of food production, processing, manufacturing and migration.
- reflect on the concept of an Australian cuisine and how it came about.
- Australian indigenous ingredients and the ingredients brought to Australia by some migrants will be the focus of practical classes.

Unit 2: Food Makers

- investigate food systems in contemporary Australia, focusing on both domestic and small-scale settings and commercial production industries.
- investigate how food industries provide safe, high-quality food that meets the needs of consumers and its significance to the Australian economy.
- consider a range of evaluation measures to compare food made in the home to commercial products and design new food products to suit particular needs and circumstances,
- consider their own potential in the role of small-scale food producers.

Unit 3: Food in Daily Life

- investigate role of food by exploring science of how food nourishes us and sometimes harms our bodies.
- examine the influences on food choices and explore the eating patterns over time and the behaviours that develop in social environments.
- examine the ways in which nutritional information can be filtered and manipulated.
- prepare food for various dietary needs and facilitate the establishment of sustainable meal patterns.

Unit 4: Food Issues, Challenges and Futures

- examine the role of Australia's food systems as part of the global food systems and the challenges of adequately feeding a rising world population.
- develop food knowledge and skills to empower consumers to assess contemporary fads, trends and diets.
- focus on issues and the challenges of food security, food sovereignty, food safety and food wastage.
- participate in practical activities to explore healthy eating and evaluating how food selection can optimise human and planetary health.

VCE HEALTH AND HUMAN DEVELOPMENT

Courses and careers open to those who study Health and Human Development include:

Social work and human services, nursing and midwifery, child and family advocacy, health and medical services, education, health promotion, allied health practices, justice and corrections services, special needs services, mental health services, hospice and bereavement services, health promotion and policy development.

Subject Summary:

VCE Health and Human Development provides students with a broad understanding of health and wellbeing that reaches beyond the individual. They learn how important health and wellbeing is to themselves and to families, communities, nations and global society.

Unit 1: Understanding health and wellbeing

- Concepts of health
- Youth health and wellbeing
- Health and nutrition

Unit 2: Managing health and development

- Developmental transitions
- Youth health literacy

Unit 3: Australia's health in a globalised world

- Understanding health and wellbeing
- Promoting health in Australia

Unit 4: Health and human development in a global context

- Global health and human development
- Health and the sustainable development goals

VCE HISTORY

Courses and Careers open to those who study VCE History include:

Archaeologist, Arts, museum curator, policy writing, politics, cultural historian, international development of humanitarian work, researcher or research assistant, teacher, librarian, journalism, tourism.

Subject Summary:

VCE History enables students to engage in the study of a range of times, people, places, and ideas. To make meaning of the past, students will use a broad range of sources, including primary and historical interpretations, to uncover and investigate contested debates about the past.

At Greensborough College, students study Modern History in Year 11 followed by a dedicated focus on the French and Russian Revolutions in Year 12. Modern History invites students to consider continuity and change as a result of the World Wars, the Cold War, and the creation of the United Nations, as well as exploring decolonisation, self-determination, and social and political movements. In Revolutions, students will analyse and evaluate the causes, effects, and significance of the French and Russian Revolutions.

Unit 1: Change and conflict

- Discuss the significant changes in how society was organised and how people live their lives.
- The methods and consequences of inclusion and exclusion of certain groups from participating in society, such as the Nuremberg laws in Germany and the Holocaust.
- Evaluate historical significance of events and individuals using historical perspectives.

Unit 2: The changing world empire

- Explore the causes of the Cold War, including ideological differences, and the economic, political, and social characteristics of competing ideologies.
- Investigate key political and social movements.
- Examine methods used by individuals to express views and demand for change.
- Consider the short and long-term consequences of events, ideas, and movements.
- Construct arguments using historical perspectives and interpretations of the past.

Unit 3 & 4: Area of Study One - Causes of revolution

- Investigate long term causes and short-term triggers of the French Revolution of 1789 and Russian Revolutions of 1917.
- Evaluate how a range of key individuals, events and ideas contribute to revolution.
- Consider the contribution of popular movements in mobilising society and challenging existing social order, including the nobility, bourgeoisie, and urban workers.
- Explore different historical interpretations of the past.

Unit 3&4: Area of Study Two -Consequences of revolution

- Investigate the significance and consequences of the French Revolution of 1789 and Russian Revolutions of 1917.
- Use a broad range of evidence, including historical interpretations to explore and evaluate continuity and change in post-revolutionary societies.
- Study the challenges faced by post-revolutionary societies.
- Construct arguments using historical perspectives and interpretations of the past.

VCE ITALIAN

Courses and careers open to those who study Italian include:

A broad range of social, economic and vocational opportunities such as: tourism, hospitality, the arts, diplomacy, social services, journalism, commerce, fashion, education, translating and interpreting.

Subject Summary:

The study of Italian contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication.

Unit 1:

- develop skills and knowledge to establish and maintain informal, personal, spoken interaction in Italian.
- locate and use information from two texts in Italian, chosen from a written, spoken or visual format. Students develop skills and knowledge to read, listen to or view texts in Italian effectively.
- present content in Italian in written form. Students also develop a presentation that recounts, narrates, entertains, retells or interprets information, concepts and ideas.

Unit 2:

- develop skills and knowledge that enable them to read, listen to and view texts in Italian and to develop a suitable response in Italian.
- develop skills and knowledge to read, listen to or view texts in Italian and use information in new context.
- research cultural products or practices that demonstrate an aspect of the culture studied. They develop an oral presentation in Italian on an aspect of the selected subtopic of interest to them.

Unit 3:

- develop skills and knowledge to resolve a personal issue by negotiating a mutually agreeable outcome in a spoken exchange in Italian.
- extract information from three or more texts relating to the selected subtopic, and create written responses to specific questions or instructions in Italian. Students synthesise information from written, spoken and visual texts.
- create an extended original piece of personal, informative or imaginative writing in Italian to express ideas, thoughts or responses

Unit 4:

- develop knowledge and skills to share observations and consider how a cultural product or practice from an Italian-speaking community may reflect a specific cultural perspective or behaviour.
- analyse and present in writing information extracted from written, spoken and viewed texts in Italian on a selected subtopic. Students respond to the texts in an extended piece of writing in Italian.
- present information, concepts and ideas in an extended written response to persuade an audience of a point of view or evaluate existing ideas and opinions about an aspect of the selected subtopic.

VCE LEGAL STUDIES

Courses and Careers open to those who study VCE Legal Studies include:

Lawyer, International relations, politics, teaching, policy analyst, international development, international relations, human resources, legal assistant, journalism, labour relations, social worker, court clerk, law enforcement officer.

Subject Summary:

VCE Legal Studies investigates the ways in which the law and legal system serve individuals in our contemporary Australian society. Legal studies caters to students who have a keen interest in the law and social justice. Students develop an understanding of the rule of law, law-makers, legal institutions, the relationship between the people and the Australian Constitution, the protection of rights in Australia, and the Victorian justice system.

Through applying knowledge of legal concepts and principles to a range of actual and / or hypothetical scenarios, students develop an ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They develop an appreciation of the ability of people to actively seek to influence changes in the law and analyse both the extent to which our legal institutions are effective,

and whether the Victorian justice system achieves the principles of justice. For the purposes of this study, the principles of justice are fairness, equality and access.

Unit 1: The presumption of innocence

- learn about key aspects of our legal system, how laws are made and the doctrine of precedent.
- investigate key concepts of criminal law, exploring specific crimes and their impact on society.
- learn how to determine guilt (criminal law)
- consider the purposes of sanctions and how people are penalised for committing crimes.

Unit 2: Wrongs and rights

- learn about aspects of civil law and how remedies are provided to alleviate harm.
- analyse real world and hypothetical examples around civil cases
- explore human rights issues in our legal system
- analyse and explore real world examples of human rights issues

Unit 3: Rights and justice

- learn about institutions in the justice system and their suitability in determining criminal cases and resolving civil disputes.
- learn how the Victorian court hierarchy and other legal institutions and bodies available to assist in cases.
- consider and analyse how the principles of justice are upheld.

Unit 4: The people, the law and reform

- Learn how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments,
- understand the reasons for law reform and how law reform occurs
- explore the 1967 and 2023 Referendums and their impact on our community

VCE MATHEMATICS

Mathematics is a prerequisite subject for many tertiary courses.

Please note: the mathematics subject or level required will sometimes be specified by the tertiary institution.

Multiple VCE Mathematics subjects are available to cater to the varying abilities and aspirations of a range of students including: Foundation Mathematics, General Mathematics, Mathematical Methods, Specialist Mathematics

Foundation Mathematics

Courses and careers open to those who study Foundation Maths include:

TAFE courses, careers in retail, trades, business.

Subject Summary:

This subject is extremely practical and accessible to all students. Included are topics such as:

- measurement (e.g. area),
- finance and
- statistical information (e.g. graphs in media).

Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society.

They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.

Units 1 to 4:

- apply techniques, routines and processes involving integer, rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algorithms, measures, equations and graphs, with and without the use of technology.

General Mathematics

Courses and careers open to those who study General Maths include:

Commerce, Actuary (insurance), Accountancy, Investment and financial management, Sociology, Psychology, Researcher, Statistics, Education, Nursing.

Subject Summary:

General Mathematics focuses on real-life application of mathematics.

Unit 1 and 2 Areas of Study:

- Data analysis, probability and statistics
- Algebra, number and structure
- Calculus
- Data analysis, probability and statistics

Unit 3 and 4 Areas of Study:

- Data Analysis
- Recursion and Financial Modelling
- Matrices
- Networks and Decision Mathematics

Mathematical Methods

Courses and careers open to those who study Mathematical Methods include:

Economics, Information Technology, Dentistry, Engineering, Software development, Medicine and the majority of Science degrees.

Subject Summary:

Mathematical Methods is suited to students with strong algebraic skills who wish to complete a higher-level maths subject. It lends itself to the study of other subject areas including Chemistry, Economics, Physics and Specialist Mathematics.

Mathematical Methods is a prerequisite of university courses including Computing, Dentistry, Engineering, Medicine and the majority of science degrees. This subject is recommended for students who have completed Advanced Maths in Year 10.

Unit 1 and 2 Areas of Study:

- Functions, relations and graphics
- Algebra, number and structure
- Calculus
- Data analysis, probability and statistics

Unit 3 and 4 Areas of Study:

- Algebra, number and structure
- Data analysis and statistics
- Calculus
- Functions, relations and graphs

Specialist Mathematics

Courses and careers open to those who study Specialist Methods include:

Mathematician, Scientist, Engineer, Economist.

Subject Summary:

Specialist Maths is the highest level of Mathematics subject and must be completed alongside Mathematical Methods. It is designed for the Mathematics enthusiast.

The course strongly emphasises modelling, problem solving, mathematical reasoning and additional topics (e.g Vectors, Complex numbers and Boolean Algebra).

Unit 1 and 2 Areas of Study:

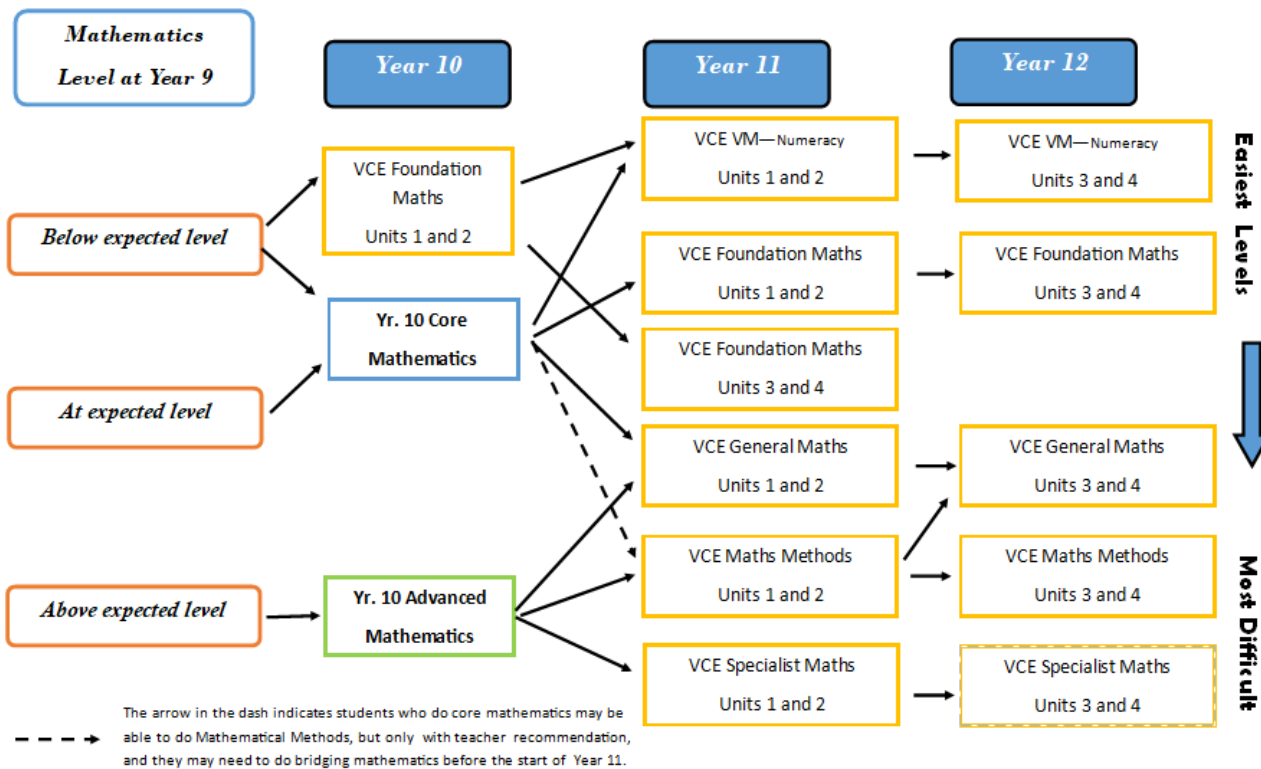
- Algebra, number and structure
- Data analysis, probability and statistics
- Discrete mathematics
- Functions, relations and graphs
- Space and measurement

Unit 3 and 4 Areas of Study:

- Algebra, number and structure
- Calculus
- Data analysis, probability and statistics
- Discrete mathematics
- Functions, relations and graphs

- Space and measurement

Possible Mathematics Pathways at Greensborough College



VCE MEDIA

Courses and Careers open to those who study Media include:

Actor, animator, costume designer, director, game developer, film and video editor, journalist, multimedia developer/ specialist, radio presenter, screen writer, script editor/ writer, television presenter, light/ sound technician, production assistant, photographer and digital printer.

Subject Summary:

VCE Media allows students to explore the media (Film, Television, Internet and more) in historical and contemporary contexts. Students will also develop skills in media design and production. VCE Media enables students to critically analyse media concepts, forms, and products, considering narratives, technologies, and processes. They examine media's role in society and create their own media representations. The study enhances planning, analytical, critical, and creative thinking skills, as well as communication and technical knowledge. It prepares students for further study or careers in fields like screen and media, marketing, advertising, games, communication, design, photography, and animation.

Unit 1: Media Forms, Representations & Australian Stories

- use media pre-production, production, editing techniques and processes
- analyse Australian Film & Television and the cultural histories surrounding them.
- compare the representations of different cultural groups across media products and from different periods of time, locations and contexts

Unit 2: Narratives Across Media Forms

- describe the distinctive style of media creators and producers
- discuss how media creators use or subvert genre to engage audiences
- in groups, utilise technical skills in the operation and creation of media products.

Unit 3: Media Narratives & Pre Production

- analyse the construction of narratives in film & how audiences interpret them in a video essay.
- develop ideas for a media production (Film, Music Video, Podcast etc)
- research and analyse other media pieces for inspiration
- undertake experiments to help students refine their skills with media technology.
- produce a Pre-Production package to guide the creation of their media product in Unit 4.

Unit 4: Production. Media and Control in the Media

- operate equipment and technologies to bring their Pre-Production package to realisation.
- use reflection and feedback to refine and resolve a media product
- analyse and discuss the changing relationship between the media and audiences through modern case studies.

VCE MUSIC PERFORMANCE

Courses and Careers open to those who study Music include:

Professional musician, composer, sound engineer, performer, musical director, ensemble performer, music journalist, game music composer, film music composer, session musician, music technician, instrumental music teacher or classroom music teacher.

Subject Summary:

VCE Music emphasizes active participation in all aspects of music. Students enhance their musicianship skills, critically engage with music as listeners, performers, creators, and music makers, and reflect on their musical experiences. They analyse and evaluate live and recorded performances, incorporating diverse musical practices into their learning. Students learn to communicate and express musical ideas effectively as performers and composers. This study provides a foundation for composing, arranging, interpreting, and critiquing music. It offers various pathways to accommodate diverse student backgrounds and learning contexts, both formal and informal.

Unit 1: Organisation of Music

- focus on practical music-making and performance skills
- develop their individual instrumental and musicianship skills
- create a folio of brief creative responses
- develop appropriate methods of recording and preserving their music.
- analyse the treatment of specific music elements, concepts and compositional devices
- identifying how music is organised and the components of this organisation
- aural analysis and respond to a range of excerpts in different styles and traditions

Unit 2: Effect in Music

- prepare and perform solo and group works
- convey meaning and/or emotion to an audience through practical music-making
- assemble a folio of brief responses
- develop appropriate methods of recording and preserving their music
- develop skills in analysing how effect can be created in music and how the treatment of elements of music, concepts and compositional devices contribute to this effect
- respond to a range of excerpts in different styles and traditions, building understanding of how effect is realised

Unit 3: Music Contemporary Performance

- perform regularly in a variety of contexts
- investigate the possibilities of exhibiting personal voice by reimagining at least one existing work.
- focus on the processes of analysis and practices that they undertake to develop their performances.
- Research materials may include musical scores, recordings and live performances, texts, digital sources and critical discussion with other musicians
- develop their understanding of the ways elements of music, concepts and compositional devices can be interpreted and/or manipulated in contemporary performance

Unit 4: Music Contemporary Performance

- perform regularly in a variety of contexts
- refine their understanding of how a sense of personal voice may be achieved in performance.
- continue to develop their understanding of the ways elements of music, concepts and compositional devices can be interpreted and/or manipulated in contemporary performance.

VCE PHYSICAL EDUCATION

Courses and careers open to those who study Physical Education include:

Physical education teacher, physiotherapist, osteopathy, chiropractor, strength and conditioning coach, exercise scientist, personal trainer, dietician, medical sciences, sports coach, elite athlete.

Subject Summary:

This subject uses practical based physical activity opportunities to enhance theoretical understanding of knowledge and skills related to body systems, physical activity and healthy lifestyles, sports coaching and skill development, exercise science and training program design.

Unit 1: The human body in motion

- How does the musculoskeletal system work to produce movement?
- What role does the cardiorespiratory system play in movement?

Unit 2: Physical activity, sport, exercise and society

- How do physical activity, sport and exercise contribute to healthy lifestyles?
- What are the contemporary issues associated with physical activity and sport?

Unit 3: Movement skills and energy for physical activity, sport and exercise

- How are movement skills improved?
- How does the body produce energy?

Unit 4: Training to improve performance

- What are the foundations of an effective training program?
- How is training implemented effectively to improve fitness?

VCE PHYSICAL EDUCATION (ADP)

This subject must be selected by **Year 11 students enrolled in the Athlete Development Program (ADP) for 2025**. Students will complete either VCE Physical Education Unit 1 or Unit 2 (if they have already completed Unit 1) throughout the entirety of 2025 allowing for ADP strength and conditioning sessions to be completed **within timetabled classes**.

Courses and careers open to those who study Physical Education include:

Physical education teacher, physiotherapist, osteopathy, chiropractor, strength and conditioning coach, exercise scientist, personal trainer, dietician, medical sciences, sports coach, elite athlete.

Subject Summary:

The units of study for VCE Physical Education Unit 1 and Unit 2 can be seen in the description for Physical Education on a previous page.

Students who complete only VCE Physical Education Unit 1 through this ADP pathway (i.e. Do not complete Unit 2), are still eligible to complete Physical Education Units 3 & 4 and receive a study score that contributes towards their ATAR.

Please note: For students studying Unit 3 and 4 Physical Education, participation in the ADP training sessions will be outside of timetabled classes (i.e. before school, lunch and after school). The ADP provides student athletes with the opportunity to upgrade their athletic performance whilst at school. Their involvement will help them to achieve their personal best in their sporting pursuits, in all facets of their schooling and in life beyond their time at Greensborough College. Within this subject, students will participate in two strength and conditioning sessions per week.

Subject Levy:

- \$720 (will vary depending on student numbers)

OPTIONAL Sports Coaching

Qualifying students can also choose to undergo technical sports coaching in AFL, Basketball or Tennis. There are 2 categories of sports coaching:

- **Development Coaching** - Athletes in these squads receive 2 hours of technical coaching per week. This coaching is aimed at those students who aspire to take their sport to the next level.
- **Extended/Elite Coaching** - Athletes in these squads receive 3-6 hours of elite technical coaching per week. This coaching is aimed at student athletes who are already performing at a very high standard and aiming to compete at state and national levels. Student 'try-outs' for squads will be held.

The sports coaching sessions are all completed at Greensborough College with some sessions starting before school hours and during period 1 of timetabled classes. Other sessions run during scheduled class time or during lunch time. Please contact the ADP Coordinator for more information relating to the sports coaching timetables.

ADP Levies

Athlete Development Program (All ADP students)	\$720*
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OPTIONAL Sports Coaching

AFL Development Coaching (2hrs/wk)	\$600*
AFL Extended Coaching (3hrs/wk)	\$900*
Basketball Development Coaching (2hrs/wk)	\$800*
Basketball Extended Coaching (3hrs/wk)	\$1,200*
Tennis Development Coaching (2hrs/wk)	\$1,000*
Tennis Elite Coaching (6hrs/wk)	\$3,000*

***These are our 2025 prices. These will be adjusted for 2026 based on student numbers.**

VCE PHYSICS

Courses and Careers open to those who study Physics include:

Physicist, scientist, architect, data analyst, IT consultant, design/electronic/laser/optical/ software engineering, aviation, medicine, biomechanics.

Subject Summary:

Physics forms the basis of all scientific knowledge. It seeks to understand how objects interact with each other, from the very small to the very large. It has led to the understanding of how galaxies and atoms are formed and the associated forces that keep things together or move things apart.

Unit 1: How is energy useful to society?

- examine some of the fundamental ideas and models to understand and explain energy
- use models to understand light, thermal energy, radioactivity, nuclear processes and electricity
- apply physics ideas to contemporary societal issues including: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs

Unit 2: How does physics help us to understand the world?

- investigate the ways in which forces are involved in moving objects and keeping them stationary
- pursue an area of interest through an investigation and use physics to justify a stance, response or solution to an issue or explain an application related to their chosen option
- adapt or design a scientific investigation to generate primary data and draw an evidence-based conclusion

Unit 3: How do fields explain motion and electricity?

- explore motion in one and two dimensions and the concept of fields to explain observations of objects not in apparent motion
- compare and contrast gravitational, magnetic and electric fields and how they relate to one another
- explore how motion of particles are affected by fields
- examine the production of electricity, its delivery to homes and how fields relate to the transmission of electricity over large distances and in the design and operation of particle acceleration

Unit 4: How have creative ideas and investigation revolutionised thinking in physics?

- explore the use of wave and particle theories to model the properties of light and matter
- understand how the concept of the wave is used to explain the nature of light and analyse its limitations in describing light behaviour
- explore the particle model to explain the behaviour of light
- see how matter can be re-imagined using a wave model
- explore length contraction and time dilation when motion approaches the speed of light
- understand how Einstein's thinking allowed the development of modern-day devices such as GPS

VCE PSYCHOLOGY

Courses and Careers open to those who study Psychology include:

Social work, child care, child/clinical/educational/developmental psychology, counsellor, counselling, marketing, police officer, sales professional, teaching.

Subject Summary:

Humans are complex! In VCE Psychology students develop an understanding of the complexity of human behaviours and thoughts. Students are given the opportunity to apply psychological principles to everyday situations. Studying Psychology helps students to understand and explain the interactions between biological, behavioural, cognitive and socio-cultural factors that influence people's thoughts, emotions and behaviours.

Unit 1: How are behaviour and mental processes shaped?

- explore how factors influence aspects of person's psychological development across their lives
- investigate concepts of normality and neurotypicality
- understand the role of mental health workers, psychologists, psychiatrists and organisations in supporting psychological development, diagnosis and treatment
- explore how the brain enables humans to interact with the external world around them and analyse the interactions between different areas of the brain
- understand how the brain changes and how mental functions adapt
- study the impact of acquired brain injuries (ABIs) and Chronic Traumatic Encephalopathy (CTE)

Unit 2: How do external factors influence behaviour and mental processes

- explore the factors that shape the identity and behaviour of individuals and groups
- investigate psychological impact of stereotypes, prejudice, discrimination and stigma on individuals and groups in Australian society and investigate strategies to reduce prejudice, discrimination, stigma
- research findings when considering impacts of social groups and culture on individual behaviour
- consider positive and negative influences of media sources on mental wellbeing and group behaviour
- investigate taste and visual perception
- explore perceptual distortions of vision and taste when looking at the fallibility of perceptual systems

Unit 3: How does experience affect behaviour and mental processes?

- investigate the role of the nervous system in enabling a person to understand and respond to internal and external world
- explore the effect that neuromodulators have on brain activity
- consider the interaction of gut microbiota with stress and the nervous system
- understand the ways in which stress can affect mental wellbeing, as well as exploring strategies for coping with stress and improving mental wellbeing
- investigate some of the different ways we learn, for example Classical Conditioning
- explore how our memory works, and how the different areas of the brain are involved in our memory
- consider how we can improve our memory using mnemonics, including what we have learnt from the Aboriginal and Torres Strait Islanders techniques

Unit 4: How is mental wellbeing supported and maintained?

- investigate how sleep occurs
- consider the influences of sleep (or lack of) on psychological functioning
- understand sleep hygiene
- explore mental wellbeing
- investigate specific phobias
- conduct and report on a practical investigation

VCE VISUAL DESIGN COMMUNICATION

Courses and Careers open to those who study Visual Communication Design include:

Web designer, urban and regional planner, multimedia developer, interior designer, industrial designer, advertising, social media manager, animator, illustrator, graphic designer, UX/UI designer, architect, architectural draftsman, digital printer and fashion designer.

Subject Summary:

VCE Visual Communication Design prepares students for the evolving role of designers in the 21st century, emphasizing the need to address complex, ill-defined problems in sustainable and strategic ways. VCE Visual Communication Design has adapted to this shift, focusing on larger systems and services rather than just appearance and function. It highlights the importance of understanding fluid and rapidly changing contexts, with consumers often playing a role in content creation. The study aims to develop future-ready designers who are critical, reflective, and empathetic, with skills to address life's challenges. Students learn to visually communicate ideas for various audiences and develop multidisciplinary skills.

Unit 1: Finding, reframing and resolving design problems

- practices and processes used by designers to identify, reframe and resolve design problems.
- learn how design can improve life and living for people, communities and societies
- learn how good design has changed over time.
- learn the value of human-centred research methods
- apply two-dimensional drawing methods
- apply three-dimensional drawing methods

Unit 2: Design contexts and connections

- draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process.
- adopt the practices of design specialists while discovering the role of the interactive designer in the realm of user-experience (UX).
- develop spaces and interfaces that respond to both contextual factors and user needs.
- learn activities highlighting the connections between design and its context, and the emotive potential of interactive design experiences in both physical and digital spaces
- look to historical movements and cultural design traditions as sources of inspiration

Unit 3: Visual Communication in Design Practice

- explore and experience the ways in which designers work, while also analysing the work that they design
- study contemporary designers, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences
- compare contexts in which designers work
- identify the obligations and factors that influence the changing nature of professional design practice
- generate a brief defining two distinct communication needs
- present design ideas for critique, and both respond to and deliver constructive feedback

Unit 4: Delivering Design Solutions

- continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs.
- test design concepts using models, mock ups and or prototypes.
- devise a pitch to communicate and justify their design decisions
- Present two final designs.

VET – AUTOMOTIVE – Certificate II

Courses and careers open to those who study VET Automotive include:

Service technicians and mechanics, auto electrical, electronics, computer diagnostics, engine rebuilding, A/C technician, car body and glass repairer, logistics and business management.

Subject Summary:

This subject is part of a Vocational and Educational Training Program and includes modules from the Certificate II in Automotive Vocational Preparation AUR20720 taken in conjunction with Australian Institute of Education and Training (AIET, RTO: 121314) and the VACC. The Certificate in Automotive takes 2 years to complete.

Students learn about the automotive industry and apply that knowledge to modern and old automobiles, using sophisticated tools and equipment. The course is designed to mirror the workplace environment and in doing so provides pathways to TAFE, university studies and job opportunities with School Based Apprenticeships (SBATs) and full-time apprenticeships available through willing employers in all areas of the automotive industry.

VET Automotive gives students the opportunity to further their studies from Year 9 and is an invaluable subject for those wanting to pursue working on automobiles as a hobby and to those thinking of a career within any part of the auto or engineering/electrical industry. It enables students to learn about automobiles, how they operate, and how to service and repair them whilst developing their leadership and practical skills.

Year 1 - Units of Competency

AURAEA002 Follow environmental and sustainability best practice in an automotive workplace
 AURFA104 Resolve routine problems in an automotive workplace
 AURASA102 Follow safe working practices in an automotive workplace
 AURETR103 Identify automotive electrical systems and components
 AURETR115 Inspect, test and service batteries
 AURLTA101 Identify automotive mechanical systems and components
 AURTTA127 Carry out basic vehicle servicing operations
 AURTTK102 Use and maintain tools and equipment in an automotive workplace

Year 2 - Units of Competency

AURTTJ003 Remove and replace wheel and tyre assemblies
 AURFA103 Communicate effectively in an automotive workplace
 AURETK003 Operate electrical test equipment
 AURETR006 Solder electrical wiring and circuits
 AURETR048 Construct and test basic electronic circuits
 AURTTE007 Dismantle and assemble single cylinder four-stroke petrol engines
 AURTTE008 Dismantle and assemble multi-cylinder four-stroke petrol engines

Assessment:

Training packages used by Greensborough College to facilitate Certificate II in Automotive Studies have been devised by AIET (RTO: 121314) and the VACC and have specific requirements regarding demonstration of competence and appropriate assessment of competence. As a competency-based program, this means that students must demonstrate required competencies at an appropriate industry standard. Assessment is ongoing and students are graded as “competent” or “not yet competent”.

VCE/VET –Cookery Certificate II

Courses and Careers open to those who study VET Certificate II in Cookery SIT202421 include:

A pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes and coffee shops, aged care facilities, hospitals, prisons and schools. Also, it can provide those with this qualification a means to travel throughout Australia, or to just help support themselves during tertiary studies.

Subject Summary:

SIT20421 Certificate II in Cookery is a largely hands on course, where skills and knowledge gained will enhance students' opportunities within the hospitality industry. The VCE VET SIT20421 Certificate II in Cookery is drawn from a national training package, which is recognised throughout Australia. Students must complete 13 units of competency over two years. Students are considered competent for industry standards when they demonstrate the required skills and knowledge for each unit of work. Students can use their study of VET Cookery to contribute to their VCE ATAR score.

Year 1 - Units of Competency

- SITHCC023 Use food preparation equipment.
- SITHCCC027 Prepare dishes using basic methods of cookery.
- SITHKOP009 Clean kitchen premises and equipment.
- SITXFSA005 Use hygienic practices for food safety.
- SITXINV006 Receive, store and maintain stock.
- SITHCCC025 Prepare and present sandwiches.
- SITHCCC024 Prepare and present simple dishes.
- SITXCOM007 Show social and cultural sensitivity.

Year 2 - Units of Competency

- SITHCCC028 Prepare appetisers and salads.
- SITHCCC030 Prepare vegetables, fruit, eggs and farinaceous dishes.
- SITHCCC029 Prepare stocks, sauces and soups.
- SITHCCC034 Work effectively in a commercial kitchen.

Assessment:

Training packages used by Greensborough College to facilitate Certificate II in Cookery have been devised by IVET (RTO: 40548).

This course concentrates on the skills and knowledge required to work in a commercial kitchen. Assessment is ongoing and may take the form of observation, written tasks, practical demonstrations, or satisfactory completion of a project. It is competency based, requiring students to demonstrate required skills to meet industry standards. Students will be graded as "competent" or "not yet competent".

VCE/VET-SPORT AND RECREATION – Certificate III

Courses and careers open to those who study VET Sport & Recreation include:

Sports coach, PE teacher, sports marketing, public relations, social media manager, sports journalist, sports competition manager, event management, leisure centre management, sports official, camp director, sports analyst.

Subject Summary:

VET Sport and Recreation provides the skills and knowledge that are required to work in the sport and recreation industry. It is also great pathway for students interested in other industries such as education and business. VET Sport and Rec can be completed by any student in Year 10 and above at Greensborough College, either as standalone VET for the Vocational Major (VM) or as a VCE subject. If completed as a VCE subject, you will get a study score and the result will go towards your ATAR. Students who complete the course successfully, also receive a Certificate III in Sport & Recreation.

Year 1 - Units of Competency

HLTWHS001 - Participate in workplace health and safety
 SISSPAR009 - Participate in conditioning for sport
 SISXFAC006 - Maintain activity equipment
 HLTAID011 - Provide First Aid
 HLTAID009 - Provide Cardiopulmonary Resuscitation
 SISXEMR003 - Respond to emergency situations
 SISXDIN011 - Maintain sport, fitness and recreation industry knowledge
 SISXCCS004 - Provide quality service
 SISXIND009 - Respond to interpersonal conflict
 BSBPEF301 - Organise personal work priorities
 SISSOF002 - Continuously improve officiating skills and knowledge

Year 2 - Units of Competency

BSBWHS308 - Participate in WHS hazard identification, risk assessment and risk control
 SISXPLD004 - Facilitate groups
 SISSCO001 - Conduct sport coaching sessions with foundation level participants
 SISXPLD002 - Deliver recreation programs

Assessment:

Three assessments for each unit of competency are to be completed by students to demonstrate competency.

These are usually in the form of:

1. Written SAC - Structured Questions
2. Practical Portfolio - lesson plans, checklists, case studies etc.
3. Observation - teacher marks practical work (i.e. sport coaching)

Students need to achieve a mark of 40% or higher on each of the assessments to be deemed competent. All evidence of student work is sent to our Auspicer (Savile RTO: 45452) for them to re-assess whether students have achieved competency for the unit.

Centre For Higher Education Studies (CHES) VCE Studies

The Centre for Higher Education Studies (CHES) is a new centre of excellence designed to further improve educational outcomes for high-achieving and high-ability students across Victoria.

CHES provides accelerated programs for senior students from government secondary schools.

Greensborough College will support applications for identified high-achieving students and assist them in submitting an application to CHES for selection to participate in their chosen academic program.

Nominated teachers will also provide ongoing support and assistance for students selected for participation.

VCE studies (Year 11 & 12):

Through an innovative 'hy-flex' approach to teaching and learning (online and on-site at CHES), students can undertake VCE study through CHES, while enrolled at Greensborough College, as a part of their overall VCE program.

The subjects offered are:

- *VCE Algorithmics* (Units 3 & 4)
- *VCE Extended Investigation* (Units 3 & 4)
- *VCE English Language* (Units 1 – 4)
- *VCE Specialist Maths* (Units 1 – 4)

All students who apply and are selected to undertake a VCE Subject through CHES will have a dedicated support teacher at Greensborough College to facilitate their participation and progress through the program.

Centre For Higher Education Studies (CHES) Higher Education Studies (Year 12)

HES are first-year university subjects designed to extend high-achieving students that are taken as part of a student's VCE program.

Through CHES, an extensive range Higher Education Studies are offered by most Victorian metropolitan and regional universities. Through the stated 'hy-flex' approach to teaching and learning, students can remain enrolled at Greensborough College and undertake one HES through CHES, as part of their VCE program. Students will also have opportunities to visit and explore university campuses.

Depending on a student's results, completion of the HES can contribute 3 to 5 points to the ATAR aggregate.

For all enquiries regarding HES, please contact Jennie Hollamby.

VCE ASSESSMENT

Unit 1 and 2 Assessment

Study	Type of assessment
Art Making and Exhibiting	Practical Folio Written Analysis Tasks
Biology	Reflective Annotations of logbook Case Study Independent Investigation Fieldwork Report Lab Reports
Business Management	Reports Case Studies Essays
Chemistry	Presentation Independent Investigation Lab Reports
English	Personal Response Descriptive Responses Analytical Response Exploring Argument Oral Presentation
Food Studies	Folio Comparative Analysis Research
Health and Human Development	Case Study Data Analysis Structured Questions Written Report
History Revolutions	Historical Essay Comparative Essay Oral Presentation Source Analysis
Languages: Italian	Writing Task Oral Task
Legal Studies	Tests Case Study Presentation
Literature	Critical Oral Creative Response Analysis Essay
Mathematics: Foundation Mathematics	Application Task Investigation Task Modelling Task
Mathematics: General Mathematics	Problem-Solving Task Investigation Task Modelling Task

Mathematics: Mathematical Methods Specialist Mathematics	Problem-Solving Task Investigation Task Modelling Task
Media	Film Production Folio Written Analysis Tasks
Music Contemporary Performance	Group Performance Solo Performance Folio
Physical Education	Practical Laboratory Report Data Analysis Written Report Written Plan Visual Presentation
Physics	Tests Poster Research Independent Investigation Lab reports
Product Design and Technologies	Practical Folio Written Analysis Tasks
Psychology	Problem Solving task Research Tasks Independent Investigation Experiment/ Case Study Analysis Log Book activities
Visual Communication Design	Practical Folio Written Analysis Tasks
VET Sport and Recreation	Lab Report Research task Presentation
Art Making and Exhibiting	Practical Folio Written Analysis Tasks

Unit 3 and 4 Assessment

Study	Type of assessment	Contribution to study score (%)
Algorithmics	Units 3 and 4 school-assessed coursework	20
	Units 3 and 4 school-assessed task	20
	Written examination	60
Art Making and Exhibiting	Units 3 and 4 school-assessed task	60
	Units 3 and 4 school-assessed coursework	10
	Written examination	30
Biology	Unit 3 school-assessed coursework	20
	Unit 4 school-assessed coursework	30
	Written examination	50
Business Management	Unit 3 school-assessed coursework	25
	Unit 4 school-assessed coursework	25
	Written examination	50
Chemistry	Unit 3 school-assessed coursework	20
	Unit 4 school-assessed coursework	30
	Written examination	50
English	Unit 3 school-assessed coursework	25
	Unit 4 school-assessed coursework	25
	Written examination	50
Extended Investigation	Unit 3 school-assessed coursework	30
	Critical Thinking Test	10
	Externally assessed task	60
Food Studies	Unit 3 school-assessed coursework	30
	Unit 4 school-assessed coursework	30
	Written examination	40
Health and Human Development	Unit 3 school-assessed coursework	25
	Unit 4 school-assessed coursework	25
	Written examination	50
History Revolutions	Unit 3 school-assessed coursework	25
	Unit 4 school-assessed coursework	25
	Written examination	50
Languages: Italian	Unit 3 school-assessed coursework	25
	Unit 4 school-assessed coursework	25
	Examination: oral component	12.5
	Examination: written component	37.5
Legal Studies	Unit 3 school-assessed coursework	25
	Unit 4 school-assessed coursework	25
	Written examination	50
Literature	Unit 3 school-assessed coursework	25
	Unit 4 school-assessed coursework	25
	Written examination	50
Mathematics: Foundation Mathematics	Unit 3 school-assessed coursework	40
	Unit 4 school-assessed coursework	20
	Written examination	40
Mathematics: General Mathematics	Units 3 and 4 school-assessed coursework	40
	Written examination 1	30
	Written examination 2	30
Mathematics: Mathematical Methods Specialist Mathematics	Units 3 and 4 school-assessed coursework	40
	Written examination 1	20
	Written examination 2	40
Media	Units 3 and 4 school-assessed coursework	20
	Units 3 and 4 school-assessed task	40
	Written examination	40
Music Contemporary Performance	Units 3 and 4 school-assessed coursework	30
	Performance examination	50

	Aural and written examination	20
Outdoor and Environmental Studies	Unit 3 school-assessed coursework	20
	Unit 4 school-assessed coursework	30
	Written examination	50
Physical Education	Unit 3 school-assessed coursework	25
	Unit 4 school-assessed coursework	25
	Written examination	50
Physics	Unit 3 school-assessed coursework	30
	Unit 4 school-assessed coursework	20
	Written examination	50
Product Design and Technologies	Units 3 and 4 school-assessed coursework	20
	Units 3 and 4 school-assessed task	50
	Written examination	30
Psychology	Unit 3 school-assessed coursework	20
	Unit 4 school-assessed coursework	30
	Written examination	50
Visual Communication Design	Unit 3 school-assessed coursework	20
	Units 3 and 4 school-assessed task	50
	Written examination	30
VET Hospitality	Units 3 and 4 school-assessed coursework	66
	Written examination	34
VET Sport and Recreation	Units 3 and 4 school-assessed coursework	66
	Written examination	34



Greensborough

COLLEGE

Please note: All Subject Levies are dependent on School Council approval and will be published later in the year