MERCY
REGIONAL COLLEGE

Mercy Pathways

2027 SUBJECT SELECTION & PATHWAYS BOOKLET

Years 9-12

INTRODUCTION

CONTENTS

The ***Subject Selection & Pathways Booklet*** provides comprehensive information about studies available at Mercy Regional College. This booklet is designed to enable students to make relevant decisions about their studies and future pathways.

All students should read the subject descriptions that follow and base their decisions on the content rather than the name of the subject alone.

All students should consider how subject choices will benefit them, either through access to a specific career or educational pathway, or by keeping their options open. If you are unsure as to where this subject will lead you, please take a look at the ***Year 9-12 Pathways*** section that appears to the right of each subject summary. It will help you understand what pathways are available within this subject area.

TIPS FOR CHOOSING YOUR SUBJECTS

1. Choose studies which interest you and in which you can achieve. Do not choose subjects on the basis of what your friends are choosing.
2. Maintain a balance between your interests and an appropriate pathway. If you have a good idea of your career pathway, make sure you choose your subjects carefully.
3. Talk to a relevant staff member if you are unsure of you pathway.

TIPS ON HOW TO USE THIS BOOKLET

1. The symbol is a hyperlink to another page. You can jump to different sections of the booklet by clicking the symbol wherever it appears.
2. The Study Index pages (Year 9, Year 10, VCE & VET) feature an interactive menu which allows you to click on the subject name and jump to its description.
3. The table of contents allows you to see an overview of the whole booklet at once. By clicking items in the table of contents you can skip ahead to any section.
4. All websites are hyperlinked. Simply click on the website text and you will be directed to the requested webpage.

YEAR 9

YEAR 9 SUBJECT INDEX

This is an interactive menu. Click on the subject name to jump to its description.

Compulsory subject
Subject involves additional costs

YEAR 9 CORE SUBJECTS

WHAT WILL I STUDY IN YEAR 9?

Year 9 is an opportunity for students to establish a strong foundation of key skills through a variety of learning activities.

CORE SUBJECTS

- English
- Humanities
- Mathematics
- Science
- Health & Physical Education
- Religious Education
- M.E.R.C.Y.

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ELECTIVE
SUBJECTS

In addition to the Core Curriculum subjects, students in Year 9 and 10 are able to select 4 elective subjects each year. These electives are designed to introduce students to new ideas and subjects they may not have fully explored before as well as provide students with an opportunity to spend some additional time in areas of particular interest. Furthermore, Year 10 electives have been designed to offer an introduction to many of the subjects and ideas the students will encounter in their senior VCE and VCE VM studies, and therefore have 8 class periods a cycle rather than the 6 at Year 9.

Next to each elective description you will find 'Year 9-12 Pathways' which will assist students to make their choice with a focus on their interests and future study options. The subjects of choice should be listed in preferential order on the subject selection sheet. Mercy Regional College will make every effort to ensure that students are placed in their preferred electives, however cannot guarantee that they will receive their top 4 selections.

HEALTH & PE

ATHLETIC FOOTBALL CODES

What will students learn?

This course is designed not just for those familiar with our great Australian game, but for any student wishing to engage in further knowledge of athletic football codes. The course uses AFL as its core focus, and also challenges students to call on a range of skills which may be learnt across all subject areas.

YEAR 9-12 PATHWAYS

Suits students who are interested in:

- Fitness
- Sport
- Health

Students will

- Learn analysis techniques used within a game, including statistics
- Explore training techniques, fitness patterns and diet involved in careers in football codes
- Learn how the body's biomechanics affects movement and person's abilities

YEAR 9 ELECTIVES

STEAM

STEAM

What will students learn?

STEAM (Science, Technologies, Engineering, Arts and Mathematics) embraces curiosity through a range of digital technologies, programs, equipment and hands-on design challenges. STEAM encourages critical and creative design thinking and embraces collaboration in development of innovative, quality solutions. Students use design thinking and processes to investigate and generate innovative ideas; develop, plan and produce designs for different contexts by selecting and manipulating a range of materials, systems, components, tools, processes and equipment. They project manage through the safe and accurate testing and production of designed solutions; present, evaluate and communicate functional design solutions.

YEAR 9-12 PATHWAYS

Suits students who are interested in:

- Hands-on, practical learning
- Innovative technology
- Creative design thinking
- Programming and coding
- Multidisciplinary learning

Students will

- Complete a range of practical design challenges
- Refine their understanding and use of HTML; CSS coding and Wordpress to create a website
- Use Micro-bit and Hummingbird technology to complete block coding and programming tasks
- Undertake a research project around key STEAM knowledge
- Use LEGO Mindstorms to complete a range of robotics activities
- Use CAD software to design and 3D print
- Use Python coding for programming

YEAR 9 ELECTIVES

TECHNOLOGY

PRODUCT DESIGN - FOOD

What will students learn?

Throughout this course, students will look more closely at nutrition, examining food use appropriate to the adolescent life span. Students should demonstrate the ability to investigate recipe ideas to use in completing design folio pieces. The design folio requires the students to evaluate their choices in line with designated constraints.

Students will

- Gain an understanding of how food and nutrition impact health, and how to determine the nutritional value of food
- Select and work safely with different utensils, tools and cooking methods
- Plan, order and prepare food
- Identify evaluation criteria from design briefs and use them to justify design choices

YEAR 9-12 PATHWAYS

Suits students who are interested in:

- Hands-on learning
- Cooking
- Food and nutrition
- Creativity and design
- Following a concept through process to finished product

PRODUCT DESIGN - WOOD

What will students learn?

Students will plan and manage projects from conception to realisation including technical drawings through to the use of various power tools and building techniques. They will apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan and manage, produce and evaluate designed solutions.

Students will

- Make 3D hand drawn and computer assisted models
- Design and produce a utility table using various equipment and processes in the workshop
- Discuss and follow safe work practices

YEAR 9-12 PATHWAYS

Suits students who are interested in:

- Hands-on learning
- Creativity
- Designing and creating objects from concept to finished items

YEAR 9 ELECTIVES

TECHNOLOGY

PRODUCT DESIGN - TEXTILES

What will students learn?

Students will learn about a variety of materials, processes and equipment used to manipulate the material to complete three projects. Students will read a pattern and follow instructions regarding the specifics of the pattern requirements. Students are encouraged to learn about and become more proficient at the process of following a pattern and specifically sewing pockets.

Students will

- Learn to follow the process of a pattern and choose materials specific for patterns selected
- Construct items to product specifications and standards
- Make various items including lined and reversible tote bags, a pair of boxer shorts and either pants or a skirt

YEAR 9-12 PATHWAYS

Suits students who are interested in:

- Hands-on learning
- Design and process
- Creativity
- Fashion

SCIENCES

AGRICULTURAL STUDIES

What will students learn?

Students will gain an understanding of the history of agriculture in Australia and learn how things like soil and climate influence what can be produced. They will learn about the care and breeding of animals.

Students will

- Visit a number of agricultural enterprises in the local region
- Study how local farmers deal with damage caused by pests and diseases
- Investigate the forms of fertilizers and soil types

YEAR 9-12 PATHWAYS

Suits students who are interested in:

- Hands-on learning
- Agriculture/farming
- Biology
- The outdoor environment

YEAR 9 ELECTIVES

HUMANITIES

MONEY, MONEY, MONEY!

What will students learn?
In this subject, students will learn about the best ways to manage money in an ever-increasing world of temptations, scams, get-rich-quick schemes and online shopping. Learn about the different types of debt: 'good' debt and 'bad' debt, borrowing money, interest rates, and how to find the best deal to get what you want. Students will also learn about what their rights are as consumers, how to advocate for yourself, when and how to get a refund. This subject addresses many concepts about money which are 'not usually taught at school', yet will be invaluable for your life as a teenager, young adult, and member of society.

YEAR 9-12 PATHWAYS

Suits students who are interested in:
- Economics
- Understanding of the world around them
- Critical thinking and creativity

Students will
- Explore enterprising behaviours and capabilities that are transferable into life
- Develop understanding of the ways society allocates limited resources to satisfy needs and wants
- Learn skills to apply economics and business concepts and theories

FOODPRINT: SOUTH WEST VICTORIA

What will students learn?
In this subject students will explore the critical aspects of maintaining a reliable food supply for cities like Melbourne. They will investigate the intricate processes involved in producing quality, safe, and accessible food, as well as the importance of fair pricing for both consumers and farmers. Special focus will be given to the city's fringe foodbowl, examining how agricultural production near urban areas contributes to food security.

YEAR 9-12 PATHWAYS

Suits students who are interested in:
- Geography
- Agriculture and Sustainability
- Urban Planning and food security

Students will
- Gain insights into the sustainable use of natural resources such as land, water, and energy, crucial for ensuring a stable food supply for urban populations.
- Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology

YEAR 9 ELECTIVES

HUMANITIES

GEOQUEST: FIELDWORK INTO FOOD, LAND AND THE ENVIRONMENT

What will students learn?
In this elective, students will do hands-on fieldwork to explore how land is used in our local area, including farming and how it affects communities. Students will also look at different environments on Earth—like forests, deserts, rivers, and oceans—and learn how they help produce food. They will explore how humans are changing these natural systems and what that means for food security—making sure everyone has enough safe and healthy food to eat.

YEAR 9-12 PATHWAYS

Suits students who are interested in:
- Digital technology
- Hands on practical learning
- Agriculture and the Environment

Possible Pathways:
- VCE Geography
- VCE Agriculture and Horticulture
- VCE Food Studies
- RIST

Students will
- Complete hands on fieldwork in our local area
- Learn how to use maps, digital tools, and data to investigate real-world issues and suggest smart solutions

THE ARTS

ART & DESIGN

What will students learn?
Art & Design engages learners in a journey of discovery, experimentation and problem-solving and visual communication, utilising techniques, materials, technologies, practices to express their ideas. They develop Art & Design knowledge, skills, techniques and processes as they explore a range of forms, styles and contexts. Learners apply creative, critical and reflective techniques to generate ideas, visualise, research, develop, refine and present works to communicate ideas in relation to a specific purpose and audience. Art & Design supports students to view the world through various lenses and contexts to engage with artwork and designs, ideas, practices, histories and theories and their significance and contribution to society.

Students will
- Explore ideas and expressions through the creative design and inquiry process
- Use Art & Design techniques, materials, processes and technologies
- Develop confidence, curiosity, imagination and enjoyment and a personal aesthetic through engagement with Art & Design making, interpreting and evaluating
- Use creative and innovative ways to communicate ideas and information
- Apply Art & Design elements and principles
- Use creative, critical, reflective and design thinking skills
- Acknowledge the diverse roles, innovations, practices, traditions, histories and cultural context of artists and designers

YEAR 9-12 PATHWAYS

Suits students who are interested in:
- Creative expression/ design
- Creative thinking
- Art; Design; Photomedia; Drawing; Painting; Sculpture; Printmaking; Media
- Visual Communication Design
- Creative production industries
- Hands-on, practical learning
- Innovative and emerging software and technology

YEAR 9 ELECTIVES

THE ARTS

SOUND & STORY

What will students learn?
In this elective students will explore and learn to play music from a variety of genres from across the world. Issues surrounding copyright and intellectual property will be discussed as well as strategies for arts advocacy. Students will have the opportunity to compose their own music (they may choose to do this with or without vocals). Classes will include lessons in music notation as well as strategies for learning by ear from things like recordings and other media. Techniques for both practicing and performing will be introduced. Students will have the opportunity to learn songs of their choice and perform by themselves or as part of a group.

This class is open to students who play any instrument. Students must provide their own instrument. This could include guitar, violin, piano, cello, drums or any other instrument.

Students will
- Learn to read and write in musical notation
- Compose music
- Develop skills for practicing and performing
- Learn and perform music alone or with a group
- Engage with music from a variety of cultures

YEAR 9-12 PATHWAYS

Suits students who are interested in:
- Musical Composition
- Musical Performance
- Hands on Practical Learning
- Independent Learning
- Students looking to expand their musical skills

YEAR 10

YEAR 10 SUBJECT INDEX

This is an interactive menu. Click on the subject name to jump to its description.

RELIGIOUS EDUCATION

- Religious Education

YEAR 10 PROGRAMS

- Work Experience
- Careers - 10 MERCY

ENGLISH

- English
  Literature: Beyond the Book

TECHNOLOGY

Product Design - Wood, Metal & Plastics

HUMANITIES

- Humanities
  Legal Studies: You Be the Judge
  The Bottom Line: How Entrepreneurs turn Demand into Dollars
  The Global Battlefield: WWII and the Holocaust
  Protests and Power: Civil Rights and the Cold War

HEALTH & PE

- Health & PE
  Energy for Exercise
  Health Insights
  Good Food, Great Health

STEAM

- STEAM

THE ARTS

Practical Performing Arts
Art & Design

SCIENCES

- Science
  Paddock to Plate

MATHEMATICS

- Maths

PASTORAL CARE

- M.E.R.C.Y.

ACCELERATED PROGRAM

VCE
VET

Compulsory subject
Subject involves additional costs

YEAR 10 CORE SUBJECTS

WHAT WILL I STUDY IN YEAR 10?

Year 10 enables students to build on prior learning while specialising their program in preparation for senior pathways.

CORE SUBJECTS

- English
- Humanities
- Mathematics
- Sciences
- Health & Physical Education
- Religious Education
- M.E.R.C.Y.

YEAR 10 PROGRAMS

- Work Experience
- Careers

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ELECTIVE SUBJECTS AND/OR ACCELERATED PROGRAM

In addition to the Core Curriculum subjects students going into Year 10 will need to select FOUR elective subjects.

	A	B	C	D	E	F
YEAR 10	• Yr 10 Art and Design	• VET Furniture • VET Building and Construction	• Energy for Exercise • Health Insights • Good Food, Great Health • VET Sport and Rec • VET Health Assistance	• Legal Studies: You be the Judge	• Paddock to Plate	• People and the Environment • First Response

Next to each elective description you will find 'Year 9-12 Pathways' which will assist students to make their choice with a focus on their interests and future study options. The subjects of choice should be listed in preferential order on the subject selection sheet. Mercy Regional College will make every effort to ensure that students are placed in their preferred electives, however cannot guarantee that they will receive their top 4 selections.

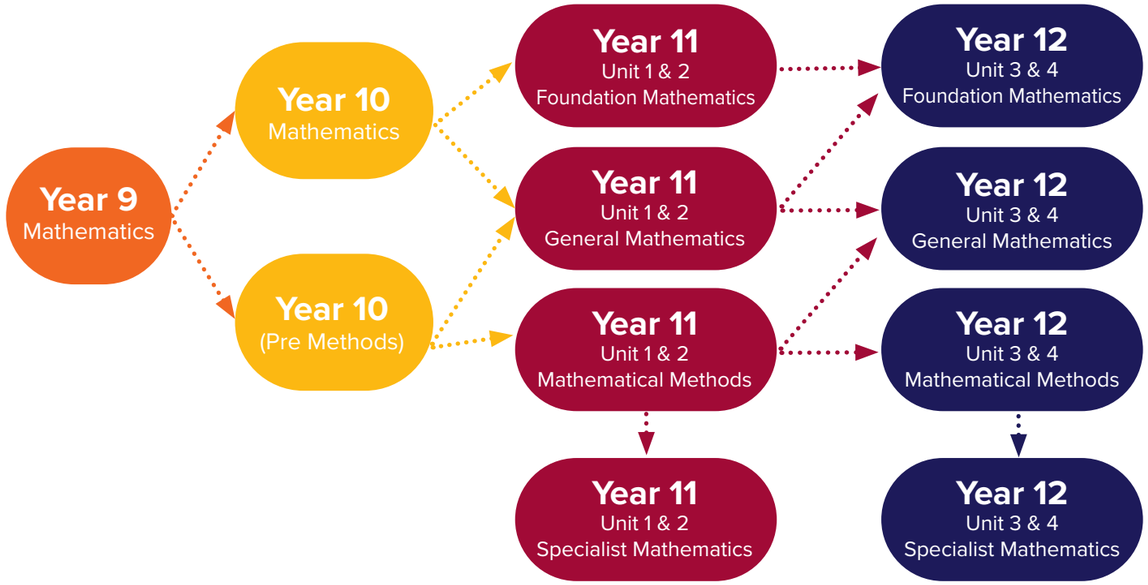
YEAR 10 MATHS PATHWAYS

Mercy Regional College has a proud tradition of always running all Victorian Certificate of Education (VCE) mathematics subjects.

In Year 10, students do not study mathematics in their regular homeroom groupings. Instead mathematics classes are structured in a way that considers the mathematics pathway students intend to study in VCE, i.e. Foundation Mathematics, General Mathematics, Mathematical Methods and Specialist Mathematics. Teachers discuss VCE options with the students and highlight the implications for further learning. We encourage students to consult tertiary study guides and talk to our Careers teacher to ensure that the mathematics they are studying satisfies the prerequisites for future studies.

The path to Year 12 Mathematics can vary greatly from student to student. There is no wrong path as long as students leave Mercy Regional College with the required level of mathematics for further studies or work.

There are also opportunities for early entry into VCE Mathematics for higher ability students. An example of this may be to study General Mathematics in conjunction with a Year 10 or 11 mathematics subject.



Specialist Mathematics can only be studied in conjunction with Mathematical Methods.

WORK EXPERIENCE

WHAT IS WORK EXPERIENCE?

Work experience is a compulsory short term placement of secondary school students with 'host' employers, to provide practical insights into the industry and the workplace in which they are located and different career pathways.

Students are placed with employers primarily to observe, learn and undertake tasks that do not require extensive training.

Work experience is an effective way to learn about various career pathways. It gives students the chance to see the day-to-day routine of different jobs and build job related skills.

WORK EXPERIENCE IN THE CURRICULUM

Students need to undertake work experience, complete the work experience journal and evaluation sheets and participate in the preparatory/evaluation classes (before and after the placement) to gain a satisfactory result for Careers in Year 10.

HOW DO YOU BENEFIT FROM IT?

You develop:

- Job seeking skills
- Work related skills, e.g. work communication/team work
- Knowledge and skills relevant to a particular job/ industry

You gain:

- Contact with Employers for future employment, apprenticeships or traineeships
- An understanding of the workplace and work related issues, such as technological change, health and safety, working conditions and wages
- The experience and knowledge to assist in career and pathways planning

PLANNING AND ORGANISATION

Students will prepare for Work Experience in their Careers class. During this class students complete background to work experience including work health and safety, employer expectations, what employers are looking for and work experience procedures and paperwork. All students completing work experience must complete Safe@Work modules - these will be completed in Careers class time. Students considering careers in the construction industry must complete their White Card training - the school usually organises a provider at the cost to students. It is in the student's best interests to plan well ahead and begin thinking and making enquiries about work experience in advance. Experience has shown that if students begin to do some letter writing and phoning early, their chances of gaining more interesting and beneficial placements will be significantly enhanced.

Year 10s participate in one week of work experience on a date to be determined (usually March).

YEAR 10 PROGRAMS

CAREERS

WHAT IS CAREERS?

This subject involves activities which enable insight and preparation for different pathways as students enter their Senior years of schooling. Careers at Year 10 level is embedded in 10 MERCY.

WHAT DO STUDENTS LEARN?

Career investigation and quiz work at the start of the school year allows students to research aspects of different areas of employment and study. This research leads into preparation and organisation for the MRC Work Experience program. The 5 days of work placement provide an excellent opportunity to learn about the world of work and build new skills. Students also receive support with subject selection, resume preparation and participate in a mock interview program as part of their learning.

Students participate in the Morrisby Career Profile program to help them on the pathway to a career, by determining their strengths and aspirations.

Through a combination of aptitude, personality and interest assessments, Morrisby provides students with valuable insights into their strengths and potential career pathways. The profile is not designed to tell students what they should do in the future, but rather to support informed decision-making and meaningful conversations about future study, training and employment options.

WHAT RESOURCES ARE AVAILABLE TO STUDENTS?

The Careers Google Classroom and portal allows students to have a more personalised investigation and to ultimately build a folio of research and documents for their own Careers journey.

YEAR 10 ELECTIVES

ENGLISH

LITERATURE: BEYOND THE BOOK

What will students learn?

This elective is designed to ignite a deeper love of reading and critical thinking. Students will explore a range of classic and contemporary literature, from novels and poetry to short stories, examining how these texts reflect and challenge the values of their time. They will also study film and stage adaptations, analysing how stories transform across mediums. Through close reading and discussion, students will investigate the relationship between literature and society. The course encourages creative and analytical responses, helping students build confidence in interpretation, argument, and expression, while laying a strong foundation for VCE English and Literature.

YEAR 9-12 PATHWAYS

Suits students who are interested in:

- Critical thinking
- Deeper reading of challenging texts
- Writing

Possible Pathways:

- VCE Literature
- VCE English

Students will

- Engage with a variety of stories through different mediums
- Develop their higher level english literacy skills
- Write creatively and analytically in response to the world of a text

YEAR 10 ELECTIVES

TECHNOLOGY

PRODUCT DESIGN - WOOD, METAL & PLASTICS

What will students learn?

Students will develop design ideas using CAD and Technical Drawing in conjunction with using 3D printers and laser cutters to make prototypes of their final production piece. Students will experiment with hand and power tools, materials and technologies to manage and produce a furniture project. Students will use wood, metal and plastics to achieve their final outcomes.

Students will

- Develop a design brief and plan for their production project
- Develop their production piece with technical drawings
- Produce a production project and complete evaluation

YEAR 9-12 PATHWAYS

Suits students who are interested in:

- Hands-on learning
- Creativity
- Designing and creating objects from concept to finished item

Possible Pathways:

- VCE Product Design and Technology
- VET Building and Construction
- VET Furnishing

HUMANITIES

LEGAL STUDIES: YOU BE THE JUDGE

What will students learn?

Students interested in learning about Victoria's legal system & common legal issues for young people will be informed of the rights, responsibilities and laws that govern their daily lives. The course explores laws relating to police powers, driving, relationships, the workplace, social profiling, body art, graffiti, and illicit substances. Topics covered include how the courts work, criminal & civil law, the roles of key personnel (police, judges, juries & lawyers), justice, rights, law-making & the Australian Constitution. Students will learn how to navigate the legal system, advocate for others and develop their critical thinking skills.

Students will

- Develop an understanding of the key principles of Victoria's legal system.
- Identify and analyse common legal issues affecting young people
- Investigate how the courts operate in Victoria
- Identify the differences between criminal and civil law

YEAR 9-12 PATHWAYS

Suits students who are interested in:

- Law
- The world around them
- Legal studies
- Current affairs
- Critical thinking

Possible Pathways:

- VCE Legal Studies
- VCE Australian & Global Politics
- VCE Health & Human Development
- VCE Psychology

THE BOTTOM LINE: HOW ENTREPRENEURS TURN DEMAND INTO DOLLARS

What will students learn?

In this elective, students will explore how businesses and the economy operate. They will learn how businesses make decisions, what affects prices, and how supply and demand shape the market. Students will also be introduced to basic accounting skills, such as tracking income and expenses and understanding financial records.

The course will also focus on entrepreneurship, where students will investigate how individuals develop new business ideas and bring them to life. They will explore how businesses use marketing and advertising to attract and keep customers.

Students will

- develop basic accounting skills
- design and pitch their own business idea
- develop their creativity, problem-solving, and teamwork skills through hands-on experience

YEAR 9-12 PATHWAYS

Suits students who are interested in:

- Managing a business
- Marketing
- Entrepreneurship

Possible Pathways:

- VCE Business Management
- VCE Accounting
- VET Business

YEAR 10 ELECTIVES

HUMANITIES

THE GLOBAL BATTLEFIELD: WWII AND THE HOLOCAUST

What will students learn?

Students interested in learning about the greatest global conflict in human history will explore the causes, course, and catastrophic human impacts of World War II and the Holocaust. The course explores the rise of totalitarian regimes, the breakdown of global peace, key battlefronts, and life on the home front in Australia and abroad. Topics covered include Nazi ideology, propaganda, resistance movements, turning points in Europe and the Pacific, the atomic bomb, and the systematic persecution and murder of European Jews and other targeted groups in the Holocaust. Students will learn how to analyze primary source evidence, evaluate historical perspectives, and develop their historical empathy and critical thinking skills.

Students will

- Develop an understanding of the long-term and short-term causes, key events, and global consequences of World War II.
- Identify and analyse the ideological foundations, methods, and human impacts of the Holocaust.
- Investigate the experiences of diverse groups during wartime, including soldiers, civilians, resistance movements, and those on Australia's home front.
- Identify the significance of post-war justice, commemoration, and human rights frameworks established in response to wartime atrocities.

YEAR 9-12 PATHWAYS

Suits students who are interested in:

- Understanding military conflict
- Human Rights
- Critical thinking and structured writing

Possible Pathways:

- VCE History
- VCE Politics
- VCE Legal Studies

YEAR 10 ELECTIVES

HUMANITIES

PROTESTS AND POWER: CIVIL RIGHTS AND THE COLD WAR

What will students learn?
Students interested in learning about the ideological standoffs and human rights struggles of the mid-to-late twentieth century will explore the events, movements, and turning points that reshaped modern society. The course explores the global tensions of the Cold War, from nuclear standoffs and proxy conflicts to propaganda and covert espionage. Topics covered include the division of post-war nations, the influence of propaganda, the Space Race, and the global impact of the US Civil Rights Movement, featuring the activism of Dr. Martin Luther King Jr. Students will learn how global movements for equality influenced human rights struggles internationally and within Australia, while developing their historical empathy, source analysis, and critical thinking skills.

Students will
- Develop an understanding of the causes, key crises, and ideological shifts that drove the Cold War.
- Identify and analyse the methods used to influence public opinion, including espionage and propaganda.
- Investigate the strategies, key events, and impact of the US Civil Rights Movement and leaders like Dr. Martin Luther King Jr.
- Identify the connections between international civil rights movements and the struggle for citizenship and rights in Australia.

YEAR 9-12 PATHWAYS

Suits students who are interested in:
- History
- Human Rights
- Analyzing propaganda, media, and public rhetoric
- Critical thinking and debate

Possible Pathways:
- VCE History
- VCE Legal Studies

YEAR 10 ELECTIVES

HEALTH & PE

ENERGY FOR EXERCISE

What will students learn?
This subject includes practical and theory based components. Students will gain exposure to nutritional aspects of performance that allow athletes to achieve the very best from their chosen field of sport. Students will learn about different training methods in order to know how to train smarter as well as learning the basics of hydration and recovery techniques. Energy systems, biomechanics and fitness components are areas of focus in this subject.

Students will
- Design a training program
- Create a nutrition plan
- Participate in practical lessons

YEAR 9-12 PATHWAYS

Suits students who are interested in:
- Health and fitness
- Sport and exercise
- Training

Possible Pathways:
- VCE Physical Education
- VCE Health and Human Development
- VET Sport, Aquatics & Recreation

HEALTH INSIGHTS

What will students learn?
Health Insights gives students the opportunity to explore and gain knowledge of different areas of health and develop skills to be able to make informed decisions about their own health. Students have the opportunity to develop an understanding of holistic health and wellbeing, through investigation areas of health services.

This subject investigates the dimensions of health and types of development, allowing students to understand the important relationship between physical, social, mental and spiritual health.

Students will
- Undertake data analysis through case studies
- Complete a research task on a health issue
- Perform film analysis

YEAR 9-12 PATHWAYS

Suits students who are interested in:
- Health
- Psychology

Possible Pathways:
- VCE Health and Human Development
- VET Community Services
- VET Health Services Assistance

HEALTH & PE

GOOD FOOD, GREAT HEALTH!

What will students learn?

Students gain exposure to the importance of nutrients and healthy eating on their own health. They also explore the nutritional requirements throughout the lifespan. Students learn about different food models and influences that impact food choices.

Students will

- Develop design folios - designing and adapting recipes
- Adapt recipes and explore healthy food swaps
- Nutrition plan for different lifespan stages and health considerations
- Participate in practical lessons

YEAR 9-12 PATHWAYS

Suits students who are interested in:

- Hands-on learning
- Food and nutrition
- Creativity and design

STEAM

STEAM

What will students learn?

STEAM (Science, Technologies, Engineering, Arts and Mathematics) embraces curiosity through a range of digital technologies, programs, equipment and handson design challenges. STEAM encourages critical and creative design thinking and embraces collaboration in development of innovative, quality solutions. Students use design thinking and processes to investigate and generate innovative ideas; develop, plan and produce designs for different contexts by selecting and manipulating a range of materials, systems, components, tools, processes and equipment. They project manage through the safe and accurate testing and production of designed solutions; present, evaluate and communicate functional design solutions.

Students will

- Design and execute a range of solutions to designchallenges
- Creative redesign of an existing product
- Engineer a collaborative construction project
- Use Micro-bit and Humminbird technology to complete block coding and programming tasks
- Undertake a research project around key STEAM knowledge
- Develop an understanding of coding to complete Drone challenges
- Develop practical and technological skills 3D printing,
- Laser cutting and operating Drones

YEAR 9-12 PATHWAYS

Suits students who are interested in:

- Hands-on, practical learning
- Innovative technology
- Creative design thinking
- Programming and coding
- Multidisciplinary learning

Possible Pathways:

- VCE Physics; Biology; Chemistry
- VET Building and Construction
- VET Furnishing

YEAR 10 ELECTIVES

THE ARTS

ART & DESIGN

What will students learn?

Art & Design engages learners in a journey of discovery, experimentation and problem-solving and visual communication, utilising techniques, materials, technologies, practices to express their ideas. They develop Art & Design knowledge, skills, techniques and processes as they explore a range of forms, styles and contexts. Learners apply creative, critical and reflective techniques to generate ideas, visualise, research, develop, refine and present works to communicate ideas in relation to a specific purpose and audience. Art & Design supports students to view the world through various lenses and contexts to engage with artwork and designs, ideas, practices, histories and theories and their significance and contribution to society.

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- Use Art & Design techniques, materials, processes and technologies
- Develop confidence, curiosity, imagination and enjoyment and a personal aesthetic through engagement with Art & Design making, interpreting and evaluating
- Use creative and innovative ways to communicate ideas and information
- Apply Art & Design elements and principles
- Use creative, critical, reflective and design thinking skills
- Acknowledge the diverse roles, innovations, practices, traditions, histories and cultural context of artists and designers

YEAR 9-12 PATHWAYS

Suits students who are interested in:

- Creative expression/ design
- Creative thinking
- Art; Design; Photomedia; Drawing; Painting; Sculpture; Printmaking; Media
- Visual Communication Design
- Creative production industries
- Hands-on, practical learning
- Innovative and emerging software and technology

Possible Pathways:

- VCE Art: Creative Practice
- VCE Visual Communication Design
- VCE Product Design & Technology
- VCE Media

SCIENCES

PADDOCK TO PLATE

What will students learn?
Students will explore local and distant agricultural and horticultural industries within Australia, with a focus on growing, processing and preserving food.
The subject focuses on growing food to feed the world despite overcoming challenges in production. Students will undertake practical activities to grow and produce their own food with a focus on sustainability, low food miles, and preparing things from scratch. A major assessment task sees students planning a meal they have to prepare at the end of the semester whereby they must plan for, grow, preserve and source as much food as possible for their dish and evaluate their successes and challenges along the way. As well as doing this, students will be given opportunities to connect with local producers to share their expertise and practices in a particular industry.

Students will

- Plan and prepare a meal encouraging them to identify and source all ingredients required
- Debate the importance of knowing where your food comes from
- Work in small groups and use design technologies to grow an array of food and store and preserve this for future use

YEAR 9-12 PATHWAYS

Suits students who are interested in:

- Hands-on learning
- Agriculture/farming
- Food studies
- Environmental sciences

Possible Pathways:

- VCE Agriculture and Horticulture
- VCE Food Studies

YEAR 10 ELECTIVES

ACCELERATED PROGRAM

Mercy Regional College is committed to providing a learning environment where students can excel. We recognise that students have individual needs in order to achieve both academically and socially. Individual goal tracking is designed to meet the needs of all our students.

The Year 10 Accelerated Program is designed to challenge and extend the knowledge and skills of high-achieving students. The broad aim of the program is to develop high-order thinking skills so that our students can gain a deeper understanding of topics.

We cater to students who have displayed particular strengths in lateral thinking and problem-solving tasks while providing them with the chance to work with like-minded peers. Our students are given frequent opportunities to reach their full potential.

All students applying for the program will be interviewed to discuss their subject selections. Final acceptance into the Accelerated Program may also be affected by class sizes and time constraints.

The Year 10 Accelerated Program available at MRC includes:

VCE
Victorian Certificate of Education
LEARN MORE

VET
Vocational Education Training
LEARN MORE

YEAR 11 & 12

VCE • VCE-VM • VET

UNDERSTANDING VCE, VCE-VM & VET

At Mercy Regional College, students can achieve the Senior School Certificate. This certificate could be either the Victorian Certificate of Education (VCE) or Victorian Certificate of Education - Vocational Major (VCE-VM). It is imperative when deciding a pathway for a student that the student's needs are considered.

VICTORIAN CERTIFICATE OF EDUCATION - VCE

The Victorian Certificate of Education (VCE) is a senior certificate of education within the Australian Qualifications Framework (AQF). It is designed to be completed over a minimum of two years and includes general education curriculum components (VCE studies) and programs from Vocational Education and Training (VET) qualifications.

VCE VOCATIONAL MAJOR - VCE-VM

The VCE has expanded to include the Vocational Major, a 2-year vocational and applied learning program.

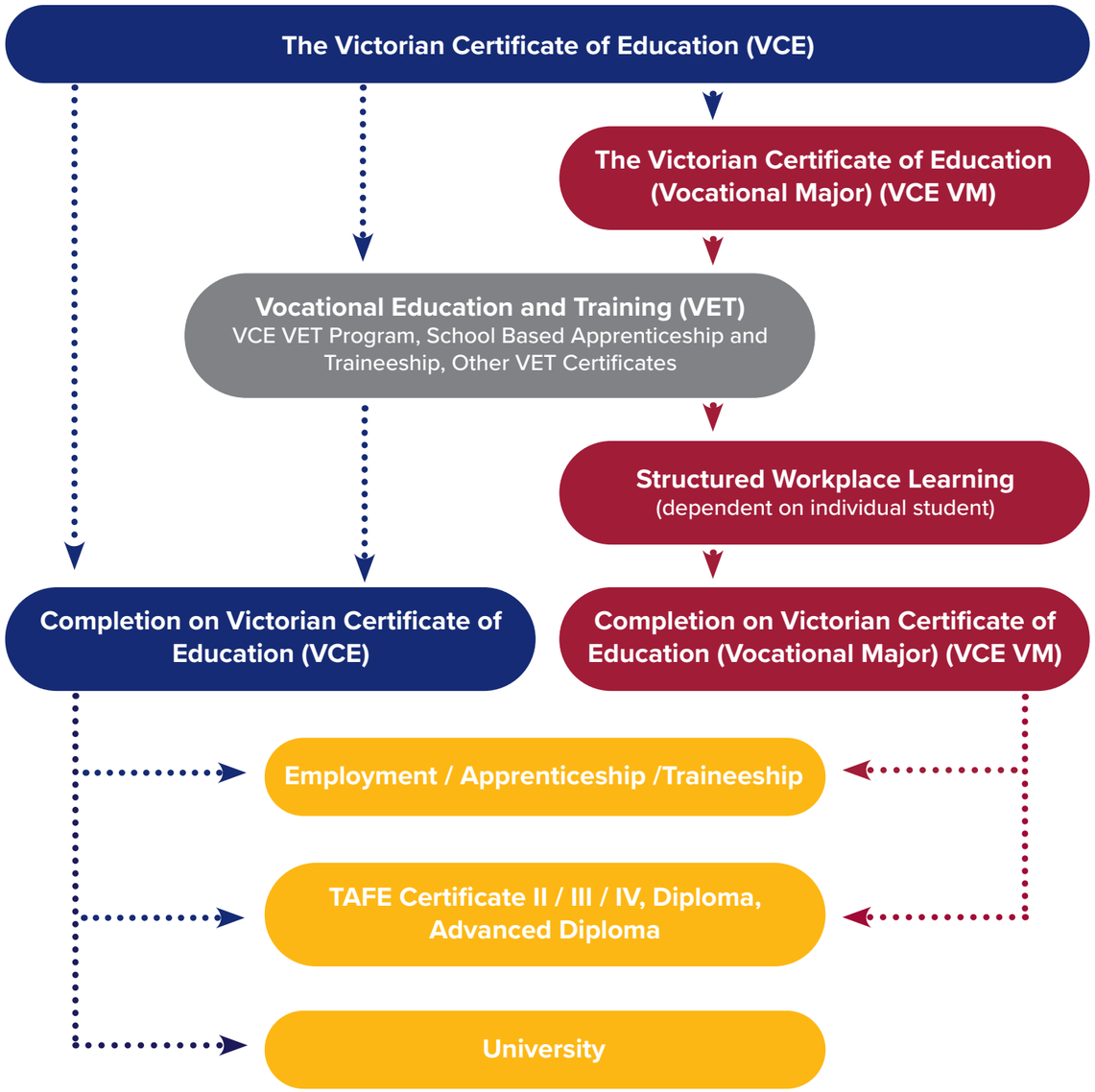
The VCE Vocational Major will develop students' personal and practical life skills. It will help to prepare them for the next important stage of their lives. The pathway option includes flexible applied learning approaches, while delivering enhanced curriculum design to equip students with the 21st century capabilities and in-demand skills for the future world of work.

VOCATIONAL EDUCATION TRAINING - VCE-VET

Students may include Vocational Education and Training (VET) in their VCE or VCE-VM program. Students can undertake nationally recognised training through a VCAA approved VCE VET program as an apprenticeship or traineeship or any other VET qualification and receive credit towards their VCE or VCE-VM. Many VET studies have an exam and count towards an ATAR.

SENIOR PATHWAYS

Structure in 2026



VCE STUDIES

The Victorian Certificate of Education (VCE) is a 2-year course of study. The Victorian Curriculum and Assessment Authority (VCAA) implements and manages the VCE.

A VCE program includes a number of different VCE studies (or subjects), with the majority consisting of four units that can be completed over the two years (a unit represents one Semester or half a year of work). Units 1 & 2 are typically taken in Year 11, while Units 3 & 4 are usually completed in Year 12. Mercy Regional College provides the opportunity for students to study Units 1 & 2 of some VCE studies in Year 10 and Units 3 & 4 in Year 11.

There are several VET subjects that can be studied at MRC alongside the VCE, with students gaining a Certificate II or III at the completion of the course. Some VET subjects contribute to an ATAR score (scored), and some do not (unscored).

Advanced Learning Offerings

The College's advanced learning offerings within the VCE include **Literature** in English and **Specialist Mathematics** in Mathematics. While Mercy Regional College is committed to providing students with access to these subjects, the mode of delivery is dependent upon student enrolment numbers.

Subjects may be offered through face-to-face classes at the College, or online through external providers such as Bendigo Senior Secondary College, the Virtual Schools Victoria (VSV) or alternative providers within the Diocese of Ballarat. Where sufficient numbers exist for a Unit 1/2 class to be delivered onsite, the continuation of an in-person Unit 3/4 class will again depend on the number of students electing to study the subject.

For students undertaking these subjects online, Mercy Regional College provides additional support through a designated teacher who meets with students on a fortnightly basis in a tutoring and mentoring capacity to assist them in managing their learning and achieving success. Other subjects are also accessible in this mode should student numbers not be sufficient to run a class in person or should a student have a subject clash.

VCE STUDIES

WHAT WILL I STUDY IN YEAR 11?

Students in Year 11 complete a minimum of 6 VCE studies. In addition to the Core subjects students will need to select FOUR elective subjects.

CORE SUBJECTS

- English
- 1 subject from the Mathematics Domain
- Religious Education
- M.E.R.C.Y.

\+

4
ELECTIVE
SUBJECTS
(VCE or VET)

WHAT WILL I STUDY IN YEAR 12?

Students in Year 12 complete a minimum of 5 VCE studies. In addition to the Core subjects students will need to select FOUR elective subjects.

CORE SUBJECTS

- English
- Religious Education
- M.E.R.C.Y.

\+

4
ELECTIVE
SUBJECTS
(VCE or VET)

VCE ACCELERATED PATHWAYS

Students who are identified as being more capable in their studies have the opportunity to extend their learning and thinking skills by being involved in an appropriate accelerated program.

- Year 10 students may undertake VCE/VET Unit 1 & 2 subjects
- Year 11 students may undertake VCE/VET Units 3 & 4 subjects
- Year 12 students who are successful in VCE studies may apply to participate in Higher Education Studies offered through the appropriate universities. Normally this is the Deakin Accelerate Program.

DEAKIN ACCELERATE PROGRAM

The Deakin Accelerate Program is mainly offered for students who are high achievers and who can cope with a more demanding workload. Students apply directly to the university that offers the study of their choice and should seek the advice of the Careers Coordinator before beginning an extension study.

In the Deakin Accelerate Extension program students complete two units of a first-year university subject at the same time as their Year 12 studies. There are 14 study areas on offer ranging from Accounting, Health Practice and Research, Psychology and Sports Management. For some of these study areas there are prerequisites.

WHY CHOOSE DEAKIN ACCELERATE?

Students get the same benefits as studying a fifth or sixth VCE subject while gaining university credit and reducing the cost of their future degree.

FOR MORE INFORMATION ABOUT DEAKIN ACCELERATE VISIT:

DEAKIN UNIVERSITY WEBSITE: www.deakin.edu.au/student-life-and-services/support-for-high-school-students/deakin-accelerate-program

FOR MORE INFORMATION ABOUT VCE VISIT:

VTAC WEBSITE: www.vtac.edu.au
THE ATAR EXPLAINED: www.vtac.edu.au/results-offers/atar-explained.html
MRC CAREERS WEBPAGE: www.mercy.vic.edu.au/learning/careers/

VCE STUDY INDEX

This is an interactive menu. Click on the subject name to jump to its description.

*scored

Compulsory subject. Students must choose at least one subject with the ✓ sign per domain. In the English Domain, students can choose both English and Literature.

To study Specialist Mathematics, students need to study Mathematical Methods

Subject involves additional costs

VCE STUDIES

RELIGIOUS EDUCATION

RELIGION & SOCIETY - Unit 2

Year 11

What will students learn?

In this unit students study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in societies where multiple worldviews coexist, in the light of these investigations.

Year 11 Retreat

Students explore the idea of ethics in the modern world, as relevant to Unit 2 Religion & Society.

The Year 11 Retreat is considered an important part of the Year 11 Religious Education course and, as such, attendance is compulsory. Any days missed will require make-up activities or tasks to ensure course completion.

AWAKENINGS

Year 12

What will students learn?

In this unit students investigate a deliberate Christian response to the call for responsible action for justice on behalf of creation. They identify those they consider to be marginalised and vulnerable, both locally and globally; then articulate ways in which Catholic social teaching addresses their right to flourish. Students compare ways in which the spiritual life of people from different religious traditions and worldviews offers pathways for meaning and purpose in life and may be enriched through prayer.

Year 12 Seminar Days

Students participate in a number of seminar days that enrich their understanding of mercy within and outside of our school, Mercy Regional College. The days encourage students to consider what role they play in local and global social justice issues.

Seminar Days and the Year 12 Retreat are considered an important part of the Year 12 Religious Education course and, as such, attendance is compulsory. Any days missed will require make-up activities or tasks to ensure course completion.

YEAR 9-12 PATHWAYS

Suits students interested in:

- Religious traditions
- Cultures & societies
- History
- Community work

ENGLISH

ENGLISH - Unit 1 & 2

Year 11

What will students learn?

VCE English focuses on how the English language is used to create meaning in print and multimodal texts of varying complexity. Texts selected for study are drawn from the past and present, from Australia and from other cultures, and comprise many text types for analysis of argument. VCE English is intended to meet the needs of students with a wide range of expectations and aspirations in a variety of career pathways for further study and/or employment.

In Unit 1, students focus on reading, exploring and crafting texts with a focus on personal connections with the story, to engage with and develop an understanding of effective and cohesive writing. Students will be supported by a variety of mentor texts to serve as examples of excellent writing and help them to shape and develop their own writing skills.

In Unit 2, students develop and deepen their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. This is supported by the exploring of arguments and how they are constructed and delivered through written and oral forms.

YEAR 9-12 PATHWAYS

Suits students interested in:

- Reading
- Public speaking
- Current affairs

ENGLISH - Unit 3 & 4

Year 12

What will students learn?

In Unit 3, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. Students work with mentor texts to inspire their own creative processes, to generate ideas for their writing, and as models for effective writing. They experiment with adaptation and individual creation, and demonstrate insight into ideas and effective writing strategies in their texts.

In Unit 4, students further sharpen their skills of reading and viewing texts. They apply reading and viewing strategies to engage with a text, and discuss and analyse the ways authors construct meaning. They also analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. Students then apply their understanding of the use of argument and language to create their own point of view text for oral presentation.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

The text list for 2027, detailing texts for VCE English and Literature, will be published in Term 3, with early order options available from Term 4.

VCE STUDIES

ENGLISH

LITERATURE - Unit 1 & 2

Year 11

What will students learn?

VCE Literature focuses on the meanings derived from texts, the relationships between texts, the contexts in which texts are produced, and how readers' experiences shape their responses to texts.
In VCE Literature students develop and refine four key abilities through their engagement with texts. These are:

- An ability to offer an interpretation of a whole text (or a collection of texts)
- An ability to demonstrate a close analysis of passages or extracts from a text, in consideration of the whole text
- An ability to understand and explore multiple interpretations of a text
- An ability to respond creatively to a text

In Units 1 and 2, students engage with 5-6 texts, including novels, film, poetry and short stories from a variety of Australian and international creators.

In Unit 1, students consider how language, structure and stylistic choices are used in different literary forms and types of text. Students continue to explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres.

In Unit 2, students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators; and focus on the text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text.

YEAR 9-12 PATHWAYS

Suits students interested in:

- Reading
- Thinking critically
- Writing creatively

This is an Advanced Learning Offering subject and the delivery format is dependent on interest shown.

HUMANITIES

ACCOUNTING - Unit 1 & 2

Year 11

What will students learn?

Unit 1 explores the establishment of a business and the role of accounting in the determination of business success or failure. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors.

In Unit 2, students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business.

YEAR 9-12 PATHWAYS

Suits students interested in:

- Financial management
- Business management
- Budgeting

ACCOUNTING - Unit 3 & 4

Year 12

What will students learn?

Units 3 and 4 focus on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

In Unit 3 Students develop their understanding of the accounting processes for recording and reporting, and consider the effects of decisions made on the performance of the business.

In Unit 4, both manual methods and ICT are used to record and report. Students extend their understanding of the recording and reporting processes, with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and the importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business and suggest strategies to improve business performance.

VCE STUDIES

HUMANITIES

BUSINESS MANAGEMENT - Unit 1 & 2

Year 11

What will students learn?

In Unit 1, students examine the concepts of innovation and entrepreneurship as factors that influence business ideas, as well as the influence of the market, technology and changing customer needs. Students explore the internal and external environments of business and consider how each environment influences the way the business operates. Students learn about business structure, location, planning, decision-making and SWOT analysis, corporate social responsibility and global considerations.

In Unit 2, students examine the legal and financial requirements that must be satisfied to establish a business. Students investigate basic financial record-keeping and compliance policies and procedures, strategies involved in effectively marketing a business and the importance of public relations strategies. Students also explore the concepts of staffing a business and managing the needs of employees to maximise success.

YEAR 9-12 PATHWAYS

Suits students interested in:

- Marketing
- Business operations, change and strategic planning
- Human Resources
- Real-life business case studies
- Collaboration with peers

BUSINESS MANAGEMENT - Unit 3 & 4

Year 12

What will students learn?

In Unit 3, ‘Managing a Business’, students explore the types of businesses in Australia, characteristics of key stakeholders and key styles and skills used by managers. Students learn about specific areas of management responsibility including Human Resource Management and Operations Management, to develop a complex understanding of how businesses are managed to meet objectives. Students examine a range of theories and strategies for improving performance and optimising business operations.

In Unit 4, ‘Transforming a Business’, students develop an understanding of why businesses need to change by evaluating performance indicators. Students learn about, apply and evaluate a range of change management theories and strategies to contemporary business situations, to explore how businesses can (and do) manage change effectively.

HUMANITIES

MODERN HISTORY - Unit 1 & 2

Year 11

What will students learn?

In Unit 1 students focus on the events, ideologies, individuals and movements of the period that led to the end of empires and the emergence of new nation states before and after World War One; the consequences of World War One; the emergence of conflict; and the causes of World War Two. They focus on the social life and cultural expression in the late nineteenth century and the first half of the twentieth century, and their relation to the technological, political and economic changes of the period. Students explore particular forms of cultural expression from the period.

In Unit 2 students focus on the causes and consequences of the Cold War; the competing ideologies that underpinned events, and the consequences on people, groups and nations. Students consider the reasons for the end of this long-running period of ideological conflict and the collapse of the USSR in 1991, as well as exploring the legacy of communism and/or socialism in the post-Soviet era and the emergence of democracy in new nations.
Students also focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the second half of the twentieth century and first decade of the twenty-first century. They consider the extent to which ideas, values and political systems remained the same and/or change was resisted.

YEAR 9-12 PATHWAYS

Suits students interested in:

- Global events and politics
- Critical thinking and evaluation
- Problem solving
- Understanding links between past and present

- ***Modern History Units 1 & 2***
  Modern History examines the causes and consequences of conflict and change in the modern era.

VCE STUDIES

HUMANITIES

HISTORY: REVOLUTIONS - Unit 3 & 4

Year 12

What will students learn?

In Units 3 and 4 students focus on the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks were caused by the interplay of significant events, ideologies, individuals and popular movements, and how these were directly or indirectly influenced by the political, social, economic, cultural and environmental conditions of the time.

Students focus on the consequences of the revolution and evaluate the extent to which the consequences of the revolution maintained continuity and/or brought about change to society. The success of the revolution was not guaranteed or inevitable. Students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. They evaluate the success and outcomes of the new regime's responses to these challenges, and the extent to which the revolution resulted in dramatic and wide-reaching political, social, cultural and economic change, progress or decline.

Students study two revolutions across Units 3 & 4:

- ***Unit 3 - The Russian Revolution (1896– 1927)***
- ***Unit 4 - The Chinese Revolution (1912– 1976)***

YEAR 9-12 PATHWAYS

Suits students interested in:

- Global events and politics
- Critical thinking and evaluation
- Problem solving
- Understanding links between past and present

HUMANITIES

LEGAL STUDIES - Unit 1 & 2 — Year 11

What will students learn?

In Unit 1, students develop an understanding of the different types and sources of law. Students learn key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.

In Unit 2, students examine the methods that may be used to determine a criminal case or resolve a civil dispute, including the purposes, types and effectiveness of sanctions and remedies. Students develop an understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights.

LEGAL STUDIES - Unit 3 & 4 — Year 12

What will students learn?

In Unit 3 students develop an understanding of the rights of the accused and of victims in the criminal justice system. They will examine and analyse the factors considered when initiating a civil claim, and discuss the institutions and methods used in resolving civil disputes. Students learn about the principles of justice: fairness, equality and justice and evaluate the ability of the legal system in achieving these principles.

In Unit 4, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. Students investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.

YEAR 9-12 PATHWAYS

Suits students interested in:

- Law making
- Justice
- Human rights

VCE STUDIES

HUMANITIES

GEOGRAPHY - Unit 1 & 2 — Year 11

What will students learn?

In Unit 1, students investigate hazards and disasters. They examine different types of hazards, including geological, hydro-meteorological, biological and technological hazards, and consider how these events affect people, places and environments. Students explore the causes and impacts of selected hazards, the role of human activity and climate change, and the ways communities respond before, during and after disaster events.

In Unit 2, students examine tourism: issues and challenges. They investigate the growth of tourism, current global tourism patterns and the reasons people travel. Students explore how tourism connects places and people, and analyse the social, economic, cultural and environmental impacts of tourism. They also evaluate strategies used to manage tourism sustainably in different locations.

YEAR 9-12 PATHWAYS

Suits students interested in:

- Natural hazards and disasters
- Climate change and environmental issues
- Tourism, travel and global connections
- Mapping, fieldwork and data analysis
- Real-world case studies
- Sustainability and decision-making
- Human and environmental interactions

The delivery format of this subject is combined face-to-face and virtual learning.

MATHEMATICS

FOUNDATION MATHEMATICS - Unit 1 & 2

Year 11

What will students learn?

In Unit 1, students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives. Topics covered in Unit 1 include 'Algebra, Number and Structure', 'Data Analysis, Probability and Statistics', 'Discrete Mathematics', and 'Space and Measurement'.

The focus of Unit 2 is on extending breadth and depth in the application of mathematics to solving practical problems. The topics covered in Unit 1 are built upon and extended to provide for the continuing mathematical development of students' knowledge with respect to problems encountered in practical contexts in everyday life at home, in the community, at work and in study.

YEAR 9-12 PATHWAYS

Suits students interested in:

- Developing numeracy skills
- Practical application of trades

FOUNDATION MATHEMATICS - Unit 3 & 4

Year 12

What will students learn?

VCE Foundation Mathematics Unit 3 & 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society.

The topics studied in Unit 3 & 4 are an extension of the topics covered in Unit 1 & 2 - 'Algebra, Number and Structure', 'Data Analysis, Probability and Statistics', 'Discrete Mathematics', and 'Space and Measurement'. All four areas of study are explored over the two units with content equivalent to two areas of study covered in each unit.

VCE STUDIES

MATHEMATICS

GENERAL MATHEMATICS - Unit 1 & 2

Year 11

What will students learn?

VCE General Mathematics Unit 1 & 2 cater for a range of students' mathematical interests.

In Unit 1, students will focus on the topics of 'Data Analysis, Probability and Statistics', 'Discrete Mathematics', 'Functions, Relations and Graphs' and 'Space and Measurement'. Students will apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams, networks and geometric constructions, algorithms, algebraic manipulation, equations and graphs, with and without the use of technology.

In Unit 2, students will deepen their knowledge of the topics covered in Unit 1, further developing their skills and understanding of major mathematical concepts.

YEAR 9-12 PATHWAYS

Suits students interested in:

- Practical application of mathematics in everyday life, work, and further study.

GENERAL MATHEMATICS - Unit 3 & 4

Year 12

What will students learn?

VCE General Mathematics Unit 3 & 4 focus on real-life application of mathematics and consist of the areas of study 'Data Analysis, Probability and Statistics' and 'Discrete Mathematics'. Students continue building upon the knowledge and skills they develop in Unit 1 &2.

In Unit 3 & 4, students cover the topics of 'Data Analysis', 'Recursion and Financial Modeling,' 'Matrices' and 'Networks and Decision Mathematics'. They apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs.

MATHEMATICS

MATHEMATICAL METHODS - Unit 1 & 2

Year 11

What will students learn?

In Unit 1, students are introduced to the study of simple algebraic functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. There is a focus on building foundational knowledge in functions, algebra, calculus, and probability, with and without the use of technology.

In Unit 2, students study simple transcendental functions, the calculus of polynomial functions and related modelling applications. This unit focuses on extending and building upon the concepts covered in Unit 1.

MATHEMATICAL METHODS - Unit 3 & 4

Year 12

What will students learn?

In Unit 3, students extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. This unit includes the areas of study 'Functions, Relations and Graphs' and 'Algebra, Number and Structure', applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study.

In Unit 4, students cover the remaining content from 'Functions, Relations and Graphs', 'Algebra, Number and Structure' and 'Calculus' areas of study, and the study of random variables, discrete and continuous probability distributions, and the distribution of sample proportions from the 'Data Analysis, Probability and Statistics' area of study. For Unit 4, the content from the 'Calculus' area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content, including to probability distributions of continuous random variables.

YEAR 9-12 PATHWAYS

Suits students interested in:

- High level algebra and calculus
- Practical & theoretical maths contexts
- Science & Engineering
- Business & Economics
- Surveying
- Medicine

VCE STUDIES

MATHEMATICS

SPECIALIST MATHEMATICS - Unit 1 & 2

Year 11

To study Specialist Mathematics, students need to study Mathematical Methods.

What will students learn?

In Unit 1, students will study mathematics in-depth, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof. Students will cover the 'Algebra, Number and Structure' and 'Discrete Mathematics' areas of study.

In Unit 2, students will broaden their mathematical knowledge through the study of 'Data Analysis, Probability and Statistics', 'Space and Measurement' and 'Functions, Relations and Graphs'.

SPECIALIST MATHEMATICS - Unit 3 & 4

Year 12

What will students learn?

VCE Specialist Mathematics Unit 3 & 4 consist of the areas of study: 'Algebra, Number and Structure', 'Calculus', 'Data Analysis, Probability and Statistics', 'Discrete Mathematics', 'Functions, Relations and Graphs', and 'Space and Measurement'.

In undertaking their studies, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and vectors, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference, with and without the use of technology.

This is an Advanced Learning Offering subject and the delivery format is dependent on interest shown.

YEAR 9-12 PATHWAYS

Suits students interested in:

- High level algebra and calculus
- Practical & theoretical maths contexts

SCIENCES

BIOLOGY - Unit 1 & 2

Year 11

What will students learn?

In Unit 1, students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

In Unit 2, students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

YEAR 9-12 PATHWAYS

Suits students interested in:

- Health/medical skills
- Gene technology
- Ecology

BIOLOGY - Unit 3 & 4

Year 12

What will students learn?

In Unit 3, students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

In Unit 4, students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

SCIENCES

CHEMISTRY - Unit 1 & 2 — Year 11

What will students learn?

In Unit 1, students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers, and are introduced to ways that chemical quantities are measured. Students consider how innovations in manufacturing lead to more sustainable products by using renewable materials and moving towards a circular economy. A student-directed research investigation into the sustainable production or use of a selected material is undertaken as part of the unit.

In Unit 2, students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students design or adapt and undertake an investigation that is related to the production of gases, acid-base or redox reactions, or the analysis of substances in water as part of this unit. Throughout each unit, students conduct practical investigations involving the reactivity of metals, chromatography, precipitation reactions, heat capacity of water, acid-base and redox reactions, solubility, and volumetric analysis, to name a few.

YEAR 9-12 PATHWAYS

Suits students interested in:

- Engineering
- Medicine/pharmacy
- Biomedical science
- Forensics
- Laboratory research

CHEMISTRY - Unit 3 & 4 — Year 12

What will students learn?

In Unit 3, students investigate ways of producing chemical energy and materials through a sustainable and safe way for humans and the environment. Students analyse and compare fuel sources by looking at their chemical reactions, energy efficiencies and transformations, for galvanic cells, fuel cells, rechargeable and electrolytic cells. They explore food as energy for humans and consider factors that influence the rate and extent of chemical reactions. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

In Unit 4, students study the structure and reactions of organic molecules, including how they can be produced using the principles of green chemistry. Students learn how food is metabolised and how medicines act in the body. They explore how laboratory analysis and various instrumentation techniques can be used to analyse and identify organic compounds. Students conduct practical investigations related organic compounds, direct redox titrations, solvent extraction, and distillations.

VCE STUDIES

SCIENCES

PHYSICS - Unit 1 & 2 — Year 11

What will students learn?

In Unit 1, students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

In Unit 2, students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. They will investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology and local physics research. The selection of an option enables students to pursue an area of interest through an investigation. A student-designed scientific investigation is undertaken in this unit.

YEAR 9-12 PATHWAYS

Suits students interested in:

- Engineering
- Mathematics
- Space & astrophysics
- Robotics & AI
- Climate science & meteorology

PHYSICS - Unit 3 & 4 — Year 12

What will students learn?

In Unit 3, Students use Newton's laws of motion to analyse relative, circular and projectile motion and evaluate the circumstances in which they can be applied. They explore relationships between force, energy and mass.
Students should be able to analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites, as well as analyse and evaluate an electricity generation and distribution system.

In Unit 4, Students should be able to apply wave and particle concepts to analyse and apply models that explain the nature of light and matter, and use special relativity to explain observations made when objects are moving at speeds approaching the speed of light.
Students should be able to design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster.

SCIENCES

PSYCHOLOGY - Unit 1 & 2

Year 11

What will students learn?

In Unit 1, students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. They examine the contribution that classical and contemporary knowledge from Western and non-Western societies has made to an understanding of psychological development. Students investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

In Unit 2, students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. They explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values.
Students are encouraged to consider Aboriginal and Torres Strait Islander peoples' experiences within Australian society and how these experiences may affect psychological functioning. They will examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways.

YEAR 9-12 PATHWAYS

Suits students interested in:

- The world around us
- Mental health
- Human behaviour

PSYCHOLOGY - Unit 3 & 4

Year 12

What will students learn?

In Unit 3, students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning. They also investigate how learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

In Unit 4, students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and sleep across the lifespan. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning. Students consider ways in which mental wellbeing may be defined and conceptualised. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They further explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors.

VCE STUDIES

HEALTH & PE

HEALTH & HUMAN DEVELOPMENT - Unit 1 & 2

Year 11

What will students learn?

In Unit 1, students explore health and wellbeing as a concept with varied and evolving perspectives and definitions. As a foundation to their understanding of health, students investigate the World Health Organization's (WHO) definition and other interpretations. They also explore the fundamental conditions required for health as stated by the WHO, which provide a social justice lens for exploring health inequities. Students identify perspectives relating to health, and inquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islander Peoples. With a focus on youth, the unit equips students to consider their own health as individuals and as a cohort. They build health literacy by interpreting and using data in a research investigation into one youth health focus area, and by investigating the role of food.

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

YEAR 9-12 PATHWAYS

Suits students interested in:

- Social justice
- Nutrition
- Illness & disease

HEALTH & HUMAN DEVELOPMENT - Unit 3 & 4

Year 12

What will students learn?

In Unit 3, students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts. They explore health and wellbeing as a global concept and take a broader approach to inquiry. Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. They extend this to health as a universal right, analysing and evaluating variations in the health status of Australians.
Students focus on health promotion and improvements in population health over time. They explore various public health approaches and the interdependence of different models.

In Unit 4, students examine health and human development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade, tourism, conflict and the mass movement of people. Students consider global action to improve health and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the priorities of the World Health Organization (WHO). They also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their own capacity to act.

HEALTH & PE

PHYSICAL EDUCATION - Unit 1 & 2

Year 11

What will students learn?

In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to movement. Through participation in practical activities, students explore and analyse the relationships between the body systems and movement, and how these systems interact and respond at various intensities. Students investigate possible conditions and injuries associated with the musculoskeletal system and recommend and implement strategies to minimise and manage such injuries and conditions. They consider the ethical implications of using permitted and prohibited practices to improve the performance of the body systems, evaluating perceived physiological benefits and describing potential harms.

Unit 2 develops students' understanding of physical activity, sport and exercise from a participatory perspective. Students are introduced to types of physical activity and the role that physical activity participation and sedentary behaviour plays in their own health and wellbeing, as well as in other population groups and contexts. Using various methods to assess physical activity and sedentary behaviour, students analyse data to investigate perceived barriers and enablers, and explore opportunities to enhance participation in physical activity. Students explore and apply the social-ecological model to critique a range of individual- and settings-based strategies that are effective in promoting participation in regular physical activity.

YEAR 9-12 PATHWAYS

Suits students interested in:

- Fitness
- Training methods and practices
- Sports exercise

PHYSICAL EDUCATION - Unit 3 & 4

Year 12

What will students learn?

Unit 3 introduces students to principles used to analyse human movement from a biophysical perspective. Students use a variety of tools and coaching techniques to analyse movement skills and apply biomechanical and skill-acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correctly applying these principles can lead to improved performance outcomes. Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They investigate the characteristics and interplay of the 3 energy systems for performance during physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

In Unit 4, students' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective. Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels (individual, club and elite). Performance improvements, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems and fitness components. Students then consider all physiological data, training principles and methods to design a training program. The effectiveness of programs is evaluated according to the needs of the individual and chronic adaptations to training.

VCE STUDIES

HEALTH & PE

OUTDOOR & ENVIRONMENTAL STUDIES - Unit 1 & 2

Year 11

What will students learn?

In Unit 1, students examine some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived.

Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments.

In Unit 2, students focus on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. They develop the practical skills required to minimise the impact of humans on outdoor environments.

Through practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge about natural environments.

Please note this subject no longer includes an Alpine Experience (Snow Camp)

YEAR 9-12 PATHWAYS

Suits students interested in:

- Sustainability
- Tourism
- Resource management

TECHNOLOGY

AGRICULTURAL/HORTICULTURAL STUDIES - Unit 1 & 2

Year 11

What will students learn?

In Unit 1, students develop their understanding of Australia's agricultural and horticultural industries and research the opportunities and practical realities of working in the sector. They consider sources of food and fibre indigenous to Victoria prior to European settlement, and current and past perceptions of Australian agricultural and horticultural industries.

In Unit 2, students research plant and animal nutrition, growth and reproduction. They develop an understanding of the conditions in which plants and animals grow and reproduce, and of related issues and challenges. They evaluate the effectiveness and sustainability of agricultural or horticultural practices.

YEAR 9-12 PATHWAYS

Suits students interested in:

- Interaction between science and farming
- Agricultural innovation

VCE STUDIES

TECHNOLOGY

FOOD STUDIES - Unit 1 & 2

Year 11

What will students learn?

In Unit 1, students look at food from a historical and cultural perspective. Students investigate the origins and roles of food through time and across the world, with a focus on Australian cuisine. The practical component of the study explores the use of ingredients available today that were used in earlier cultures. Australian indigenous foods are investigated and we see how food patterns have changed through the influence of food production, processing and manufacturing industries. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of Australian cuisine.

In Unit 2, students investigate food systems in Australia, looking at both commercial food production and domestic and small scale food production. Students gain insight into the significance of food industries to the Australian economy and investigate how the food industry provides safe, high quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and compare their foods to commercial products. 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.

YEAR 9-12 PATHWAYS

Suits students interested in:

- Nutrition
- Food production
- Functional properties of food

FOOD STUDIES - Unit 3 & 4

Year 12

What will students learn?

In Unit 3, students investigate the many roles and everyday influences of food. They explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. They investigate the science of food including food appreciation, physiology and digestion and the role of gut health. The Australian Dietary Guidelines and the Australian Guide to Healthy Eating are analysed. A focus on influences on food choices is explored with students inquiring about the role of food in shaping and expressing identity and connectedness. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns. Students plan and prepare food to cater for various dietary needs through the production of everyday foods.

In Unit 4, students examine debates about Australia's food systems as part of the global food system and describe key issues relating to food insecurity globally. They explore the relationship between food security, food sovereignty and food citizenship. Food information and misinformation regarding labeling and marketing will be looked at along with the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Food beliefs, food trends, food fads and diet will be evaluated. Students focus on the development and application of technologies, the challenges of food security, food safety, food wastage, the use and management of water and land and ethical food issues. Practical activities provide the opportunity for students to consider how food selections and food choice can optimise human and planetary health.

TECHNOLOGY

PRODUCT DESIGN & TECHNOLOGY - Unit 1 & 2

Year 11

What will students learn?

Unit 1 – Sustainable product redevelopment. Learners consider the sustainability of an existing product: the impact of sourcing materials, manufacture, distribution use and likely disposal. They consider how a product could be sustainably redeveloped and work through the product design process to redevelop an existing product.

Unit 2 – Collaborative Design. Learners work collaboratively to generate one design brief from a scenario based around a historical or contemporary design movement; music genre or fashion house. They investigate their theme for inspiration and work collaboratively through the stages of the product design process. Each learner uses the production processes to construct a product based on their team's theme.

YEAR 9-12 PATHWAYS

Suits students interested in:

- Designing for purpose
- User centred design
- Product manufacturing
- Practical application of skills
- Textiles and fabrics

VCE STUDIES

THE ARTS

VCE ART: CREATIVE PRACTICE - Unit 1 & 2

Year 11

What will students learn?

The Creative Practice process used in the conceptualisation, development and making of artworks. It comprises four components based on art practice and Experiential, Inquiry and Project-based learning. These components are: research and exploration; experimentation and development; refinement and resolution; reflection and evaluation. Through Making and Responding, and the presentation of artworks in different contexts, learners understand the role of visual art in past and present traditions, societies and cultures.

Unit 1 – Interpreting artworks and exploring the Creative Practice. Learners use Experiential learning in Making and Responding to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives.

Unit 2 – Interpreting artworks and developing the Creative Practice. Learners use Inquiry learning to investigate the artistic and collaborative practices of artists. They use the Cultural Lens, and the other Interpretive Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks

YEAR 9-12 PATHWAYS

Suits students interested in:

- Creative expression/ design
- Creative thinking
- Art; Design; Photomedia; Drawing; Painting; Sculpture; Printmaking; Media
- Visual Communication Design
- Creative production industries
- Hands-on, practical learning
- Innovative and emerging software and technology

VCE ART: CREATIVE PRACTICE - Unit 3 & 4

Year 12

What will students learn?

Unit 3 – Investigation, ideas, artworks and the Creative Practice. Learners develop a Body of Work. They use critical and creative thinking skills to explore ideas and experiment with materials, techniques and processes. They research issues that arise from their artworks. They view and discuss historical and contemporary artists to inform the basis of their investigation. Learners apply the Interpretive Lenses to researched artworks and in their reflective analysis and evaluation of their use of the Creative Practice.

Unit 4 – Interpreting, resolving and presenting artworks and the Creative Practice. Learners continue to develop their project-based art practice and build upon the ideas begun in Unit 3. They reflect on feedback from their critique to further refine and resolve a Body of Work that demonstrates the realisation of their personal ideas. They apply the Interpretive Lenses throughout the Creative Practice to analyse and interpret the meanings and messages of artworks created by the artists they study and resolve and refine their Body of Work for an audience. Documentation of the Creative Practice is carried throughout the refinement, resolution and presentation of the student's Body of Work.

VET (VOCATIONAL EDUCATION & TRAINING) STUDIES

Practical, hands-on learning – VET subjects focus on real-world skills and practical experiences, which can be highly engaging for students who enjoy applied learning environments.

Industry-recognised qualifications – Students can gain a nationally recognised qualification or certificate that can be used beyond school in workplaces or further training.

Career exploration – VET allows students to explore industries and occupations they may be interested in before leaving school, helping them make informed career decisions.

Pathways to employment – Many VET courses provide direct links to apprenticeships, traineeships and employment opportunities, giving students a head start in the workforce.

Development of transferable skills – Students build important employability skills such as communication, teamwork, problem-solving, organisation and time management.

Contribution to VCE and ATAR – Many VET studies contribute towards the successful completion of VCE and may also contribute to a student's ATAR.
Increased engagement and motivation – The practical nature of VET subjects can increase student confidence and engagement by allowing them to apply learning in authentic settings.

Workplace experience opportunities – Some VET programs include Structured Workplace Learning, enabling students to gain firsthand experience in industry environments.

Supports different learning styles – VET subjects can cater to students who prefer experiential and skills-based learning rather than purely theoretical study.

Improved transition after school – Students often leave school with qualifications, workplace experience and clearer career goals, helping them transition more confidently into adult life.

VET subjects can be valuable for students planning university pathways as well as those pursuing vocational or employment pathways, as they help develop practical skills and workplace readiness alongside traditional academic studies.

Vocational Education & Training (VET) programs provide students with the opportunity to combine both their vocational interests and general education.

Vocational education and training (VET) is an important part of many students' senior secondary education. They can do VET as part of the VCE, the VCE Vocational Major. VET develops industry-specific knowledge and skills, as well as general skills needed for employment, training, and further education.

VET OPTIONS

Mercy Regional College offers options for combining hands-on industry learning and VET studies in Years 10, 11 & 12. This allows students to gain practical skills and explore a possible future career pathway.

VET + Structured Workplace Learning (SWL)

Structured Workplace Learning is on-the-job training that allows students to develop work skills and understand workplace expectations. SWL allows students to build and improve skills, apply practical industry knowledge and expand employment opportunities. SWL needs to be aligned with a VET certificate completion.

VET School-Based Apprenticeship or Traineeship

Both School Based Apprenticeship and Traineeship offer students the opportunity to combine part time paid work and training while still at school. Both programs need to be aligned with a VET certificate completion.

With any questions about these options please refer to:

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Senior School Administrator
rhenry@mercy.vic.edu.au

VET STUDY INDEX

This is an interactive menu. Click on the names of MRC subjects to jump to their descriptions.

*Scored

FOR MORE INFORMATION VISIT:

VET PROGRAM VIDEO LIBRARY: www.vcaa.vic.edu.au/studentguides/getvet/Pages/VETProgramVideoLibrary.aspx

RIST WEBSITE: www.rist.edu.au

SOUTH WEST TAFE WEBSITE: https://www.swtafe.edu.au

SOUTH WEST TAFE VETDSS WEBPAGE: https://vetdss.swtafe.edu.au

SCIENCES

ANIMAL CARE

Certificate II in Animal Care - Years 1 & 2

What will students learn?

This entry level qualification supports roles in the animal care and management industry, where workers provide care for animals in workplaces such as animal shelters, boarding/day care facilities, sanctuaries, and veterinary clinics. The work activities are routine, performed under supervision and within clearly defined guidelines.

Students will learn how to:

- Work in the animal care industry
- Complete animal care hygiene routines
- Feed and water animals
- Assist in health care of animal
- Participate in environmentally sustainable work practices
- Participate in workplace health and safety processes

YEAR 9-12 PATHWAYS

Suits students interested in:

- Animal Care
- Wildlife
- The Environment

Possible Pathways:

- Animal care attendant
- Animal shelter attendant
- Kennel hand
- Cattery attendant

This is an unscored subject and cannot contribute to an ATAR

VET STUDIES

HEALTH & PE

HEALTH SERVICES

Certificate III in Health Services Assistance - Years 1 & 2

What will students learn?

This qualification reflects the role of a variety of workers who use a range of factual, technical and procedural knowledge to provide assistance to health professional staff for the care of clients. Health services assistance involves the worker in direct client contact under supervision.
Students will gain valuable industry specific practical exposure to a range of duties and tasks. This exposure will aid students in identifying areas they are passionate about and to continue their journey within Health Services.
A study score is available for students completing the Certificate III in Health Services Assistance. This consists of three coursework tasks, worth 66% of the overall study score, and an end-of-year examination which is worth 34% of the overall study score.

Learning areas include:

- Australian health care system
- Interpreting and applying medical terminology
- Healthy body systems
- Assisting with movement
- Communicating with clients
- Infection prevention and control

YEAR 9-12 PATHWAYS

Suits students interested in:

- Medicine
- Health care
- Hands-on learning

Possible Pathways:

- Environmental services
- Food services
- Patient Service Assistant
- Ward services
- Patient handling and transport

This is a scored subject and can contribute to an ATAR

HEALTH & PE

SPORT, AQUATICS AND RECREATION

Certificate III in Sport, Aquatics and Recreation - Years 1 & 2

What will students learn?

Through the new Certificate III in Sport, Aquatics and Recreation, students thoroughly develop the skills and knowledge to deliver sport and recreation services. Students who complete this program develop the ability to work independently in the industry, using their judgement to effectively complete work activities. Selected units in IVET's Certificate III program cover various key areas within the industry, including recreation session delivery, coaching, technology, officiating, and working with diverse people. The skills and knowledge developed by completing these units provide students with a strong foundation for whichever direction they take in the industry. • Additionally, Year 2 of this program offers the opportunity to achieve a study score that contributes to a student's ATAR.

Students will gain experience in:

- Delivery of recreation sessions
- Workplace health and safety
- Conditioning for sport
- Officiating
- Technology in the sport, fitness and recreation industry
- Client service and working with diverse people
- First aid and responding to emergencies

Note: *The Unit 3 & 4 sequence of SIS30115 Certificate III in Sport and Recreation is not designed as a stand-alone study. It is strongly advised that students undertake the Unit 3 & 4 sequence after completing Unit 1 & 2 of Certificate III.*

YEAR 9-12 PATHWAYS

Suits students interested in:

- Sport
- Recreation activities
- Hands-on learning

Possible Pathways:

- Recreation officer
- Activity operation officer
- Sport and recreation attendant
- Community activities officer
- Leisure services

This is a scored subject and can contribute to an ATAR

VET STUDIES

TECHNOLOGY

BUILDING & CONSTRUCTION

Certificate II in Building & Construction (Pre-Apprenticeship) 22614VIC - Years 1 & 2

What will students learn?

This hands-on course is an introduction to the building and construction industry and provides you with skills and training in carpentry and a range of building trades.

Students will gain experience in:

- Workplace safety
- Workplace procedures for environmental sustainability
- Basic first aid
- Levelling
- Safe handling and use of power tools
- Workplace documents and plans
- Building structures
- Calculations for the building industry
- Quality principles for the building industry
- Basic demolition of timber structures

YEAR 9-12 PATHWAYS

Suits students interested in:

- Project-based learning
- Hands-on learning

Possible Pathways:

- Metal trades
- Wood trades

- *This is an unscored subject and cannot contribute to an ATAR*
- *RTO AIET 121314*
- *This program is delivered through AIET (121314)*
- *Delivered face to face at Mercy Regional College*
- *This subject incurs a course fee*
- *Work placements are aligned with this subject*

TECHNOLOGY

FURNITURE MAKING

Certificate II in Furnishing - Years 1 & 2

What will students learn?

Students will learn to make furniture through ‘hands-on’ training while studying a course that makes them very employable.

Students will gain experience in:
- Hand and Power tools
- Drawing and calculations
- Static machinery
- Assembly of furniture components
- Selecting and applying hardware
- Finishing surfaces
- Sustainable practices

YEAR 9-12 PATHWAYS

Suits students interested in:
- Designing and creating
- Hands-on learning

Possible Pathways:
- Metal trades
- Wood trades
- Architecture / drawing

This is a scored subject and can contribute to an ATAR

VET STUDIES

TECHNOLOGY

HOSPITALITY

Certificate II in Hospitality - Years 1 & 2

What will students learn?

This qualification offers individuals general Hospitality knowledge and a range of food and beverage service skills. The course is well-suited to students that enjoy practical learning. The course focuses on front of house Hospitality skills, such as barista skills, food hygiene, food advice, and financial transactions. Year 2 of this program offers the opportunity to achieve a study score that contributes to a student’s ATAR.

Students will gain experience in:
- Simulated kitchen practices
- Food preparation
- Food service periods
- Menu development
- Risk assessment

YEAR 9-12 PATHWAYS

Suits students interested in:
- Food preparation
- Nutrition

Possible Pathways:
- Commercial chef / cook
- Kitchen hand
- Baker / pastry chef
- Event manager / consultant

This is a scored subject and can contribute to an ATAR

VCE-VM STUDIES

VCE- VM (Vocational Major) takes an applied learning approach; incorporating skills and knowledge in the context of 'real life' experiences outside the classroom. Students apply their learning by doing, experiencing and relating acquired skills to the real world. Experiential learning requires students' to solve problems, implement projects and participate in the workforce. VCE-VM recognises students' individual differences in ways of learning, nurturing the personal strengths, interests, goals and previous experiences to ensure a flexible and independent approach to learning and post-educational experiences.

VCE-VM STUDIES

YOUR VCE-VM SUBJECT OPTIONS

To complete the VCE-VM, you need to successfully complete at least 16 units.
This needs to include:

- 3 VCE VM Literacy or VCE English units (including a Unit 3 and 4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units
- 3 other Unit 3 and 4 sequences of your choice
- VET at a Certificate II level or above (180 nominal hours).

You could also spend time learning in a workplace as part of your VET. This is known as Structured Workplace Learning Recognition.

You can add other VCE studies to your VCE-VM program.

WHAT WILL I STUDY IN VCE-VM - YEARS 11 & 12?

CORE SUBJECTS

- Literacy
- VCE Mathematics
- Work Related Skills
- Personal Development Skills
- Religious Education
- M.E.R.C.Y.
- Business Studies

+

- Structured Workplace Learning (optional)

+

1

ELECTIVE
VET
SUBJECT

All students are to complete a VET subject which needs to align with their work placement of Structured Workplace Learning (SWL) or School Based Apprenticeship (SBA)

VCE-VM STUDY INDEX

This is an interactive menu. Click on the subject name to jump to its description.

Compulsory subject for VCE - Vocational Major students.

ENGLISH

LITERACY

What will students learn?

VCE Vocational Major Literacy focuses on the development of the critical knowledge and skills required to be literate in Australia today. Literacy empowers students to understand, interpret and respond to the ways we read, write, speak and listen within different contexts. By engaging with a wide range of text types and content drawn from a range of local and global cultures, forms and genres, students learn how information can be shown through media texts, multimodal texts, texts used in daily interactions, and workplace and community texts from increasingly complex and unfamiliar settings. Students develop their understanding of audiences, purposes and contexts; including workplace, vocational and community contexts. This understanding helps students develop their own writing and oral communication, so that they become confident in their use of language and their ability to comprehend, respond to and create texts for a variety of settings.

Students will:

- Develop their everyday literacy skills through thinking, listening, speaking, reading, viewing and writing to meet the demands of the workplace, the community, further study and their own life skills, needs and aspirations
- Participate in discussion, exploration and analysis of the purpose, audience and language of text types and content drawn from a range of local and global cultures, forms and genres, including First Nations peoples' knowledge and voices, and different contexts and purposes
- Discuss and debate the ways in which values of workplace, community and person are represented in different texts
- Present ideas in a thoughtful and reasoned manner
- Participate in discussion, exploration and analysis of the purpose, audience and language of various texts
- Discuss and debate the ways in which values of workplace, community and person are represented in different texts
- Present ideas in a thoughtful and reasoned manner

YEAR 9-12 PATHWAYS

Suits students interested in:

- Digital Literacy Technology
- Workplace specific literacy
- Interpersonal communication
- Leadership and teamwork
- Structured workplace learning
- Critical thinking and problem solving skills
- Employability skills
- Workforce transition

Possible Pathways:

- School based apprenticeships
- Apprenticeship/ Traineeships
- Variety of future pathways
- Industry opportunities
- Further education

VCE-VM STUDIES

MATHEMATICS

FOUNDATION MATHEMATICS - Unit 1 & 2

What will students learn?

In Unit 1, students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives. Topics covered in Unit 1 include 'Algebra, Number and Structure', 'Data Analysis, Probability and Statistics', 'Discrete Mathematics', and 'Space and Measurement'.

The focus of Unit 2 is on extending breadth and depth in the application of mathematics to solving practical problems. The topics covered in Unit 1 are built upon and extended to provide for the continuing mathematical development of students' knowledge with respect to problems encountered in practical contexts in everyday life at home, in the community, at work and in study.

YEAR 9-12 PATHWAYS

Suits students interested in:

- Developing numeracy skills
- Practical application of trades

MATHEMATICS

GENERAL MATHEMATICS - Unit 1 & 2

What will students learn?

VCE General Mathematics Unit 1 & 2 cater for a range of students' mathematical interests.

In Unit 1, students will focus on the topics of 'Data Analysis, Probability and Statistics', 'Discrete Mathematics', 'Functions, Relations and Graphs' and 'Space and Measurement'. Students will apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams, networks and geometric constructions, algorithms, algebraic manipulation, equations and graphs, with and without the use of technology.

In Unit 2, students will deepen their knowledge of the topics covered in Unit 1, further developing their skills and understanding of major mathematical concepts.

YEAR 9-12 PATHWAYS

Suits students interested in:

- Networks
- Financial maths
- Using CAS in solving problems

MATHEMATICAL METHODS - Unit 1 & 2

What will students learn?

In Unit 1, students are introduced to the study of simple algebraic functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. There is a large focus on graphs - writing functions, sketching, analysing and interpreting.

In Unit 2, students study simple transcendental functions, the calculus of polynomial functions and related modelling applications. This unit focuses on extending and building upon the concepts covered in Unit 1.

YEAR 9-12 PATHWAYS

Suits students interested in:

- High level algebra and calculus
- Practical & theoretical maths contexts
- Science & Engineering
- Business & Economics
- Surveying
- Medicine

VCE-VM STUDIES

HUMANITIES

BUSINESS STUDIES

Certificate III in Business - Year 1

What will students learn?

The Certificate III in Business transforms Students' foundational capabilities into meaningful career opportunities in the versatile business services sector. This comprehensive program equips learners with skills and knowledge across workplace safety, inclusive practices, digital technology applications, and customer service delivery - creating multiple employment pathways and a solid foundation for establishing strong work performance.

Students develop practical expertise immediately applicable in technology-enabled workplace environments while building essential transferrable competencies in critical thinking, sustainable work practices, and effective communication. Schools offering this qualification provide Students with a clear connection between their business aptitude and career outcomes while preparing them to organise workplace information, design professional documents and presentations, prioritise personal wellbeing, and deliver exceptional customer service within collaborative professional teams.

YEAR 9-12 PATHWAYS

Suits students interested in:

- Operational roles
- Small business
- Business operations, change and strategic planning
- Human Resources

PRACTICAL SKILLS

VCE-VM WORK RELATED SKILLS

What will students learn?

VCE-VM (Vocational Major) Work Related Skills (WRS) students gain experience in workplace environments and the future of work and education as they engage in practical planning and decision-making for a successful transition to their desired pathway. Students develop the knowledge, skills and experiences to be active and engaged citizens and future members of the workforce, with the ability to communicate effectively, advocate for themselves and be adaptable to change; providing young people with the tools they need to succeed in the future. The study considers 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 from this study in the classroom environment and through Structured Workplace Learning (SWL).

Students will:

- Understand and apply concepts and terminology related to the workplace
- Understand the complex and rapidly changing world of work and workplace environments and the impact on the individual
- Understand the relationship between skills, knowledge, capabilities and the achievement of pathway goals
- Develop effective communication skills to enable self-reflection and self-promotion
- Apply skills and knowledge in a practical setting

YEAR 9-12 PATHWAYS

Suits students interested in:

- Effective communication
- Leadership and teamwork
- Project planning and management
- Structured workplace learning
- Occupational health and safety
- Critical thinking and problem solving skills
- Employability skills
- Workforce transition

Possible Pathways:

- School based apprenticeships
- Apprenticeship/ Traineeships
- Variety of future pathways
- Industry opportunities
- Further education

VCE-VM STUDIES

PRACTICAL SKILLS

VCE-VM PERSONAL DEVELOPMENT SKILLS

What will students learn?

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing and community engagement providing a framework through which students seek to understand and optimise their individual potential and as members of their community. It allows students to explore influences on their identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. PDS explores concepts of effective leadership, self management, project planning and teamwork to support students to engage in their work, community and personal environments.

Students will:

- Develop a sense of identity and self-worth
- Understand and apply concepts that support individual health and wellbeing
- Access, critique, synthesise and communicate reliable information
- Explain the role of community and the importance of social connectedness
- Practise the rights and responsibilities of belonging to a community
- Recognise and describe the attributes of effective leaders and teams
- Set and work towards the achievement of goals
- Work independently and as part of a team to understand and respond to community need
- Evaluate and respond to issues that have an impact on society
- Develop capacities to participate in society as active, engaged and informed citizens

YEAR 9-12 PATHWAYS

Suits students interested in:

- Health and wellbeing
- Project planning and management
- Leadership
- Achievement of goals
- Citizenship
- Community links
- Critical thinking and problem solving
- Developing employability skills
- Workforce transition

Possible Pathways:

- School based apprenticeships
- Apprenticeship/ Traineeships
- Variety of future pathways
- Industry opportunities
- Further education