2027

SENIOR PATHWAYS HANDBOOK

Hazel Glen College

WELCOME TO THE SENIOR PATHWAYS SUBJECT SELECTION HANDBOOK!

Welcome to the VCE and your final two years of Secondary school!

It is such an exciting time, where the choice of your subjects can be tailored to meet your needs and interests.

You have so many choices and opportunities available to you, so it is important to take the time to carefully consider your options. You are strongly advised to carefully read through this handbook and all of the relevant information about pathways and subjects. When choosing your subjects for Year 11 and 12, it's important to consider what you're good at, what you enjoy and what pathway you intend to follow when you leave school.

At Hazel Glen College, we offer a broad range of VCE subjects along with VCE VM and VET options both onsite and within our cluster. You are encouraged to carefully consider all of these options before making your final selections. It is also useful to consider what your two year program might look like, this way, you will make choices in Year 11 that will support your choices for Year 12.

Remember there is no good or bad option, the good option is the one that will support you to follow your pathway after school.

The VCE provides you with a variety of options after school and is a good choice if you prefer learning in a classroom environment, want to go to university after school or are unsure of your pathway. The VCE Vocational Major (VCE VM) is a two-year applied learning program that's part of the VCE. It aims to support you in developing skills for work and life and experience in one or more industries. These are all things that increase your employability after school. The VCE VM is a great choice if you prefer applied learning and don't need an ATAR. Vocational Education and Training VET is a good option in both a VCE and VCE VM pathway as it helps to keep your options open.

If you know what you want to do when you leave school, you can include subjects that will support you to pursue that pathway. If you're not sure, you are advised to select a pathway that will allow you to keep your options open. Remember you are not alone, your teachers can provide valuable information about subjects and we have an experienced pathways team to support you in these decisions.

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OUR VISION
ONE COLLEGE. EVERYONE MATTERS.

VCE

The Victorian Certificate of Education (VCE) is awarded to students who successfully complete 16 units of VCE or VET subjects. The results of the VCE form the basis for selection into the vast majority of tertiary courses, usually through an ATAR score that is gained from subject study scores achieved in Unit 3 and 4 studies.

The VCE is usually a two year course of study and the content, examinations and awards are set by the Victorian Curriculum and Assessment Authority (VCAA). All VCE studies are organised into semester-based units; Units 1 and 2 are usually undertaken in Year 11 and Units 3 and 4 are usually undertaken in Year 12. At Hazel Glen College, students will typically take 12 units (six subjects) in Year 11 and a further 10 units (five subjects) in Year 12.

Some students will be able to start the VCE in Year 10 as part of the College's Early Start Program. A number of Early Start subjects are offered to students who meet the academic requirements of the program.

VCE VM

The VCE Vocational Major (VCE VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM gives students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life. It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways), or directly into the workforce.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world. It equips them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals. The VCE VM empowers students to make informed decisions about the next stages of their lives through real life workplace experiences.

Students undertake a VET qualification and have the option to complete Structured Workplace Learning (SWL) or a School-Based Apprenticeship (SBAT) as part of their program.

VET

The Vocational Education and Training (VET) program lets you take your VCE or VCE VM and a VET Certificate at the same time. VET programs provide for a more vocational VCE by combining both vocational and general education. VCE VM students are required to complete a VET Certificate as part of their studies.

VCE students are provided with more options without detracting from their existing pathways. This program gives students options in higher education as well as providing them with additional pathways to training and work. VET units can count as part of the 16 units needed to successfully complete the VCE. All VET programs with a Unit 3 and 4 scored assessment sequence contribute to the calculation of ATAR.

On successful completion of study, students are awarded their VCE or VCE VM as well as a VET Certificate. This VET Certificate is at level two or three in the Australian Qualification Framework and is recognised nationally.

VCE STUDIES OFFERED BY LEARNING AREA

ART STUDIES

Art Making and Exhibiting
Media
Theatre Studies
Visual Communication Design

ENGLISH STUDIES

English
Literature

HEALTH AND PHYSICAL EDUCATION

Health and Human Development
Physical Education

HUMANITIES

Accounting
Business Management
History
Legal Studies
Sociology

MATHEMATICS

Foundation Mathematics
General Mathematics
Mathematical Methods

SCIENCES

Biology
Chemistry
Physics
Psychology

TECHNOLOGY

Product Design & Technology: Textiles

Art Making and Exhibiting

Learning in VCE Art Making and Exhibiting provides students with opportunities to recognise their individual potential as artists, encourages self-expression and creativity, and can build confidence and a sense of individual identity.

This subject allows students to explore and experiment in creating, developing and engaging with the visual arts and helps build a strong skill set. Learning through, about and in the visual arts develops students' critical thinking skills and their ability to interpret the worlds they live in.

Students are encouraged to work both independently and collaboratively, as learning from each other can develop innovative and exciting ideas. By engaging with artworks in different galleries, museums, other exhibition spaces and site-specific spaces, either in person or using online content, students have the opportunity to view and research artworks and artists from local, national and international contexts.

They also gain an understanding of how institutions present and display artworks and how they work with artists. Looking at the artworks of a range of artists encourages students to become aware of difference and diversity in the views of others working in the arts industry, giving students a stronger understanding of the various forms that art may take. Importantly, students also gain an understanding of how their own and others' artworks are curated, displayed and conserved.

This study is made up of four units.

- Unit 1: Explore, expand and investigate
- Unit 2: Understand, develop and resolve
- Unit 3: Collect, extend and connect
- Unit 4: Consolidate, present and conserve

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Media

This study provides students with the opportunity to examine the media in both historical and contemporary contexts, while developing skills in media design and production in a range of media forms.

VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives, including an analysis of structure and features. They examine debates about the role of the media in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products.

VCE Media supports students to develop and refine their planning and analytical skills and their critical and creative thinking and expression and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expressions that are valuable for participation in and contribution to, contemporary society. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings, including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

The study is made up of four units.

- Unit 1: Media forms, representations and Australian stories
- Unit 2: Narrative across media forms
- Unit 3: Media narratives and pre-production
- Unit 4: Media production; agency and control in and of the media

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Theatre Studies

Theatre as a form of cultural expression has been made and performed for audiences from the earliest times and is an integral part of all cultures. Theatre is ever evolving and exists as entertainment, education, ritual, an agent for change, a representation of values and a window on society.

Theatre practice has developed and has influenced cultures over many centuries through a wide variety of productions in diverse spaces and venues for a range of audiences. Theatre makers work as playwrights, actors, directors and designers, producing theatre for diverse purposes.

The study of theatre, in its various forms, prepares students for further study in theatre production, theatre history, communication, marketing, production management, writing, acting, direction and design at a tertiary level. VCE Theatre Studies also prepares students for further learning in vocational educational training settings or for industry or community-related pathways.

The study is made up of four units.

- Unit 1: History of theatre styles and conventions pre-1945
- Unit 2: Contemporary theatre styles and movements
- Unit 3: Producing theatre
- Unit 4: Presenting an interpretation

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Please note: Theatre Studies operates on an alternating year program.

In 2026, the following will be offered:
- Year 10 Theatre Studies (elective)
- VCE Theatre Studies Units 3 and 4 (Units 1 and 2 will not run)

In 2027, the following will be offered:
- VCE Theatre Studies Units 1 and 2 (available to both Year 10 and Year 11 students)
- Year 10 Theatre Studies and Units 3 and 4 will not run

This alternating structure ensures access to a full Theatre Studies pathway across Year 10-12. Students are encouraged to plan accordingly and seek advice if unsure about subject selection.

Visual Communication Design

The study of VCE Visual Communication Design, seeks to cultivate future-ready designers who have a critical and reflective eye, a refined aesthetic sensibility and who are equipped with the skills, knowledge and mindsets necessary to address the problems of life.

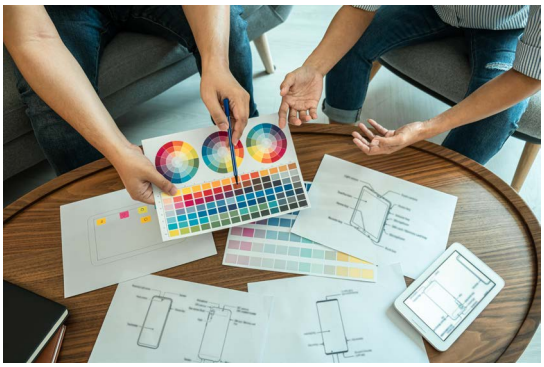
Through exposure to the cultures and traditions of design practice, students learn how designers visually communicate ideas and information when designing for people, communities and societies. They develop the knowledge, skills and dispositions required of a multidisciplinary designer who is a reflective, responsible and empathetic practitioner equipped with agency and initiative.

This study leads to pathways for further study at a tertiary level or in vocational education and training settings, including communication graphic and communication design, advertising, games and interactive media, commercial photography, designing spaces such as architecture, interior design and designing objects for human use.

The study is made up of four units.

- Unit 1: Finding, reframing and resolving design problems
- Unit 2: Design contexts and connections
- Unit 3: Visual communication in design practice
- Unit 4: Delivering design solutions

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.



English in VCE - Your Choice!

At Hazel Glen College, we are proud to offer either VCE English or VCE Literature as your English study. All students must complete at least one English subject to successfully receive their VCE; you will be able to choose either VCE English or VCE Literature as this option, or potentially both.

Most students will choose VCE English as it is closest to their previous English studies prior to VCE, but students may opt to choose VCE Literature if they have a passion for texts and reading, and wish to extend the skill of textual engagement, analysis and interpretation.

If you are interested in choosing VCE Literature as your only English study in VCE, or even both VCE English and BCE Literature, please see the Domain Leader of Senior English and/or VCE Literature teacher to discuss this option before making this choice.

English

The study of VCE English contributes to the development of literate individuals capable of critical and creative thinking. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators. Students will develop a sense of themselves, their world and their place within it. The study is made up of four units.

PATHWAYS

Most university courses require a minimum 25 study score in English; therefore a successful attempt at an English subject in VCE is key to entry into most tertiary studies. Success in English also develops all students' general literacy skills to become successful, engaged members of society, no matter their chosen field of study or work.

Units 1 and 2

Unit 1: Reading and exploring texts and crafting texts. In this unit, students read and respond to texts analytically and personally. Students develop their skills in creating written, spoken and multimodal texts. Also, students engage with and develop an understanding of effective and cohesive writing.

Unit 2: Reading and exploring texts and exploring argument. In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal text.

Units 3 and 4

Unit 3: Reading and responding to texts and creating texts. In this unit students read and respond to texts analytically. They also utilise a framework of ideas in order to develop their skills as a writer and create two texts responding to the themes of the framework.

Unit 4: Reading and responding to texts and analysing argument. In this unit, students read and respond to texts analytically. They also analyse the presentation of ideas, issues and themes in persuasive texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

Literature

VCE Literature provides students with the opportunity to develop their appreciation of stories and storytelling as both readers and writers. By engaging with texts in a range of forms and genres and from differing historical and social contexts, students develop the confidence to participate in conversations surrounding the importance of studying a diverse range of voices. Through the study of literature, students foster their creative, critical and higher-order thinking skills.

Units 1 and 2

Unit 1: Area of study 1 - reading practice. In this area of study, students consider how language, structure and stylistic choices are used in different literary forms and types of text.

Unit 1: Area of study 2 - exploration of literary movements and genres. In this area of study, students investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented.

Unit 2: Area of study 1 - voices of country. In this area of study, students focus on the interrelationships between the text, readers and their social and cultural contexts.

Unit 2: Area of study 2 - the text in its context. In this area of study, students focus on the ways that texts relate to and influence each other.

Units 3 and 4

Unit 3: Area of study 1 - adaptations and transformations. In this area of study, students focus on how the form of a text contributes to its meaning.

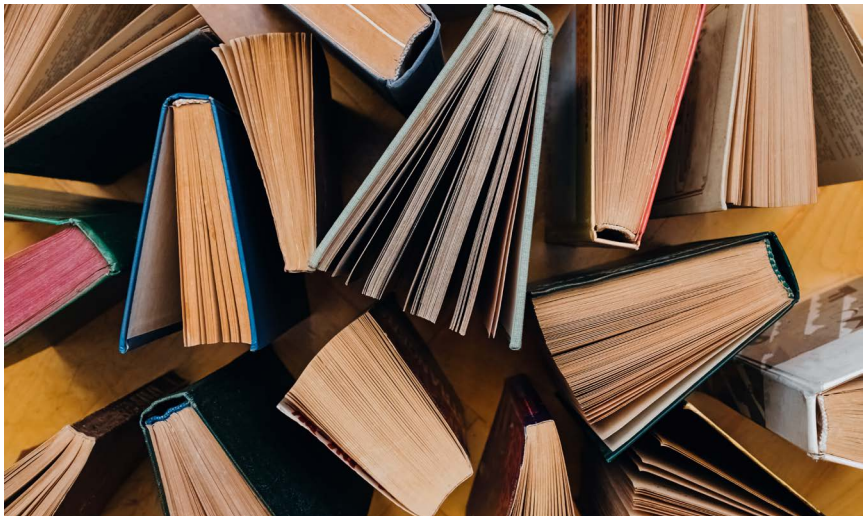
Unit 3: Area of study 2 - developing interpretations. In this area of study, students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.

Unit 4: Area of study 1 - creative responses to texts. In this area of study, students focus on the imaginative techniques used for creating and recreating a literary work.

Unit 4: Area of study 2 - close analysis of texts. In this area of study, students focus on a detailed scrutiny of the language, style, concerns and construction of texts.

PATHWAYS

- Editing
- Publishing
- Journalism
- Writing
- Teaching
- Librarianship

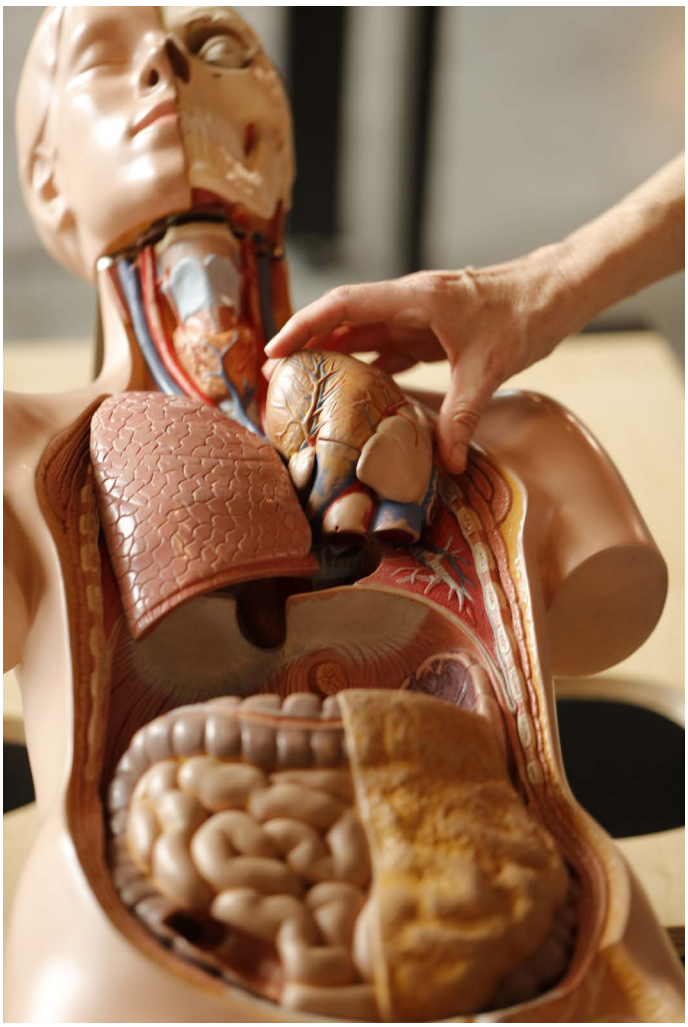


Health and Human Development

Units 1 and 2

VCE Health and Human Development provides students with a broad understanding of health and wellbeing, that reaches far beyond the individual. Students learn how important health and wellbeing is to themselves and to their families.

Units 1 and 2 provides opportunities for students to view health, wellbeing and development holistically, across their lifespan and the globe. VCE Health and Human Development is designed to foster health literacy. Students will inquire into the Australian healthcare system and extend their capacity to access and analyse health information. They will take this knowledge with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges. This subject is made up of four units.



Unit 3 and 4

Students will consider Australian and global contexts, as they investigate variations in health status between populations and nations. They will look at the Australian healthcare system and research what is being done to address inequalities in health and development outcomes.

This subject presents concepts of health, wellbeing and human development, from a range of perspectives: individual and collective; local, national and global; and across time and their lifespan.

Unit 3: This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as a background to their analysis and evaluation of variations in the health status of Australians. Area of study 2 focuses on health promotion and improvements in population health over time. While the emphasis is on the Australian healthcare system, the progression of change in public health approaches should be seen within a global context.

Unit 4: This unit examines health, wellbeing and human development in a global context. Students use data to investigate the health status and burden of disease in different countries. Students consider the health implications of increased globalisation and worldwide trends. Area of study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students 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 capacity to take action.

Physical Education

Units 1 and 2

Units 1 and 2 of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity.

Unit 1: In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities, students explore the relationships between the body systems and physical activity, sport and exercise and how the systems adapt and adjust to the demands of the activity.

Unit 2: This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups.

Unit 3 and 4

Units 3 and 4 of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active.

Unit 3: Movement skills and energy for physical activity. This unit introduces students to the bio mechanical and skill acquisition principles used to analyse human movement, skills and energy production from a physiological perspective. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Unit 4: Training to improve and improvements in performance. In this unit students analyse movement skills and apply relevant training principles and methods to improve performance within physical activity. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students will design and evaluate an effective training program.

Accounting

Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with a view to improving business performance. Accounting plays an integral role in the successful operation and management of businesses.

VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning.

Units 1 and 2

Unit 1: Role of accounting in business
Unit 2: Accounting and decision-making for a trading business

Units 3 and 4

Unit 3: Financial accounting for a trading business
Unit 4: Reporting, recording, budgeting and decision-making

KEY TOPICS

- Financial data and information
- Use of IT within an accounting system
- Business decision making
- Management and operation of a business
- Accounting elements
- Accounting records and reports

PATHWAYS

VCE Accounting provides key skills and understanding for continued studies within commerce disciplines and leads to a range of accounting, economics, finance, entrepreneurship and business careers.

Business Management

VCE Business Management examines the ways businesses manage resources to achieve objectives. The process from the initial idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure the continued success of a business. Students develop an understanding of the complexity of the challenges facing decision-makers in managing businesses and their resources.

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

Units 1 and 2

Unit 1: Planning a business
Unit 2: Establishing a business

Units 3 and 4

Unit 3: Managing a business
Unit 4: Transforming a business

KEY TOPICS

- Business ideas
- External and internal business environment
- Legal and financial requirements
- Marketing
- Staffing
- Pathways

PATHWAYS

- VCE Accounting
- VCE Australian and Global Politics
- VCE Business Management
- VCE Economics
- VCE Legal Studies

- Accountant
- Finance Specialist
- Human Resources Manager
- International Business Specialist
- Marketing Officer
- Technology Officer

History

In this subject students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern history provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

In Units 3 and 4, students investigate the significant historical causes and consequences of political revolution. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Students will explore the French and Russian revolutions.

Units 1 and 2

Unit 1: Ideology and conflict
Unit 2: The changing world order

Units 3 and 4

Units 3 and 4: Revolutions

KEY TOPICS

- End of WWI
- Germany after WWI
- The rise of Hitler and Nazism
- Origins of WWII
- The world in the interwar-period
- Origins and end of the Cold War
- U.S. civil rights movement
- Anti-apartheid movement in South Africa
- French revolution: causes and consequences of the revolution
- Russian revolution: causes and consequences of the revolution

PATHWAYS

- Teacher
- Historian
- Librarian
- Public Servant
- Law Clerk
- Museum Curator

Legal Studies

VCE Legal Studies examines the institutions and principles that are essential to the Australian legal system. Students develop an understanding of the rule of law, law-makers, legal institutions, the relationship between the people and the Australian Constitution, the protection of rights in Australia and the Victorian justice system.

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

Units 1 and 2

Unit 1: The presumption of innocence
Unit 2: Wrongs and rights

Units 3 and 4

Unit 3: Rights and justice
Unit 4: The people, the law and reform

PATHWAYS

- VCE Australian and Global Politics
- VCE Business Management
- Lawyer (Solicitor, Barrister, Judge)
- Court Assistant
- Legal Adviser
- Policy Writer
- Human Resources

Sociology

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. By using several theories that offer different ways of understanding human society, sociologists attempt to objectively examine social issues and explain phenomena that occurs within our world.

VCE Sociology assists in the development of an appreciation of cultural diversity, and in an understanding of human behaviour and social structures. Further, it directs students' attention to how aspects of society are interrelated, as well as to the causes and impacts of social change. It provides valuable knowledge and skills for participation in everyday life, develops a capacity for detailed observation of social patterns and group behaviour and encourages students to become aware of and to think about daily life and activities, as well as wider social issues, from a sociological perspective; it broadens students' insights into key sociological frameworks and social institutions.

Units 1 and 2

Unit 1: Youth and family
Unit 2: Deviance and crime

KEY TOPICS

- The nature of sociological inquiry
- Category and experience of youth
- The family
- Deviance
- Crime and punishment
- Australian Indigenous cultures
- Ethnicity
- The concept and experience of community
- The nature and purpose of social movements and social change

Units 3 and 4

Unit 3: Culture and ethnicity
Unit 4: Community, social movements and social change

PATHWAYS

Relating to working with social groups and social processes:

- Cultural resource management
- Community development
- Working with minority and ethnic groups
- Field associated with crime, substance abuse and family matters
- Industrial relations
- Social justice
- Social issues relating to health care

Foundation Mathematics

Units 1 and 2

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

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving integer, rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algorithms, measures, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

KEY TOPICS

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

PATHWAYS

- VCE Foundation Mathematics Units 3 and 4

Units 3 and 4

Foundation Mathematics will have a strong emphasis on providing students with the 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. Students undertaking Foundation Mathematics will be developing mathematical skills and showcasing them related assessment is to be incorporated throughout each unit as applicable.

KEY TOPICS

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

PATHWAYS

Work related mathematical skills for trades, apprenticeships and some university courses will require a VCE level mathematics.

General Mathematics

General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 and 4 level. General Mathematics provides for the study of non-calculus and discrete mathematics topics. The course is designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important.

Units 1 and 2

KEY TOPICS

Unit 1:

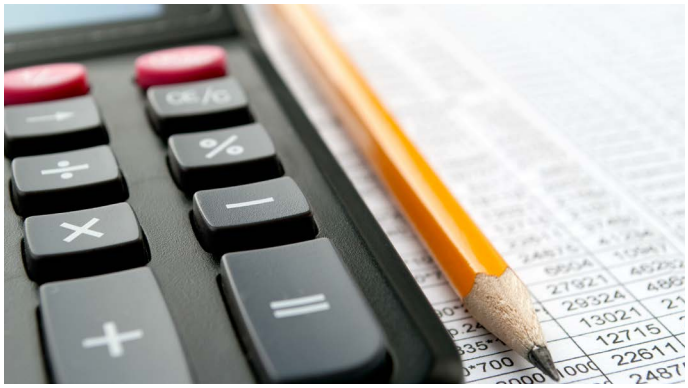
- Data analysis, probability and statistics – univariate data
- Algebra, number and structure – recursion/ financial
- Functions, relations and graphs – linear graphs and models
- Discrete mathematics - matrices

Unit 2:

- Data analysis, probability and statistics – bivariate data
- Discrete mathematics - networks
- Functions, relations and graphs – transformations of data to linearity
- Space and measurement – measurement and trigonometry

PATHWAYS

Students who study General Maths Unit 1 and 2 can study General Maths Units 3 and 4 or Foundation Maths Unit 3 and 4. Students who have done only Mathematical Methods Units 1 and 2 will have had access to assumed key knowledge and key skills for General Mathematics Units 3 and 4 but may also need to undertake some supplementary study.



General Mathematics

Units 3 and 4

General Mathematics Units 3 and 4 focuses on real-life application of mathematics and consists of the areas of study 'data analysis, probability and statistics' and 'discrete mathematics'. Students will build their capacity with relevant mental and by-hand approaches to estimation and computation. They will also develop skills in the use of technology to manipulate numerical, graphical, geometric, symbolic statistical and financial functionality.

KEY TOPICS

Unit 1:
- Data analysis
- Recursion and financial modelling

Unit 4:
- Matrices
- Networks and decision mathematics

PATHWAYS

General Mathematics 3 and 4 is a requirement for a large number of university courses such as teaching, architecture, science, accounting, health sciences and many more. Students are encouraged to refer to individual university courses for specifics.

Mathematical Methods

Units 1 and 2

The focus of Mathematical Methods Unit 1 is the study of simple algebraic functions and the focus of Unit 2 is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications.

KEY TOPICS
- Algebra
- Calculus
- Functions
- Probability and statistics

PATHWAYS
- Commerce
- Computer Science
- Biomedical Science
- Economics
- Engineering
- Mathematics
- Radiation Sciences
- Science

Units 3 and 4

Mathematical Methods Units 3 and 4 continues with the studies of functions and graphs, statistics and probability and calculus from Units 1 and 2 and builds on concepts in an application and modelling setting.

KEY TOPICS
- Algebra
- Calculus
- Functions
- Probability and Statistics

PATHWAYS
- Biomedicine
- Engineering
- Mathematics
- Medicine
- Physiotherapy
- Some general science courses

Please refer to individual course prerequisites for clarification.

Biology

VCE Biology enables students to develop knowledge and understanding of key biological models, theories, concepts and issues from the individual cell to species level. Students develop practical investigation skills as well as analyse contemporary bioethical issues.

Units 1 and 2

In Unit 1, students examine the structure and functioning of cells, how the plasma membrane controls the movement of substances in and out of the cell and explore cellular growth, replacement and death. Students learn about the organisation and functioning of biological systems of plants and mammals, as well as how the body regulates these systems. Students design and conduct their own practical investigation and present evidence-based conclusions.

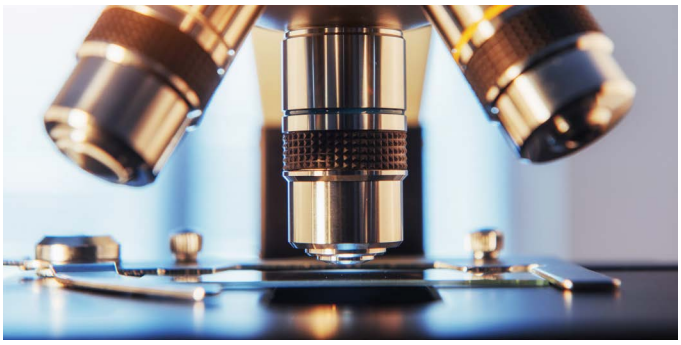
In Unit 2, students investigate genetic inheritance and predict patterns of inheritance. They compare sexual and asexual reproduction and investigate the use of cloning technologies. Students explore the importance of biodiversity and the adaptations that enable a species to survive in an ecosystem. Students explore the interactions between species along with contributions of Aboriginal and Torres Strait Islander knowledge and perspectives to the understanding of Australian ecosystems. Students investigate contemporary bioethical issues and communicate their findings.

KEY TOPICS

- Cells: structure, function, hrowth differentiation and death
- Biological systems
- Practical investigations
- Genetic inheritance
- Adaptations and ecosystems
- Bioethical issues

PATHWAYS

- VCE Biology Units 3 and 4



Units 3 and 4

In Unit 3, students investigate the functioning of cells through the relationship between nucleic acids (DNA and RNA) and proteins. They evaluate how tools and techniques such as CRISPR-Cas9 can be used to manipulate DNA and the bioethical implications of gene technology. Students learn how enzymes control the processes of photosynthesis and cellular respiration.

In Unit 4, students focus on the immune response to specific pathogens and the role of vaccinations in providing immunity. They analyse evidence for genetic change in populations and changes in species over time. Students investigate relatedness between species and evidence for human change over time. Students undertake a student-designed practical investigation and communicate their evidence-based conclusions in a scientific poster.

KEY TOPICS

- Nucleic acids and proteins
- DNA manipulation technology
- Bioethics
- Enzymes, photosynthesis and cellular respiration
- Immunity
- Evolution
- Practical investigations

PATHWAYS

VCE Biology provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of human endeavour including bioethics, biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science.

Chemistry

VCE Chemistry enables students to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials. In VCE Chemistry students develop a range of inquiry skills involving practical experimentation and research specific to the knowledge of the discipline, analytical skills including critical and creative thinking and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary chemistry-related issues and communicate their views from an informed position. The study is made up of four units.

Units 1 and 2

In Units 1 and 2, students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. Students will also 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.

KEY TOPICS

- Periodic table
- Metals
- Ionic compounds
- Mole
- Bonding
- Water
- Analysis of materials

PATHWAYS

- VCE Chemistry Units 3 and 4

Units 3 and 4

In Units 3 and 4, VCE Chemistry students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. Students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They also study the metabolism of food and the action of medicines in the body.

KEY TOPICS

- Fuels
- Energy
- Redox
- Galvanic cells
- Equilibrium of reactions
- Organic chemistry
- Analysis of compounds
- Food chemistry

PATHWAYS

VCE Chemistry provides for continuing study pathways within the discipline and leads to a range of careers agriculture, bush fire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

Physics

The study of VCE Physics involves investigating, understanding and explaining the behaviour of physical phenomena in the Universe. Models, including mathematical models, are used to explore, simplify and predict how physical systems behave at varying scales from the very small (quantum and particle physics) through to the very large (astronomy and cosmology).

Units 1 and 2

In Unit 1, students learn about how energy works, its uses in modern society and the problems that come with it. There is a strong practical focus and students will do experiments with electrical circuits, climate change, nuclear energy and heat transfer. Students use mathematics to solve physics problems and form a better understanding of the world.

In Unit 2, students explore the power of experiments in developing models and theories. They investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion. Students will study an optional topic that they will select from a list of eighteen possibilities such as astrophysics, sport science, biomechanics or flight.

KEY TOPICS

- Heat and light
- Nuclear energy
- Electrical energy
- Motion
- Scientific investigation

PATHWAYS

- VCE Physics Units 3 and 4

Units 3 and 4

In Unit 3, students investigate motion and analyse gravitational, electric and magnetic fields. They analyse and evaluate an electricity generation and distribution system.

In Unit 4, students learn how understanding of light and matter have changed over time. They explore how major experiments led to the development of theories to describe these fundamental aspects of the physical world. Students design and conduct a scientific investigation related to fields, motion or light and present their findings as a scientific poster.

KEY TOPICS

- Newton's laws of motion
- Gravitational, electric and magnetic fields
- Electricity
- Light and matter
- Practical investigations

PATHWAYS

VCE Physics provides for continuing study pathways within the discipline and can lead to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, communications, education, engineering, geophysics, instrumentation, lasers and photonics, medical diagnosis and treatment, nuclear science, optics, pyrotechnics and radiography.

Psychology

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act.

Units 1 and 2

In Unit 1, students discuss the complexity of psychological development over the life span and evaluate ways of understanding and representing psychological development. They analyse the role of the brain in mental processes and behaviour, and evaluate how brain plasticity and brain injury can change biopsychosocial functioning. Students investigate how science is used to explore and validate contemporary psychological research questions.

In Unit 2, students analyse how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour. They explain the roles of attention and perception, compare taste and visual perception and analyse factors that may lead to perceptual distortions. Students design and conduct a scientific investigation related to internal and external influences on perception and/or behaviour and present their findings as a scientific poster.

KEY TOPICS

- Psychological development and behaviour
- The brain
- Research methods
- Factors that affect behaviour
- Perception
- Scientific investigation

PATHWAYS

- VCE Psychology Units 1 and 2

Units 3 and 4

In Unit 3, students analyse how the functioning of the human nervous system enables a person to interact with the external world and evaluate the different ways in which stress can affect psychobiological functioning. They apply different approaches to explain learning and discuss memory as a psychobiological process.

In Unit 4, students analyse the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning. They discuss the concept of mental wellbeing, explain the development and management of specific phobia and discuss protective factors that contribute to the maintenance of mental wellbeing. Students design and conduct a scientific investigation related to mental processes and psychological functioning and present their findings as a scientific poster.

KEY TOPICS

- The nervous system
- Stress
- Learning and memory
- Sleep
- Mental wellbeing
- Phobia
- Scientific investigations

PATHWAYS

Students who study VCE Psychology can consider a pathway within this discipline that can lead to a range of careers and roles that work with diverse populations and communities. Areas that registered psychologists may work in include clinical, developmental, educational, environmental, forensic, health, neuropsychology, sport and exercise and organisational psychology.

Product Design & Technology: Textiles

VCE Product Design and Technologies: Textiles offers students a unique focus on creativity through the development and production of innovative and ethical products.

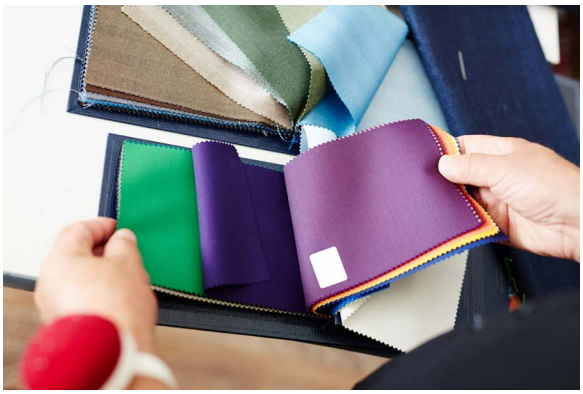
Through the study of this subject, students become solution-focused and equipped to deal with both the interdisciplinary (interrelationship of multiple disciplines) and transdisciplinary (when disciplines interconnect to form new ideas) natures of design.

This is achieved through collaboration (shared work) and teamwork (working on own tasks with a common goal to others), use of computer-aided manufacturing, work practice in designing and making and development of speculative, critical and creative thinking skills. Students work with a variety of materials, tools and processes to develop their technocracy and they employ innovative and ethical practices as they practice design. All of this contributes to the real-life industry relevance of this course.

The study is made up of four units.

- Unit 1: Design practices
- Unit 2: Positive impacts for end users
- Unit 3: Ethical product design and development
- Unit 4: Ethical production and evaluation

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.



2027

VCE VOCATIONAL MAJOR SUBJECT PATHWAYS

Hazel Glen College

WHAT IS VCE VOCATIONAL MAJOR?

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- Equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals
- Empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

Students will undertake a VET qualification and have the option to complete Structured Workplace Learning (SWL) or a School-Based Apprenticeship (SBAT) as part of their program.

WHO IS SUITABLE?

VCE Vocational Major could be considered by students who:

- Are interested in apprenticeships or traineeships
- Do not require an ATAR score
- Want a Year 11 and/or Year 12 Certificate
- Want to stay at school to complete their secondary education
- Are more attuned to applied “hands on” learning
- May want to go out to work when they finish school
- Wish to pursue Higher Education at TAFE or ACE (Adult Community Education) providers in the future
- Want to develop more confidence in the workplace
- Want to gain maturity before they take future steps

VCE VM UNIT CHART

Unit	Learning Outcome	Skills and Knowledge	Applied Learning Assessment
Literacy	Writing for practical purposes: 'write an instructional text'	• What the features of an instructional text are • How to structure an instructional text	Students who are interested in studying automotive could demonstrate their learning by writing an instructional manual on how to service a car.
Numeracy	Financial literacy: make decisions and perform monetary calculations involving money in unfamiliar contexts	• How to construct a budget •How to perform monetary addition and subtraction calculations	Students who are interested in building and construction could demonstrate their learning by creating a budget for the materials, fixtures and fittings of a newly built home.
Personal Development	Plan and organise an event	• How to write a plan for an event	Students who are interested in community services could organise and coordinate a community event, including venue booking, invitations, and agendas.
Work Related Skills	Identify workplace safety hazards	• The definition of a hazard • How to conduct a risk assessment	Students who are interested in hair and beauty could identify workplace safety hazards for a hairdressing salon.
Industry Specific Skills	VET Qualification		
General Units	Structured Workplace Learning (SWL)	School-Based Apprenticeship (SBAT)	

LITERACY SKILLS

VCE Vocational Major: Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose and are accurate and effective, with confidence and fluency. Texts will be drawn from a wide range of contexts and be focused on participating in the workplace and community.

Further to this, texts will be drawn from a range of sources including media texts, multimodal texts, texts used in daily interactions and workplace texts from increasingly complex and unfamiliar settings. As students develop these skills, they engage with texts that encompass the everyday language of personal experience to the more abstract, specialised and technical language of different workplaces, including the language of further study.

Units 1 and 2

KEY TOPICS UNIT 1

- Area of study 1 - Literacy for personal use
- Area of study 2 – Understanding and creating digital texts

KEY TOPICS UNIT 2

- Area of study 1 – Understanding issues and voices
- Area of study 2 – Responding to opinions

Units 3 and 4

KEY TOPICS UNIT 3

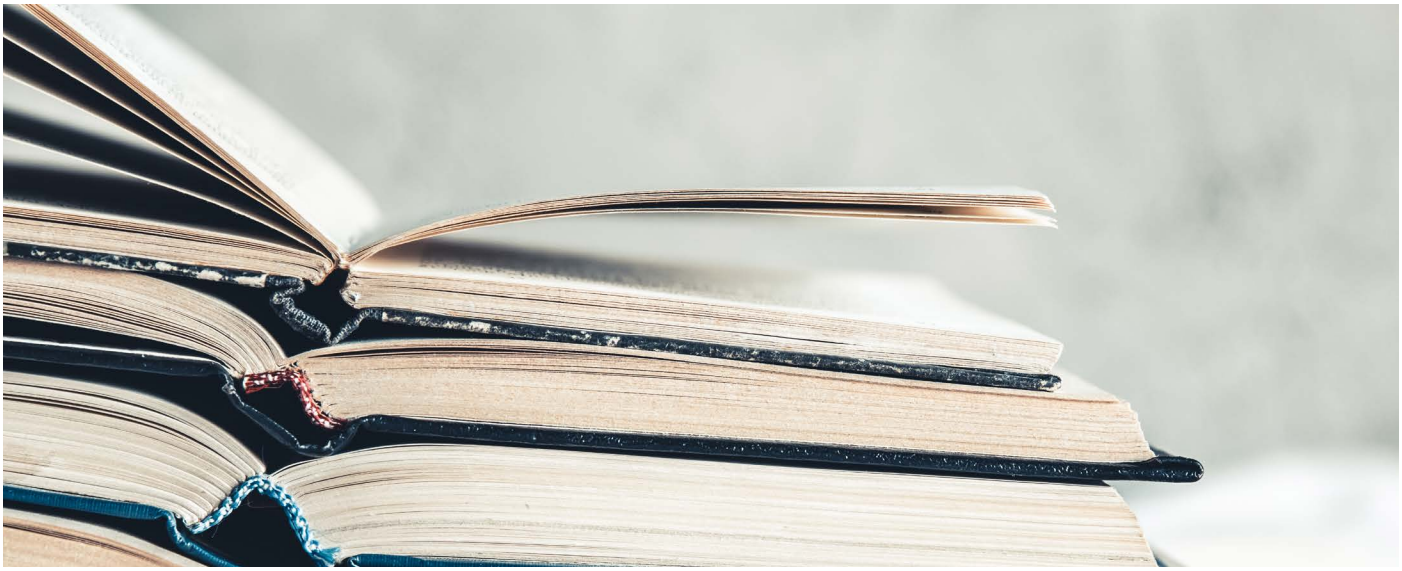
- Area of study 1 – Access and understanding informational, organisational and procedural texts
- Area of study 2 – Creating and responding to informational, organisational and procedural texts

KEY TOPICS UNIT 4

- Area of study 1 – Understanding and engaging with literacy for advocacy
- Area of study 2 – Speaking to advise or to advocate

PATHWAYS

The skills gained in the Literacy Skills unit enables students to apply practical literacy reading, writing and oracy elements that are required in the workforce and/or further study at TAFE and in pre-apprenticeships/apprenticeships.



NUMERACY SKILLS

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

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems, processes, mathematical relationships and thinking. This mathematical knowledge is then applied to tasks that are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

The contexts are the starting point and the focus and are framed in terms of personal, financial, civic, health, recreational and vocational classifications. These numeracies are developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

KEY TOPICS

- Personal numeracy
- Civic numeracy
- Financial numeracy
- Health numeracy
- Vocational numeracy
- Recreational numeracy

PATHWAYS

The skills gained in the Numeracy Skills Unit enables students to apply practical numeracy skills that are required in the workforce and/or further study at TAFE and in pre-apprenticeships/ apprenticeships.

PERSONAL DEVELOPMENT SKILLS

Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

This study provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities and identify and respond to challenges. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork and identifying their goals and future pathways.

PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environment. Through self-reflection, independent research, critical and creative thinking and collaborative action, students will extend their capacity to understand and connect with the world they live in and build their potential to be resilient, capable citizens.

Units 1 and 2

KEY TOPICS UNIT 1

- Area of study 1 – Personal identity and emotional intelligence
- Area of study 2 – Community health and wellbeing
- Area of study 3 – Promoting a healthy life

KEY TOPICS UNIT 2

- Area of study 1 – What is community?
- Area of study 2 – Community cohesion
- Area of study 3 – Engaging and supporting community voices
- Area of study 2 – Responding to opinions

Units 3 and 4

KEY TOPICS UNIT 1

- Area of study 1 – Social awareness and interpersonal skills
- Area of study 2 – Effective leadership
- Area of study 3 – Effective teamwork

KEY TOPICS UNIT 2

- Area of study 1 – Planning a community project
- Area of study 2 – Implementing a community project
- Area of study 3 – Evaluating a community project

PATHWAYS

The skills gained in the Personal Development Skills unit enables students to apply practical skills that are required in the workforce and/or further study at TAFE and in pre-apprenticeships/ apprenticeships.

WORK RELATED SKILLS

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

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).

Units 1 and 2

KEY TOPICS UNIT 1

- Area of Study 1 – Future careers
- Area of Study 2 – Presentation of career and education goals

KEY TOPICS UNIT 2

- Area of Study 1 – Skills and capabilities for employment and further education
- Area of Study 2 – Transferable skills and capabilities

Units 3 and 4

KEY TOPICS UNIT 1

- Area of Study 1 – Workplace wellbeing and personal accountability
- Area of Study 2 – Workplace responsibilities and rights
- Area of Study 3 – Communication and collaboration

KEY TOPICS UNIT 2

- Area of Study 1 – Portfolio development
- Area of Study 2 – Portfolio development

PATHWAYS

The skills gained in the Work Related Skills unit enables students to apply practical skills that are required in the workforce and/or further study at TAFE and in pre-apprenticeships/apprenticeships.

2027

VET SUBJECT PATHWAYS

Hazel Glen College

WHAT YOU NEED TO KNOW ABOUT VET

The Vocational Education and Training (VET) program lets you take your VCE and a VET Certificate at the same time. VET programs provide for a more vocational VCE by combining both vocational and general education.

On successful completion of study students are awarded their VCE as well as a VET Certificate. This certificate is at level two in the Australian Qualification Framework and is recognised nationally. Students are eligible to apply for an ATAR (Australian Tertiary Admissions Rank) and are also granted credit towards other VET certificate and diploma courses.

VET units can count as part of the sixteen units needed to successfully complete the VCE. All VCE/VET programs with a Unit 3 and 4 scored assessment sequence contribute to the calculation of ATAR and can count in the Primary Four, in the same way as a non-VET subject (where scored assessment is not available, it contributes as a 10% increment to the Primary Four.)

VCE students are provided with more options without detracting from their existing pathways. This program gives students options in higher education as well as providing them with additional pathways to training and work.

Students start the program in Year 10 or 11 and undertake a range of VCE/VET units to gain practical and academic experience.

- Assessment is outcome and skill based in VET units, that is, the student will have to demonstrate their ability to perform all the required tasks, tests and assignments
- You are required to do at least 40-80 hours of work placement
- Select the VCE/VET units required for the certificate you have chosen - generally each VET Unit is worth one VCE Unit
- Select the VCE Units required. These may complement work completed in the VET Units.
- All students who apply for a VET subject must get a Unique Student Identification Number, this is required for your application. You can create one at https://www.usi.gov.au

WHAT IS VET?

Vocational Education and Training (VET) programs are designed to meet the needs of industry and increase student pathway options by:

- Developing employability skills and building industry specific knowledge and practical skills they can apply directly into the workforce;
- Providing students with a smooth transition and head-start into the workforce, or credits towards further study

VET enables students to obtain a nationally accredited qualification whilst completing their senior secondary school certificate; the Victorian Certificate of Education (VCE) or the VCE Vocational Major (VCE VM). VET is optional in the VCE program however is essential in the VCE VM program in supporting students to make the transition into further education, training and employment.

WHAT IS VET?

VET PROGRAMS

- A nationally recognised vocational certificate
- Counts towards the VCE VM Certificate or VCE Certificate
- May contribute to the ATAR or study score in the VCE
- Allow students to gain the VCE or VCE VM and a VET qualification
- Develop general work related competencies i.e. skills in communication, team work, using technology, problem solving, using mathematical ideas and concepts, planning and organising activities, gathering and analysing information and occupational health and safety
- Develop the skills and knowledge required to work in a particular industry
- Give students a competitive edge in looking for both casual and full time employment

Most VET programs incur a charge for PPE and/or uniform, which will be retained by the student. This charge must be paid before a student will be accepted into a program.

VET in the VCE: Victorian Curriculum and Assessment Authority (VCAA) has endorsed these programs and so the work done in the VET program is equal to completing VCE units. This means that students can use the VCE VET units to satisfy the minimum requirements for VCE. All VET in the VCE programs have Unit 1 and 2 and/or Unit 3 and 4 status and some can provide students with an ATAR contribution.

The number of VCE units and the ATAR contribution available varies from program to program. As these programs contribute to VCE, it is more than likely that students will complete some theory work as part of the program. Some VCE VET subjects require students to complete additional assessment tasks and an exam to meet the VCE requirements for a study score. Other VET subjects which provide credit for VCE Unit 3 and 4 will contribute an increment to the overall study score. VCE VET programs usually require students to complete one or two weeks structured workplace learning. Early Childhood Education and Care and Allied Health Assistance programs have compulsory Structured Workplace Learning hours.

HOW DOES VET WORK?

Registered Training Organisations (RTOs) are responsible for the delivery, assessment and certification of VET qualifications. An RTO may be a student's current school, another school, TAFE, private organisation or an ACE provider. Where students enrol into a VET course at another provider other than their current school (i.e. HGC), they will be responsible for getting themselves to and from that course (i.e. Peter Lalor or St Helena SC) each week on their VET course day (usually a Wednesday however some courses vary).

Students start the VET program in Year 10 or 11 and undertake a range of VCE/VET Units to gain practical skills and academic experience. We recommend students planning to undertake VCE and also wanting to undertake a VET course, start their program in Year 10 to allow completion of their VET course before they start Year 12, providing more time to focus on their final year of VCE studies.

WHY VET?

VET courses prepare students for the workforce by helping them to explore areas of interest, promote further study and work choices and develop strong links with industry and local community employers.
VET:

- Is a very cost effective way of obtaining a nationally recognised qualification in industry (i.e. Certificate III in Engineering or Allied Services). You only pay the cost of PPE and/or uniform for the year - this usually varies between $0 and $200
- Develops employability and industry specific work related skills (i.e. communication, team work, using technology, problem solving, researching, planning and organising, time management and occupational health and safety)
- Opens future career opportunities in areas of increasing employment demands with pathways to over 500 careers across a wide range of industries (i.e. construction, health services, engineering, early childhood and education, hospitality, community services, IT, science and much more) and promotes an awareness of the world of work through work placement
- Strengthens education and gives students a competitive edge in looking for casual, part time and full time employment. May contribute towards the ATAR or study score in VCE

FOR VCE STUDENTS?

The Vocational Education and Training (VET) Program allows you to undertake your VCE and VET Certificate at the same time, combining both vocational and general education. On successful completion of study, students are awarded their VCE as well as a nationally recognised VET Certificate.

Students undertaking a VET course are eligible to apply for an ATAR (Australian Tertiary Admissions Rank) and are also granted credit towards other VET certificate or diploma courses. VET Units can count as part of the 16 units needed to successfully complete the VCE.

FOR VCE STUDENTS (CONT)?

Generally each VET Unit is worth one VCE Unit. All VET in the VCE programs have Unit 1/2 and 3/4 status and some can provide students with an ATAR contribution. The number of VCE units and the ATAR contribution available varies from program to program.

All VCE/VET programs with a Unit 3 and 4 scored assessment sequence contribute to the calculation of ATAR and can count in the Primary Four, in the same way as a non-VET subject. Where a scored assessment is not available, it contributes as a 10% increment to the Primary Four.

Some VCE VET subjects require students to complete some theory work, additional tasks and an exam to meet VCE requirements for a study score as part of the program. It also usually requires students to complete one or two weeks of structured workplace learning.

FOR VCE VM STUDENTS?

Students in the VCE VM program must undertake a VET course as part of their studies. This is further complemented by participating in Structured Workplace Learning (SWL) one day per week. The VCE VM program is structured to have students spend 3 days at school (i.e. HGC), one day at their VET course and one day undertaking their SWL placement. Their SWL placement must align with and complement their VET course - for example, a student undertaking a VET course in Animal Studies should undertake their work placement within the animal industry (i.e. Veterinary Practice).

SWL: Structured Workplace Learning (SWL) is an essential part of VET as it enables students to demonstrate acquired skills and knowledge in an industry setting. During work placements, students undertake specific tasks in order to demonstrate competence. They are regularly monitored and may be assessed on the job. A student can gain credit towards the VCE or VCE VM by successfully participating in SWL and completing the workplace reflections.

VET PROGRAMS @ HGC

At Hazel Glen College, we offer Certificate II in Hospitatliy and Certificate II in Cookery (Dual Qualification), Certificate III in Music and Certificate III in Sport, Aquatic & Recreation VET courses.

Please note: these courses may not run if we don't have enough students enrolled to fill a class.

VET CERTIFICATE II IN HOSPITALITY AND CERTIFICATE II IN COOKERY (DUAL QUALIFICATION)

The program also helps students develop a range of transferable and life-skills, that can position them well, to secure part-time employment. Students will be a step ahead of the rest with workplace readiness and have an advantage when applying for jobs within the hospitality sector around the world. On successful completion of this course, students will receive a dual qualification - Certificate II in Hospitality and Certificate II in Cookery.

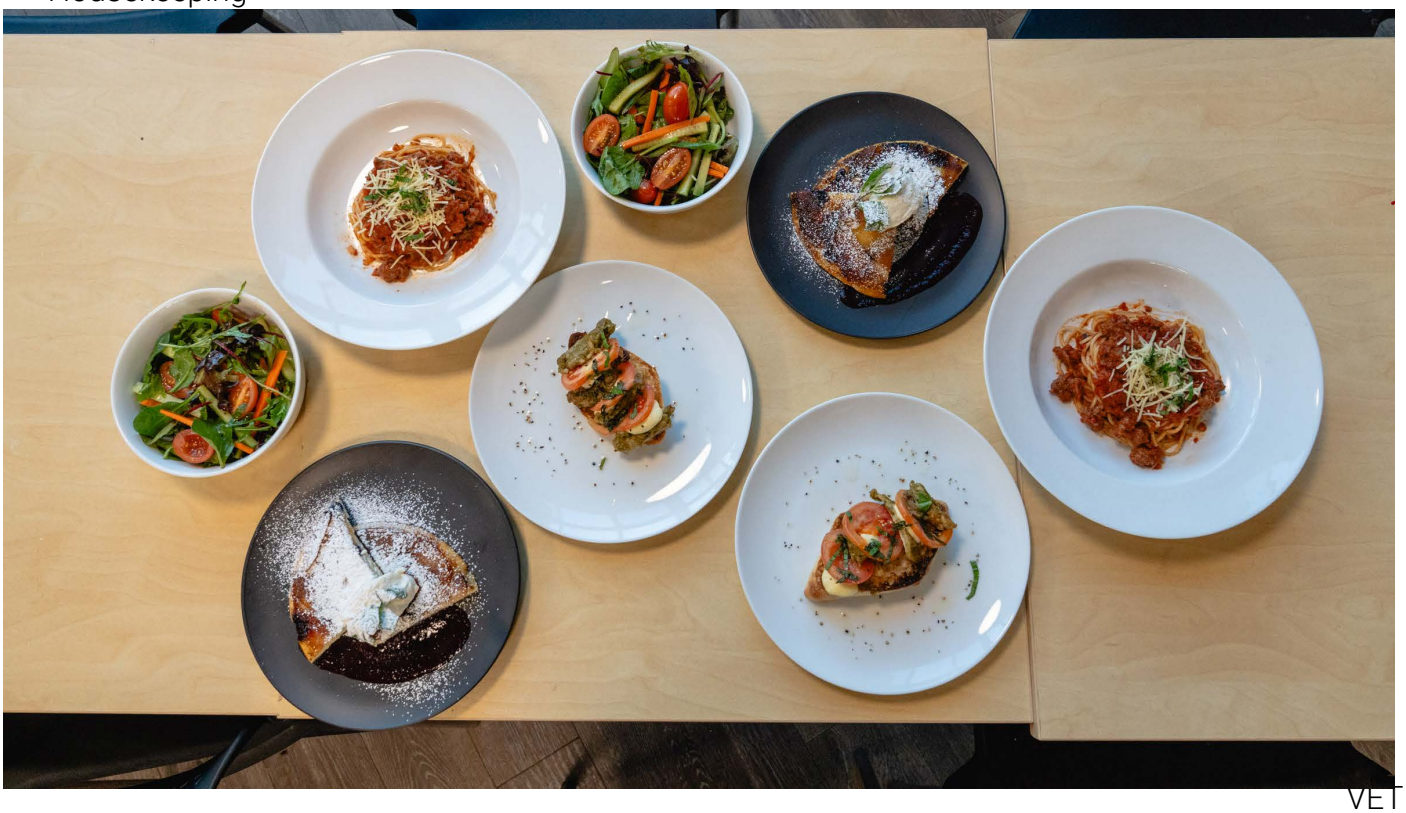
FURTHER STUDY OPPORTUNITIES

- Certificate III in Hospitality
- Certificate IV in Hospitality
- Diploma of Hospitality (Management)
- Advanced Diploma of Hospitality (Management)
- Bachelor of Applied Science (Hospitality Management)

CAREER PATHWAYS

With additional training and experience possible future career pathways may include work in:

- Chef/Cook
- Food Production
- Promotions Director
- Kitchen Hand
- Hotel/Resort Manager
- Housekeeping
- Tourism Manager
- Catering Manager
- Event Manager
- Waiter/Barperson
- Steward/Host



VET CERTIFICATE III IN MUSIC

Certificate III in Music (Performance)
Students undertake a wide range of activities related to music performance including song writing, improvisation, developing repertoire, musicianship, accompaniment and group work, investigation of genre and development of stagecraft.

Certificate III in Music (Sound Production)
This course is a pathway for students into a career or further study embracing their passion for music and audio. It provides a broad basis of industry knowledge and skills that can be applied in multiple life and work experiences. Students work as a class and in small groups to complete practical projects, written work and computer tasks.

Students must successfully audition to be selected into this course.

Students complete scored assessments as part of the VCE and complete an end of year VCAA exam for Units 3 and 4.

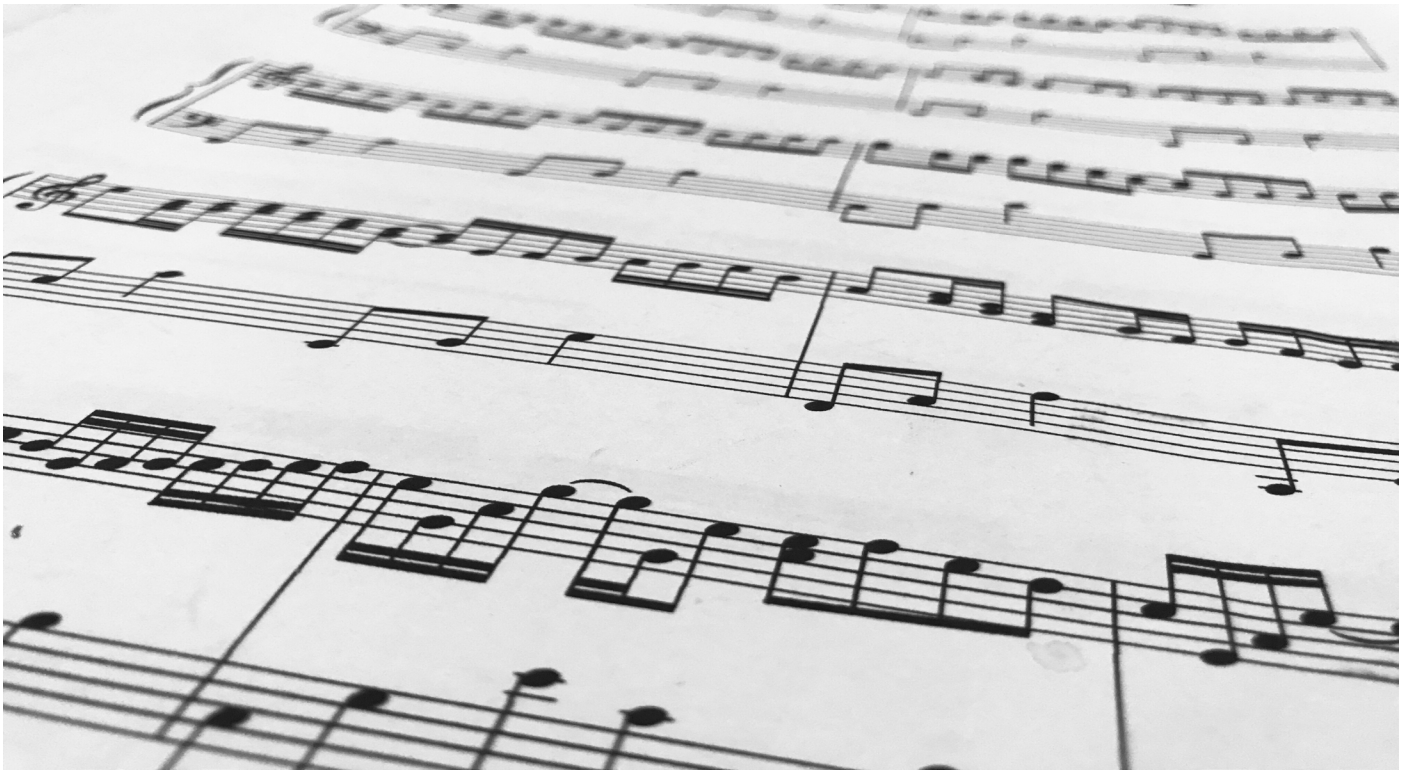
FURTHER STUDY OPPORTUNITIES

- Certificate IV in Music Industry
- Diploma of Music Industry
- Advanced Diploma of Music Industry

CAREER PATHWAYS

With additional training and experience possible future career pathways may include work in:

- Musician
- Music Technician
- Singer
- Songwriter
- Stage Producer
- Music Editor
- Director
- Stage Manager
- Digital Audio Technician
- Sound Engineer
- Broadcaster
- Music Editor
- Sound and Lighting Technician



VET CERTIFICATE III IN SPORT, AQUATICS AND RECREATION

In the first year, students will complete a range of sport-related units and develop a basic level of skills for maintaining facilities and equipment and instructing and officiating in a variety of games and sports.

Students will also develop knowledge of the sports industry and relevant workplace skills. Students will learn about the planning and preparation of equipment and resources required for sport and recreation sessions, how to conduct these sessions, apply first aid if required and how to deal with clients.

The second year of the course has a focus on sports coaching, use of technology in sport, group facilitation and recreation programs. Students will also develop knowledge of managing risk and safety in sport and learn how to design, develop and deliver a recreation program in a sport and recreation-related area. Students complete scored assessments as part of the VCE and complete an end of year VCAA exam for Units 3 and 4.

FURTHER STUDY OPPORTUNITIES

- Certificate III and IV in Sport and Recreation
- Certificate III and IV in Outdoor Recreation
- Certificate IV in Sport Officiating
- Certificate IV in Sport Coaching
- Certificate IV in Sport Development Diploma of Outdoor Recreation
- Diploma of Sport and Recreation Management
- Diploma of Sport Development
- University – Recreation Management, Human Movement, Sports Administration, Fitness Leadership, Outdoor Recreation, Physical Education Teaching

CAREER PATHWAYS

With additional training and experience possible future career pathways may include work in:

- Coach
- Sports Person
- Exercise Physiology
- Ranger
- Fitness Instructor
- Leisure/Recreation Officer
- Outdoor Education Instructor
- Aerobics/Fitness Instructor
- Personal Trainer
- Recreation Officer
- Community Sports Manager
- Sports Massage

VET CLUSTER COURSES

Hazel Glen College is part of the NMVC which is a consortium of secondary schools that have joined forces to improve the provision of VET programs offered in the Northern Region of Melbourne. The NMVC has 48 member schools from State, Catholic and Independent education sectors. This partnership allows students within our region a broader variety of courses to choose from. Students will attend their chosen course at one of the members school campus facilities. In turn the VET courses Hazel Glen College offers will be open to students within the NMVC. If your student attends one of these schools for their VET course, they are referred to as your "host school" and Hazel Glen College will by referred as your "home school".

Whilst we encourage students to undertake VET courses provided within the NMVC, students interested in a course not provided by a cluster school may choose to enrol into a course offered elsewhere (i.e. TAFE - Melbourne Polytechnic).

NO GUARANTEES getting into a VET cluster subject

Note: We cannot guarantee spots in any VET courses, particularly those not provided by HGC and must also ensure that external VET courses do not affect/clash with your 2026 Hazel Glen timetable.

NORTHERN MELBOURNE VET CLUSTER COURSES

The NMVC is a consortium of secondary schools that have joined forces to improve the provision of VET programs in the Northern Region of Melbourne. The NMVC has 48 member schools from State, Catholic and Independent education sectors.

Please note: times, venues and program outlines are subject to change and will be confirmed at the Information Enrolment Evenings scheduled for Term 4 each year. All successful applicants will be notified of changes prior to course commencement, via the HGC VET Coordinator.

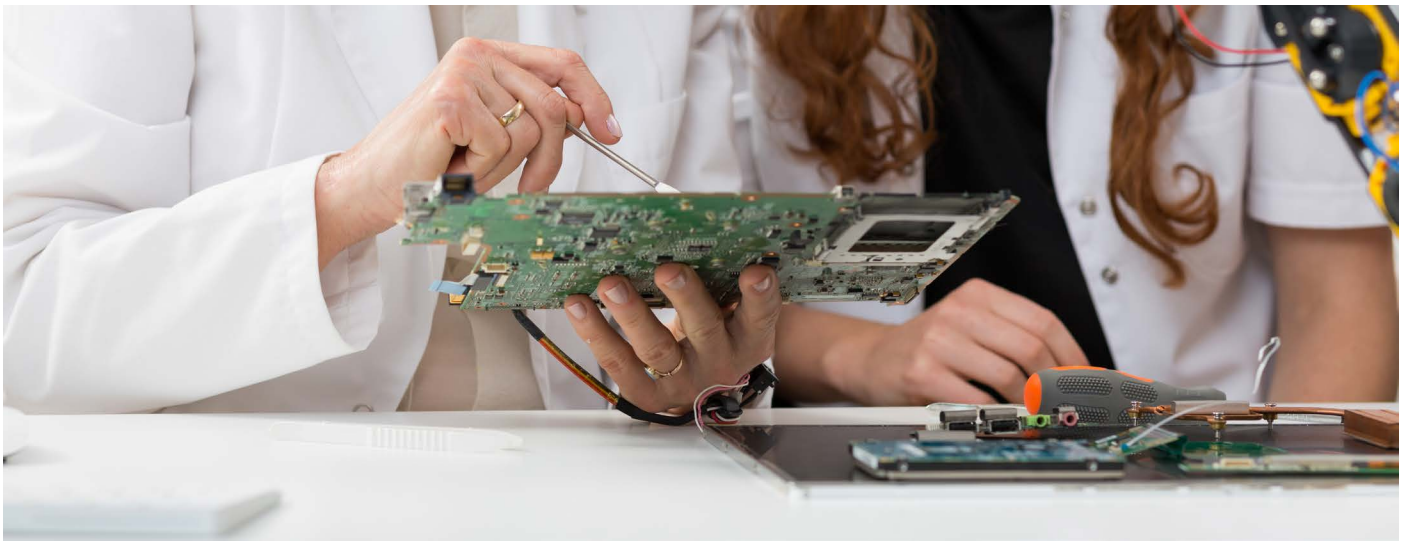
- Certificate II in Agriculture
- Certificate III in Allied Health Assistance
- Certificate II in Animal Care
- Certificate II in Apparel, Fashion & Textiles
- Certificate II in Automotive Vocational Preparation
- Certificate II in Aviation (Remote Pilot)
- Certificate III in Beauty Services
- Certificate II in Building & Construction Pre-Apprenticeship (Bricklaying)
- Certificate II in Building & Construction Pre-Apprenticeship (Carpentry)
- Certificate II in Building & Construction Pre-Apprenticeship (Wall & Floor Tiling)
- Certificate III in Business
- Certificate III in Carpentry (SBAT)
- Certificate II/III in Community Services
- Certificate II in Conservation & Ecosystem Management
- Certificate II in Cookery
- Certificate II in Creative Industries
- Certificate III in Dance
- Certificate III in Design Fundamentals
- Certificate III in Early Childhood Education & Care
- Certificate II in Electrotechnology (Pre-Vocational)
- Certificate II in Engineering Studies
- Certificate III in Fitness
- Certificate II in Furniture Making Pathways
- Certificate II in Furniture Making Pathways/Building & Construction Pre-Apprenticeship (Bricklaying & Carpentry)
- Certificate III in Health Services Assistance
- Certificate II in Horticulture
- Certificate II in Hospitality
- Certificate III in Information Technology
- Certificate II in Integrated Technologies (Pre-Vocational)
- Certificate III in Laboratory Skills
- Certificate III in Make-Up
- Certificate III in Music (Composition & Creation)
- Certificate III in Music (Performance)
- Certificate III in Music (Sound Production)
- Certificate III in Musical Instrument Making & Maintenance
- Certificate II in Permaculture
- Certificate II in Plumbing (Pre-Apprenticeship)
- Certificate III in Plumbing (SBAT)
- Certificate II in Retail Cosmetics
- Certificate II in Rural Operations (Urban Agriculture Focus)
- Certificate II in Salon Assistant
- Certificate III in Screen & Media (Games Development Focus)
- Cetficiate III in Screen & Media (Multimedia Focus)
- Certificate III in Screen & Media (Video Focus)
- Certificate II in Small Business Operations and Innovation
- Certificate II in Sport ad Recreation
- Certificate III in Sport, Aquatics and Recreation
- Certificate II in Visual Arts

MELBOURNE POLYTECHNIC

Melbourne Polytechnic provide access to modern training facilities and excellent student services across a number of campuses including, Epping, Greensborough, Heidelberg, Preston and more. With over 20 VET programs on offer, students are invited to study on campus, learn from industry professionals and develop practical skills in workplace training facilities. Most VET programs at Melbourne Polytechnic include work placement (SWL) and provide guaranteed pathways into a Melbourne Polytechnic TAFE course after school and the possibility of credit recognition for the units they have completed.

Below are courses offered at Melbourne Polytechnic:

- Certificate II in Agriculture
- Certificate III in Allied Health Assistance (Partial Completion)
- Certificate II in Animal Care
- Certificate II in Building and Construction Pre-Apprenticeship (Carpentry)
- Certificate III in Business
- Certificate III in Early Childhood Education and Care
- Certificate II in Engineering Studies
- Certificate II in Furniture Making Pathways
- Certificate II in Horticulture
- Certificate III in Information Technology (Partial Completion)
- Certificate II in Plumbing Pre-Apprenticeship
- Certificate I in Transition Education (Partial Completion)
- Certificate I in Work Education (Partial Completion)



STEPS IN CHOOSING A VET CLUSTER SUBJECT

VET Course Application Process
Read the NMVC course guide/handbook and program requirements carefully. If there are no courses of interest or the course you are interested in is not provided by the NMVC, we suggest looking at the Melbourne Polytechnic course guide.

PPE and/or Uniform Costs
There may be PPE and/or Uniform costs associated with each program which you will be advised of by the Host School at the information evenings, by the TAFE provider or your HGC VET Coordinator. PPE and/or Uniform costs are to be paid to HGC by the due date (to be advised). We will not be able to confirm enrolment for students who do not pay the full materials cost by the due date.

For course applications NOT with the NMVC, please see your HGC VET Coordinator. For course applications through the NMVC, please see the below steps.

STEP 1

Select your program and complete the NMVC VET Application form (your HGC VET coordinator can provide you with this form) and return it to your HGC VET Coordinator in the Senior School office. It is important that these forms are fully completed and submitted by the due date.

STEP 2

To be considered, attend the compulsory information evening at the Host School in Term 4. Students and families can contact the HGC VET Cordinator for the information evenings (i.e. dates and times). Please ensure all details on the application form as Host School's require this information before accepting enrolments.

STEP 3

Ensure the PPE and/or Uniform costs for the course are paid to HGC by the due date (to be advised). We will not be able to confirm enrolment for students who do not pay the full materials cost by the due date.

/HEADSTART
APPRENTICESHIPS AND TRAINEESHIPS

COULD YOU BE THE NEXT HEAD START SUCCESS STORY?

1.WHAT IS HEAD START?

HEAD START is a Victorian Education Department program available at Hazel Glen College. It allows students to begin their Apprenticeship or Traineeship whilst studying, and converts into a full time program when they graduate.

2. LEARN AND EARN

The tailored program is incorporated into a normal school timetable so students can complete their studies while working in their chosen career path. Students must be 15 years or older and are supported every step of the way by a Head Start Coordinator.

3. INDUSTRIES AVAILABLE

Head Start is available across all industries. These include the traditional trades such as Carpentry and Plumbing, as well as the Health and Community sectors, Civil Construction, Agriculture, Child Care, Business, IT, Engineering and many more.

If you would like to get a head start in your career, contact the Head Start Coordinator at Hazel Glen College or send an introductory email to Head.Start.NEM@education.vic.gov.au

/HEADSTART
APPRENTICESHIPS AND TRAINEESHIPS

THE EDUCATION STATE

VICTORIA State Government