

2026 Subject Descriptions

Year 11 VCE | VET Offerings



Melton

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VICTORIAN CERTIFICATE OF EDUCATION (VCE)

The Victorian Certificate of Education (VCE) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF) and is designed to be completed over a minimum of 2 years. Studies are nationally and internationally benchmarked at:

- Units 1 and 2 levels to a Year 11 standard, and
- Units 3 and 4 levels to a Year 12 standard

Units 1 and 2 can be completed as single units. However, Units 3 and 4 must be completed as a sequence. Students enrolled in VCE studies must undertake Unit 3 before commencing Unit 4 of a study. A student may not enrol in Unit 4 only.

THE VCE AT HEATHDALE CHRISTIAN COLLEGE'S MELTON CAMPUS

The VCE is awarded based on satisfactory completion of units. The Victorian Curriculum and Assessment Authority (VCAA) requires a student to satisfactorily complete at least sixteen units to be awarded the VCE. The sixteen units must include:

- At least three units of English, and
- At least two of these units must be at Unit 3 and 4 level

Heathdale requires students to complete twelve units in Year 11 (six subjects per semester). All students undertaking Year 12 VCE studies (Units 3 and 4) are required to undertake ten units (five subjects per semester), regardless of whether they have previously completed Unit 3 and 4 studies in Year 11.

The award of satisfactory completion of a VCE unit is based upon the teacher's decision that the student has demonstrated their achievement of the set of outcomes as specified in the subject's relevant Study Design. Evidence that the student has demonstrated an achievement of the outcomes may take the form of both learning activities and assessment tasks, such as school-assessed coursework (SACs) or task (SATs).

The decision about satisfactory completion of a unit is distinct from the assessment of a student's level of achievement and their respective grade for this level. Whilst featuring in units as a numerical indicator of student achievement of the outcome, a level of achievement is used in Units 3 and 4 to provide a contribution towards the student's study score for the unit. An Australian Tertiary Admissions Rank (ATAR) is generated with the input of the student's study score and:

- if the student completes external assessments
- if the student satisfactorily completes both Unit 3 and Unit 4 of an English sequence.

The ATAR is a rank (not a score) out of 100 and ranks every student according to their levels of achievement in their Year 12 subjects. The ATAR is a number between 0 and 99.95.

Each Unit 3-4 subject will create a study score out of 50. The ATAR consists of adding together the score for English, plus the next three (3) highest subject scores and then 10% of any scores for fifth or sixth subjects. Students are then assigned a percentage rank based on that combined score total and it is distributed evenly over a 100-point scale.

VOCATIONAL EDUCATION AND TRAINING (VET)

VET in the VCE program allows students to include vocational studies within their senior secondary certificate. Students undertake nationally recognised training programs from either accredited state curriculum or national training packages, which may contribute to their VCE. Most of the time this kind of training is available through Technical and Further Education (TAFE) or other Registered Training Organisations (RTOs).

A VET or VCE-VET subject that is undertaken at school enables a student to complete part of their schoolwork or VCE certificate and achieve a recognised industry certification. A Year 12 VCE-VET subject also contributes towards their ATAR.

Students need to be aware that VET subjects are accredited TAFE subjects at a Certificate II or III level and are not a 'soft' option. The benefit of VET subjects is that they are a tertiary level qualification and will assist students in deciding on a future career path.

Students need to check the details of each subject carefully as some VET subjects provide for a Unit 3 and 4 Study score without completing Unit 1 and/or 2. However, some VET subjects require Unit 1 and/or 2 to be completed prior to completing Unit 3 and 4.

Most VET subjects at a Unit 3 and 4 level provide for a study score and can contribute to the ATAR as either in the top four subjects or at a 10% bonus of a fifth or sixth subject.

HOW DO VET FEES WORK?

There are fees that are additional to regular school fees that are required for you to complete a VET course. **Please note that these charges will be debited to parents' accounts early in Term 1 as there are costs associated with running each of these programs as the course and content are provided by an external Registered Training Organisation (RTO). These charges are an estimate as it is possible that the Government may provide funding. If we receive government funding later in the year, we will then compare this to our estimated course fees and charge or credit families the difference.** Please budget for this charge if your child is thinking about completing a VET subject. No refund of VET fees paid can occur if a student withdraws from VET post census date (usually 4 weeks after commencing a VET course). Refund of costs such as the purchasing of textbooks associated with the VET course will not be applied.

A deposit of \$200 is required to secure a place in the VET course offered. In many cases this deposit will be the full cost of the course. This deposit is non-refundable in order to cover administration costs incurred.

VET FEE STRUCTURE

Certificate Type	Indicative Fee	Other Fee Requirements
Certificate III in Music Industry (Performance)	\$200 per student depending on enrolment numbers.	NIL

WHAT IS THE COMMITMENT?

VET subjects require the same commitment as any other subject to class work and homework. VET subjects are a commitment for at least one year and often two years to complete the Certificate qualification.

Some Certificates are also taught off campus by other tertiary institutions, so travel time and costs and out of hours training need to be considered. If you have any questions or would like to know more information about VET programs please speak to Mrs. Bronwyn Graham via email: bgraham@heathdale.vic.edu.au.

WHAT HAPPENS IF I DON'T COMPLETE THE TWO YEARS?

If you are undertaking a VCE-VET subject, then you will still receive the VCE credit for the units you have completed. You will also receive a Statement of Attainment for the units you have completed during this time. However you will not receive any training certification that requires you to have completed the full two years.

YEAR 11 VCE SUBJECT SELECTION

Heathdale's Melton campus will offer a range of VCE subjects for students to choose from. The subjects that form the VCE program at Melton have been chosen based on the conversations with students, parents/guardians, teachers, and the data generated by programs such as the Morrisby Test.

The only compulsory subject in VCE is English. Otherwise, students choose their subjects from five 'blocks' which contain one or more subjects to choose from. Each block is created based on the year level's preferences for subjects. These preferences were ascertained through several discussions with the students throughout Term 2, 2025.

The Year 11 subject blocking for 2026 is as follows:

Table 1: Year 11 2026 Subject Blocking

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	
Option 1	English	Foundation Mathematics	Philosophy	Music Industry (VET)	Chemistry	Psychology	
Option 2		General Mathematics	Health and Human Development	Legal Studies	Business Management (1)	Biology (2)	
Option 3		Mathematical Methods	Physics**	Physical Education	Art Making and Exhibiting	Food Studies	
Option 4			History	Biology (1)		Business Management (2)	
Option 5						Systems Engineering	
Option 6			External VET or Language*				

*External VET courses are subject to availability.

**Subjects that are being added to the Year 11 program in 2026 and conditional to staffing availability.

A student can only choose one subject from each block. For example, a student must choose to study *either* Foundation Mathematics, General Mathematics or Mathematical Methods, and *cannot* study multiple of these.

A student can change their choice throughout Year 11, but this can only be done at the conclusion of Semester 1. If a student decides to no longer undertake a subject, they will only have the choice of the subjects that were in the respective block to choose from. For example, if a student hypothetically chose Psychology in Semester 1 and then no longer wanted to undertake this in Semester 2, they could only choose from either Biology, Food Studies, Business Management or Systems Engineering.

WHAT SUBJECTS SHOULD I CHOOSE?

It can be confusing to select the best course for you, with so many options and combinations available.

Some good questions to ask are:

- What are my interests?
- What subjects do I enjoy studying?
- Have I asked my parents what they think my strengths are?
- If I go on to university, what courses am I thinking of enrolling in? Have I spoken to the Pathways Coordinator about any prerequisites I might need?

Remember that you're not expected to decide on your subjects alone. Please talk to your parents and teachers about the best direction forward.

WHAT SUBJECTS DO I NEED FOR UNIVERSITY?

In Australia, most universities have very few pre-requisites for their undergraduate courses. Usually there is a minimum score for English that must be achieved, along with a minimum ATAR for that course, although this can vary greatly between universities and campuses. Other entrance factors such as SEAS (Special Equity Access Scheme) can make a difference to the minimum required score.

Prerequisites are studies you must have completed to be eligible for selection to a course. All prerequisites for Victorian Courses are found via the VTAC (Victorian Tertiary Admission Centre) website under Course Search. Prerequisites are released by all universities well in advance. Prerequisites may be listed under 'Essential requirements for selection and application' or 'Admission criteria'. You can look up the courses of interest and check the prerequisites to be sure that you've selected what you need.

All undergraduate courses will require English and possibly one or two other subjects from a range of options. For example, a Science/Engineering based course might require a study score of 25 in English plus a study score of 20 or 25 in Mathematical Methods. Courses rarely require very specific subjects to be taken. For example, a Bachelor of Arts or Science majoring in Psychology will not require Psychology as a prerequisite or Bachelor of Business at RMIT does not require Business Management.

Your Pathways Coordinator will schedule a Subject selection meeting with you to ensure that you have the correct prerequisites for the course you would like to take post-secondary.

VET IN 2026

The Melton campus plans to offer students the ability to complete a VET Music Industry course on campus in 2026. If you would like to complete an alternative VET course, please contact your Pathways Coordinator to discuss this.

HOW DO I SUBMIT MY SUBJECTS PREFERENCES?

You submit your subject preferences via an online portal called: noreply@selectmysubjects.com.au. This will be available after Careers Week. Follow the prompts and submit these by the deadline.

BLOCK 1 SUBJECT

ENGLISH - UNITS 1 AND 2

BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Developing God-given creativity
- Understanding God's story
- Developing empathetic understanding

LEARNING AREA

English

SUBJECT OVERVIEW

Content

In VCE English Units 1 and 2, students study two complete texts and a number of smaller mentor texts, and complete three assessment tasks in response to them: a personal response essay, a creative written piece and an analytical essay. Students also study how language is used to persuade in the media, as well as developing and presenting a point of view in an oral presentation.

The Study is made up of two units with multiple areas of study covering:

- Reading and exploring texts
- Crafting texts
- Crafting argument

Skills

Students will further develop their skills in textual and media analysis, workshopped writing and persuasion. In terms of higher order thinking skills, students' analysis, synthesis and evaluation skills are significantly developed in Units 1 and 2 English.

Types of Assessment

- Analytical essays
- Creative writing
- Oral presentations
- Reflective essays

Lifelong Skills

- Analytical thinking
- Writing and communication skills
- Logical reasoning
- Critical and creative thinking
- Reflective skills

BLOCK 2 SUBJECTS

FOUNDATION MATHEMATICS – UNITS 1 AND 2

BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Recognising and understanding divinely created order

LEARNING AREA

Mathematics

SUBJECT OVERVIEW

Content

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

The Study is made up of two units with multiple areas of study covering:

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

Skills

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. The use of numerical, graphical, geometric, symbolic, statistical and financial functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Types of Assessment

- modelling tasks
- problem-solving tasks
- mathematical investigations
- tests

Lifelong Skills

- Analytical thinking
- Logical reasoning
- Group work
- Reflective thinking
- Critical and creative thinking

BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Recognising and understanding divinely created order

LEARNING AREA

Mathematics

SUBJECT OVERVIEW

Content

The study of General Mathematics in Units 1 and 2 involves topics like data analysis, algebra, number, structure, matrices and number patterns. Linear graphs and equations (straight line graphs) are taught extensively while shape and measurement (perimeter, area, volume) which was covered in year 9 is also explored. The last topic students look at is statistics, where students will analyse and compare data in different forms.

The Study is made up of two units with multiple areas of study covering:

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

Skills

Students will develop problem solving skills in each of the chapters covered. They will continue to grow their understanding of everyday mathematics and apply theories covered to their own lives. Students will utilise their learning from previous years and build upon their foundation of mathematics, to respond to and analyse worded questions, as well as apply these concepts to real life situations. Edrolo will enable students to analyse their understanding of every exercise and to correct any misunderstandings. Calculator use is essential in all assessments, so students will become more proficient and effective at using their CAS calculators.

Types of Assessment

- Tests
- Problem-solving tasks
- Mathematical Investigation
- Examinations

Lifelong Skills

- Analytical thinking
- Logical reasoning
- Group work
- Reflective thinking
- Critical and creative thinking

BIBLICAL PERSPECTIVE

The study of this subject will help students develop an appreciation of Mathematics:

- As a language that describes patterns and order in God's Creation
- A powerful tool for problem-solving and therefore best stewardship of our world
- A field where they will be able to develop their God-given potential in logical reasoning
- Recognising and understanding divinely created order

LEARNING AREA

Mathematics

SUBJECT OVERVIEW

Content

Mathematical Methods Units 1 and 2 provide an introductory study of elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and interesting contexts. As such, one of the benefits is to enhance students understanding of the methods that are required to achieve successful problem solving.

The Study is made up of two units with multiple areas of study covering:

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

Skills

This subject offers a good balance between the use of CAS technology (calculators) and by-hand skills to develop students' ability to work mathematically.

Types of Assessment

- Tests
- Problem-solving tasks
- Mathematical investigations
- Modelling tasks

Lifelong Skills

- Analytical thinking
- Group work
- Logical reasoning
- Critical and creative thinking

Prerequisites: must be achieving 70% average in Year 10 mathematics.

BLOCK 3 SUBJECTS

PHILOSOPHY – UNITS 1 AND 2

BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Understanding God's story

LEARNING AREA

Humanities

SUBJECT OVERVIEW

Content

Philosophy is broadly concerned with questions of ethics, epistemology and metaphysics. Philosophy is the founding discipline of logic, and it continues to develop and refine the tools of critical reasoning. Philosophers grapple with the problems that lie at the foundation of issues of public debate such as the concept of artificial intelligence, justification for a charter of human rights and freedom of speech.

Philosophers are concerned with thinking rigorously and rationally about ideas, and exploring their meaning, context, coherence and implications. The nature of the questions studied, together with the techniques of reasoning and argument used to study them, can in turn help to create new ideas and insights.

The Study is made of two units:

- Unit 1: Philosophy, existence and knowledge
- Unit 2: Questions of value

Skills

VCE Philosophy develops students' abilities to identify and articulate philosophical questions, understand and analyse significant philosophical ideas, and understand relationships between responses to philosophical questions and contemporary issues. It also helps students to cultivate open-mindedness, reflecting critically on their thinking and that of others, and exploring alternative approaches to philosophical questions.

Types of Assessment

- Analytical essays
- Short-answer responses
- Written reflections
- Oral or multimedia presentations
- Research tasks
- Dialogues (oral or written)

Lifelong Skills

- Analytical thinking
- Writing and communication skills
- Critical and creative thinking

BIBLICAL PERSPECTIVE

- Appreciating and caring for God's creation
- Developing critical thinking skills

LEARNING AREA

Health and Physical Education

SUBJECT OVERVIEW

Content

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health. Students investigate the World Health Organization's (WHO) definition and other interpretations of health and wellbeing. Students also explore health literacy through an investigation of 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.

The Study is made up of two units.

- Unit 1: Understanding health and wellbeing
- Unit 2: Managing health and development

Skills

Health and Human Development is designed to improve health literacy. As individuals and citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school, and apply their learning in positive and resilient ways through future changes and challenges.

Types of Assessment

- Research tasks
- Tests
- Oral presentations

Lifelong Skills

- Group work
- Writing and communication skills

BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Appreciating and caring for God's creation
- Understanding God's story
- Recognising and understanding divinely created order

LEARNING AREA

Science

SUBJECT OVERVIEW

Content

Physics is a science primarily concerned with the fundamentals of how quantities interact in the created universe. It can be more abstract than the other natural sciences of Biology and Chemistry, and for this reason, students need to have the ability to process concepts in their minds. It is an exciting subject because it unlocks many mysteries about how the world was made and provides knowledge to the natural world around us that no other subject can.

The Study is made up of two units:

- Unit 1: How is energy useful to society?
- Unit 2: How does physics help us to understand the world?

Skills

Physics teaches students to look at situations differently, analysing what some people might think is happening to identify what is actually being observed around us. Physics uses mathematical processes in practical cases and provides context to many complex mathematical functions.

In Unit One, students go beyond the simplistic models of the atom accepted by all other sciences and unravel the mystery, further allowing a greater comprehension of the structure of matter, hence developing a skill to process information abstractly.

In Unit Two, students will be performing their own investigation to model how different quantities interact mathematically.

Types of Assessment

- Practical reports
- Investigations
- Text Analysis
- Scientific poster

Lifelong Skills

- Analytical thinking
- Group work
- Critical and creative thinking
- Design skills
- Reflective skills

Prerequisites: must also be studying Mathematical Methods Unit 1 and 2.

BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Understanding God's story

LEARNING AREA

Humanities

SUBJECT OVERVIEW

Content

Units 1 and 2 Empires (approximately 1400 - 1800 CE) investigates the journey from the medieval to the modern world and the transformation of the globe through trade, exploration and colonisation. The course also covers the impact of the Renaissance, Reformation and the Scientific Revolution. Students will study two major empires from the early modern era, including the establishment of the British colonies of North America, providing an excellent foundation for Units 3 and 4 History: Revolutions.

The Study is made up of two units with multiple areas of study covering:

- The rise of empires
- Encounters, challenges and changes

Skills

Students will develop their skills in responding to historical evidence, including primary and secondary sources. They will evaluate the causes, significance and consequences of historical events, people, ideas and movements. They will identify and explain different historical perspectives and construct arguments about the challenges and changes of empires.

Types of Assessment

- Analytical essays
- Research tasks
- Source analysis tasks

Lifelong Skills

- Analytical thinking
- Writing and communication skills
- Critical and creative thinking
- Reflective skills

BLOCK 4 SUBJECTS

VET/VCE MUSIC PERFORMANCE – UNITS 1-4

BIBLICAL PERSPECTIVE

- Developing God-given creativity
- Understanding God's story
- Recognising and understanding divinely created order

LEARNING AREA

VCE VET Programs / Performing Arts

SUBJECT OVERVIEW

Content

VET Music Performance consists of units of competency based on the employment opportunities available in the Australian Music Industry. These units are based on performance, recording and production. Each student will also gain competency in work safe practices, music copyright, understanding genre and style, contemporary music and production analysis and music marketing and business.

Skills

Students work collaboratively to perform, record and produce music within a creative context and develop an understanding of how their selected genre/style could be marketed in the Australian Music Industry. Students also develop an understanding of the wider Australian Music Industry beyond the employment opportunities of a music performer.

Types of Assessment

- Field reports
- Practical reports
- Research tasks
- Folios
- Problem-solving tasks
- Performances

Lifelong Skills

- Critical and creative thinking
- Work-place skills
- Group work
- Leadership
- Initiative
- Writing and communication skills
- Analytical thinking
- Logical reasoning
- Reflective skills



BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Recognising and understanding divinely created order

LEARNING AREA

Business and Economics

SUBJECT OVERVIEW

Content

VCE Legal Studies explores the institutions and principles which govern Australia's legal system. Students gain an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia and the justice system. The course looks at criminal law, civil law and law-making through the Australian Parliament.

The Study is made up of two units.

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

Skills

Students will develop analytical skills applying legal principles to actual and/or hypothetical scenarios, explore solutions to legal problems and form reasoned conclusions. They will analyse the institutions that make laws and understand the way in which individuals/and or groups can participate in society and influence law reform.

Types of Assessment

- Research tasks
- Tests
- Short-answer response tasks

Lifelong Skills

- Analytical thinking
- Writing and communication skills
- Leadership
- Logical reasoning
- Work-place skills

BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Appreciating and caring for God's creation
- Recognising and understanding divinely created order

LEARNING AREA

Health and Physical Education

SUBJECT OVERVIEW

Content

VCE Physical Education explores the complex interrelationships between biophysical (anatomical, biomechanical, physiological and skill acquisition) and psychosocial (psychological and sociocultural) principles to understand their role in producing and refining movement for participation and performance in physical activity, sport and exercise.

The Study is made up of two units.

- Unit 1: The human body in motion
- Unit 2: Physical activity, sport, exercise and society

Skills

Students will develop and apply principles of frequency, intensity, time and type. They will create and evaluate activity plans that increase physical activity and reduce sedentary behaviour. Students, while participating in and analysing the benefits of physical activity will analyse the sociocultural influences across the lifespan and then, using primary and secondary data, will interpret trends in physical activity. The application of the Socio-Ecological Model in critiquing initiatives that reduce sedentary behaviour and increase physical activity will then lead students into identifying and researching contemporary issues associated with physical activity and sport.

Types of Assessment

- Practical reports
- Research tasks
- Folios
- Oral presentations
- Tests

Lifelong Skills

- Analytical thinking
- Writing and communication skills
- Group work
- Leadership
- Initiative
- Logical reasoning
- Critical and creative thinking
- Reflective skills

BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Appreciating and caring for God's creation
- Recognising and understanding divinely created order
- Developing God-given creativity

LEARNING AREA

Science

SUBJECT OVERVIEW

Content

Unit 1 Biology focuses on the structure and function of cells, 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 Biology, students examine inheritance and the impact on diversity. Students will explore a contemporary bioethical issue relating to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.

The Study is made up of two units.

- Unit 1: Mechanical systems
- Unit 2: Electrotechnology systems

Skills

Students employ critical and creative thinking as they conduct scientific investigations involving primary and secondary data. Students grow in the key science skills as they develop aims, formulate hypotheses, plan and conduct investigations, work within safe and ethical guidelines, generate, collate and evaluate data, analyse methodology, draw conclusions and communicate scientific ideas.

Types of Assessment

- Field reports
- Practical reports
- Research tasks
- Tests
- Problem-solving tasks
- Data and media analysis
- Design practical investigations
- PowerPoint presentations
- Scientific posters
- Examination

Lifelong Skills

- Analytical thinking
- Writing and communication skills
- Group work
- Work-place skills
- Logical reasoning

BLOCK 5 SUBJECTS

CHEMISTRY - UNITS 1 AND 2

BIBLICAL PERSPECTIVE

- Recognising and understanding divinely created order
- Developing critical thinking skills
- Appreciating and caring for God's creation
- Stewardship of the earth and its resources

LEARNING AREA

Science

SUBJECT OVERVIEW

Content

The development and use of materials for specific purposes is an important human endeavour. In Unit 1 students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

Society is dependent on the work of chemists to analyse the materials and products in everyday use. 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.

The Study is made up of two units:

- Unit 1: How can the diversity of materials be explained?
- Unit 2: How do chemical reactions shape the natural world?

Skills

In VCE Chemistry Unit 1 and 2 students develop skills in scientific report writing through formulating hypotheses, aims and analyzing results. Students develop key skills in reporting findings through summarising both quantitative and qualitative data. Students then develop skills in creating evidence-based conclusions from the theoretical and experimental findings. Chemistry-related theories allow students to effectively communicate and explain scientific ideas by using appropriate terminologies, ideas, conventions, and units.

Types of Assessment

- Practical reports
- Research tasks
- Tests
- Problem-solving tasks
- Design projects
- Oral presentations

Lifelong Skills

- Analytical thinking
- Writing and communication skills
- Group work
- Initiative

BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Appreciating and caring for God's creation
- Developing God-given creativity
- Recognising and understanding divinely created order

LEARNING AREA

Visual Arts

SUBJECT OVERVIEW

Content

The aim for Art Making and Exhibiting is to introduce students to the methods used to make artworks and how artworks are presented and exhibited. Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists.

The Study is made up of two units.

- Unit 1: Explore, expand and investigate
- Unit 2: Understand, develop and resolve

Skills

Students will develop skills in investigating and using materials, techniques and processes in specific art forms inspired in their research of artists. They will document the development of art making in a Visual Arts journal, developing their use of visual language and art terminology to document this process. Through this, they will work towards the completion of a number of finished artworks. They will also research and discuss exhibition characteristics and conservation practices, including the development of a proposal for an exhibition.

Types of Assessment

- Analytical essays
- Practical reports
- Research tasks
- Folios
- Oral presentations
- Design projects
- Examination

Lifelong Skills

- Writing and communication skills
- Critical and creative thinking
- Design skills
- Reflective skills

BIBLICAL PERSPECTIVE

- Developing critical thinking and decision-making skills
- Learning a moral framework for the effective stewardship of resources, both physical and human
- Developing the God-given creative and productive capabilities of students

LEARNING AREA

Business and Economics

SUBJECT OVERVIEW

Content

VCE Business Management explores the management of both large and small businesses, including the decisions required to start a small business, as well as the decisions involved in managing large groups of people and large-scale operations. The ability to make decisions effectively, efficiently and ethically is a key focus of this subject.

Students apply critical thinking skills and decision-making criteria to a range of business situations to determine appropriate strategies and actions businesses can take in order to achieve objectives.

The Study is made up of two units:

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

Skills

Business Management is a discipline that teaches you some core employability skills that employers look for when appointing staff in the business world, including: planning and organising; resource management; collecting, analysing and organising information; problem solving, taking the context of data and circumstances into account; initiative, enterprise and decision-making skills.

Types of Assessment

- Tests and case studies
- Exam

Lifelong Skills

- Ethical Decision-making skills
- Analytical thinking
- Writing and communication skills
- Initiative
- Work-place skills
- Logical reasoning
- Critical and creative thinking

BLOCK 6 SUBJECTS

PSYCHOLOGY - UNITS 1 AND 2

BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Recognising and understanding divinely created order

LEARNING AREA

Science

SUBJECT OVERVIEW

Content

Psychology explores the functions of the brain in response to experience throughout the life span and the brain's ability to adjust through plasticity. The connections between the brain and behaviour are analysed by focusing on relationships between environment, individual differences, and experience, as well as sensory perception with a focus on vision and taste. Furthermore, the study explores how people think, feel, and behave using the biopsychosocial approach of psychological development, and the influence of cognitive biases are examined. Students will evaluate research as well as conduct their own research and produce a formal psychological research report.

The Study is made up of two units.

- Unit 1: How are behaviour and mental processes shaped?
- Unit 2: How do internal and external factors influence behaviour and mental processes?

Skills

Students will develop analytical, evaluation and problem solving skills. They will evaluate research as well as develop abilities in writing a formal psychological research report. They will grow in their capacity to produce hypotheses and evaluate different research methodologies, as well as consider different types of samples and sample allocations. They will develop strategies to gather, analyse and evaluate data and compare it to previous research. There is an emphasis on the ethical considerations of research, the ability to analyse experiments and explain the types of variables that might have impacted research. Students will also develop skills in determining the conclusions and generalisations that can be made from the findings of research.

Types of Assessment

- Folios
- Tests
- Research tasks
- Practical reports
- Case studies and Media response tasks

Lifelong Skills

- Analytical thinking
- Writing and communication skills
- Reflective skills
- Research skills
- Logical reasoning
- Group work

BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Appreciating and caring for God's creation
- Recognising and understanding divinely created order
- Developing God-given creativity

LEARNING AREA

Science

SUBJECT OVERVIEW

Content

Unit 1 Biology focuses on the structure and function of cells, 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 Biology, students examine inheritance and the impact on diversity. Students will explore a contemporary bioethical issue relating to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.

The Study is made up of two units.

- Unit 1: Mechanical systems
- Unit 2: Electrotechnology systems

Skills

Students employ critical and creative thinking as they conduct scientific investigations involving primary and secondary data. Students grow in the key science skills as they develop aims, formulate hypotheses, plan and conduct investigations, work within safe and ethical guidelines, generate, collate and evaluate data, analyse methodology, draw conclusions and communicate scientific ideas.

Types of Assessment

- Field reports
- Practical reports
- Research tasks
- Tests
- Problem-solving tasks
- Data and media analysis
- Design practical investigations
- PowerPoint presentations
- Scientific posters
- Examination

Lifelong Skills

- Analytical thinking
- Writing and communication skills
- Group work
- Work-place skills
- Logical reasoning

BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Appreciating and caring for God's creation
- Developing God-given creativity
- Recognising and understanding divinely created order

LEARNING AREA

Design and Technologies

SUBJECT OVERVIEW

Content

In this subject, students explore the origins and cultural roles of food from early civilizations, through to today's globalised world. This includes the study of the early agricultural practices and systems including the characteristics of food production and consumption among Victoria's first peoples prior to European settlement, including the range of foods and flavourings available; tools and technologies used patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. They will examine the contribution that the Australian food industry has upon the economy. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They will also consider the influence of innovations, technologies and globalisation on food patterns.

The Study is made up of two units:

- Unit 1: Food origins
- Unit 2: Food makers

Skills

The skills students will develop through this subject include: being able to describe Victoria's leading industries in primary food production, processing and manufacturing; analysing the influence of consumers on food industries; explaining and applying the process of developing new food products using design briefs; explaining the reasons for Australia's governance and regulation of food standards and food safety. They will also be able to use equipment and techniques appropriately in the preparation of food in a domestic or small-scale setting, understand and apply principles and practices in the sensory evaluation of food products, and apply principles of safe and hygienic food-handling practices.

Types of Assessment

- Practical activities and reports
- Research tasks
- Oral presentations
- Problem-solving tasks
- Exams

Lifelong Skills

- Initiative
- Work-place skills
- Logical reasoning

BIBLICAL PERSPECTIVE

- Developing critical thinking and decision-making skills
- Learning a moral framework for the effective stewardship of resources, both physical and human
- Developing the God-given creative and productive capabilities of students

LEARNING AREA

Business and Economics

SUBJECT OVERVIEW

Content

VCE Business Management explores the management of both large and small businesses, including the decisions required to start a small business, as well as the decisions involved in managing large groups of people and large-scale operations. The ability to make decisions effectively, efficiently and ethically is a key focus of this subject.

Students apply critical thinking skills and decision-making criteria to a range of business situations to determine appropriate strategies and actions businesses can take in order to achieve objectives.

The Study is made up of two units:

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

Skills

Business Management is a discipline that teaches you some core employability skills that employers look for when appointing staff in the business world, including: planning and organising; resource management; collecting, analysing and organising information; problem solving, taking the context of data and circumstances into account; initiative, enterprise and decision-making skills.

Types of Assessment

- Tests and case studies
- Exam

Lifelong Skills

- Ethical Decision-making skills
- Analytical thinking
- Writing and communication skills
- Initiative
- Work-place skills
- Logical reasoning
- Critical and creative thinking

BIBLICAL PERSPECTIVE

- Developing critical thinking skills
- Developing God-given creativity
- Recognising and understanding divinely created order

LEARNING AREA

Design and Technologies

SUBJECT OVERVIEW

Content

Systems Engineering involves the development of mechanical, electrical and electronic integrated systems, including machinery and devices that improve society's work and living. Students will learn how to analyse, build and improve these systems using the engineering design cycle and develop their ability to think and evaluate. Throughout the year, students will be expected to demonstrate their knowledge of mechanical and electronic systems through tests, as well as their practical ability through developing solutions for a project.

The Study is made up of two units.

- Unit 1: Mechanical systems
- Unit 2: Electrotechnology systems

Skills

Through this subject, students will learn the foundations of the engineering design cycle and begin to develop their skills in using this cycle for a project. This includes assessing problems, identifying the context, researching and selecting designs, planning the building process, developing risk assessments, and trialing and evaluating their solutions. These skills are demonstrated practically in the physical building of projects, as well as through a written report documenting the thinking process.

Types of Assessment

- Presentations
- Design projects
- Practical reports
- Tests
- Design projects
- Examination

Lifelong Skills

- Logical reasoning
- Analytical thinking
- Writing and communication skills
- Initiative
- Work-place skills
- Critical and creative thinking
- Design skills
- Reflective skills
- Problem-solving skills

NB: this study will be amended by the VCAA as of 2026.

CONTACTS

If after reading this Handbook you require further clarification about the VCE, VET or Pathways programs at the College, you are invited to contact one or more of the following staff members who will be able to support you in answering your questions:

- Year 11 Coordinator, Mr Rodney Latham: rlatham@heathdale.vic.edu.au
- Learning and Teaching Facilitator (Secondary), Ms Rita Hanna: rhanna@heathdale.vic.edu.au
- Careers Practitioner, Ms Kylie Wills: kwills@heathdale.vic.edu.au
- VCE Coordinator, Mr Vincent Trinh: vttrinh@heathdale.vic.edu.au
- VET Coordinator, Ms Bronwyn Graham: bgraham@heathdale.vic.edu.au