



St Francis
CATHOLIC COLLEGE

Subject Selection Handbook
2026



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From the Principal

Flexible senior secondary pathways for students have long been a hallmark of St Francis Secondary College.

Commencing in Year 10, students can select from various career pathways that suit their skills and interests.

The senior secondary pathway reform has brought even greater flexibility for students when selecting their future study choices.

The VCE Vocational Major is the applied learning and vocational options but has the added benefit of allowing students to combine VCE units into their program. This increased choice will enable students to gain experiences that prepare them for future employment pathways.

The Victorian Pathways Certificate (VPC) is an inclusive Year 11 and 12 standards-based certificate that meets the needs of a smaller number of students who are not yet able or ready to complete the VCE (including the VCE Vocational Major).

Offering these two certificates alongside the traditional VCE suite of subjects will allow all senior students to select a pathway that best suits their strengths and interests.

As we approach subject selection time, it is important that parents and guardians begin discussing the various options with students.

Marlene Jorgensen
Principal



Introduction

The St Francis Catholic College Course Guide is an overview of the learning and teaching programs offered at the College for the 2026 academic year.

This guide is designed to provide a clear explanation of all subject offerings for students at Years 10–12, as well as all the information students and their parents will need to make informed choices about selecting courses of study.

The 2026 Course Guide comprises:

- an overview of the curriculum at Years 10–12
- a section for each learning area describing in detail the subject offerings
- information on equivalent Year 11 and 12 program choices such as the VCE Vocational Major (VM) and Vocational Education and Training (VET).

The Year 10–12 Course Guide outlines subjects offered organised into learning area.

Year 10 provides a foundation for future study and students are encouraged to consider carefully the progression of subjects from Year 10 to Year 12 when selecting their program of study.

Joanne Holmes

Deputy Principal Learning and Teaching

Our **College mission** is to nurture the personal, spiritual and academic growth of each individual in this community in an atmosphere of faith, care, support and encouragement.

We aim to foster the growth of personal worth and to develop the gifts of each individual through the pursuit of prayer, knowledge, communication and service to each other.

While respecting individual differences, we challenge each other to use our talents in the best way possible.

We encourage personal excellence, self-discipline, and a sense of responsibility, which is displayed in our respect and concern for the well-being of all.

Through this community of purpose, St Francis Catholic College – the students, parents and staff – will be a sign of God's presence in the local community.

Curriculum Overview

Students may pursue a learning program in any or a combination of the following in their final years of schooling:

1. The Victorian Certificate of Education (VCE)

The VCE is typically a two-year program of study undertaken during the final two years of secondary education. It is a recognised qualification for entry to further studies at university or TAFE or for movement into the workforce.

2. The Victorian Certificate of Education Vocational Major (VCE VM)

It is an applied learning program that give students choice and flexibility, allowing them to tailor their program to their strengths and vocational aspirations. It acknowledges that Vocational and Applied Learning (VAL) pathways are high quality choices for all students and strengthens perceptions and understanding of senior school certificates in the community. Students complete studies in the fields of Literacy, Numeracy, Work Related Skills, Personal Development Skills and a Vocational Education and Training (VET) certificate.

3. Vocational Education and Training (VET)

VET subjects can be combined with either VCE or VCE VM pathways of study. Students completing a VCE VM pathway are required to complete some VET units of study.

VET subjects provide a nationally recognised qualification which can be used to gain employment or lead to further study at a TAFE institute after completing secondary school. Many VET subjects also provide credits towards calculation of the Australian Tertiary Admissions Rank (ATAR).

4. Victorian Pathways Certificate (VPC)

The VPC is an accredited foundation secondary qualification under the Education and Training Reform Act 2006. It aligns to Level 1 in the Australian Qualifications Framework. While the VPC is not a senior secondary qualification, it can be a pathway to VCE and VCE-VM certificates.

The **VCE** is comprised of over 40 studies. Most studies are made up of 4 units each. A unit represents about 100 hours of work and lasts for one semester or half year.

Units 1 and 2 are usually offered at Year 11. Units 3 and 4 are usually offered at Year 12 and are sequential. A typical student's program will consist of 24 semester-based units of study over the two years, although some students may do more or less in particular circumstances.

All VCE students will be required to undertake a VCAA approved program of studies which will allow them to meet the satisfactory completion requirements as listed below.

To be eligible for the award of VCE, a student must satisfactorily complete 16 units, including:

- Three units in English or Literature or English Language.
- At least three sequences of Units 3 and 4 in studies other than English.

At St Francis Catholic College, students will also be expected to include at least two units in Religious Education (one unit at each Year 11 and Year 12).

The following is a summary of what to expect with the VCE.

- Assessment will be based on a combination of examinations and School Assessed work (SACs and SATs).
- There is a strong emphasis on students being assessed on work done in class as part of the normal teaching program.
- Examinations, including the General Achievement Test (GAT), are of great importance in that they form a large part of the assessment and the examination performance may be used to determine what the final grades for School Assessed work will be.

Students should note that their selection of particular subjects will be dependent on their previous academic performance. Students are encouraged to seek advice from subject teachers about the suitability of their subject choices.

Guidelines for choosing your 2026 course

1. Choose a course which fits in with your academic background:

Choose subjects in areas in which you have an interest and in which you have shown ability. Also, be sure you are clear about the amount and type of work required. Some subjects require much more research and assignment work than others. Others have more of a practical component in them.

2. Choose a course that will be consistent with your future aims:

Entry into many tertiary courses (at Universities, Colleges, Institutes of Technology, TAFE, etc.) requires certain subjects to be studied at Year 11 and/or Year 12. Information regarding prerequisites or recommended subjects can be obtained in the College Careers Centre, from the VTAC website (www.vtac.edu.au), College Pathways Team or best of all, directly from the institution concerned. Please always consult the VTAC site for information regarding prerequisite studies and /or check with the Pathways Coordinator.

3. Seek guidance on the suitability of your selection:

Check with members of staff including your Homeroom Teacher, subject teachers, Domain Leaders and most importantly Pathways staff as well as your parents and prospective employers.

4. Subject availability:

Where student numbers do not allow for a viable class or a dedicated teacher is not available the subject or elective may not run.

Kristiaan Vallak
Pathways Coordinator
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VCE, VM or VPC?

- Suitability for VCE or VCE-VM Pathways in Year 11 and 12 is assessed during Year 10.
- For students on a Modified Program at Year 10 the Victorian Pathway Certificate (VPC) is available in Year 11 and 12.
- For students with low attendance at Year 10 the Victorian Pathway Certificate (VPC) is available in Year 11 and 12.
- Where students are on a modified program in Year 9 this can be re-assessed for Year 10 by the Learning Diversity Team.

Students applying for VCE Unit 1 and 2 in Year 10

Students at Year 10 are able to incorporate Unit 1 & 2 VCE or VET studies as an enhancement to their Year 10 program.

Incorporating VCE Unit 1 & 2 at Year 10 can have some advantages for students

- experience in the requirements and processes for successful completion of VCE
 - practice in workload management and study skills
 - more challenging work – many students enjoy the challenge of extending their skills.
- There are also some considerable challenges however in taking on Unit 1 & 2 at Year 10.
- The workload is significantly greater and students may find this difficult to manage.
 - Students may have missed important foundation information that is studied at Year 10 and may require extra work to catch up.
 - Some students may focus on Unit 1 & 2 studies and ignore Year 10 subjects, so do not develop appropriate foundation skills in other learning areas.

Each student needs to consider the advantages and challenges of taking on Unit 1 & 2 studies at Year 10.

Students who want to complete a VCE Unit 1 & 2 study in Year 10 are required to complete an application form.

Year 10–12 Pathways

	STANDARD	OPTIONS			APPLIED LEARNING
Year 10	Full Year 10 Program	Year 10 Program with a Unit 1 & 2 VCE or VET subject when invited for acceleration.			
Year 11	Full Unit 1 & 2 Program	Unit 1 & 2 Program with a Unit 3 & 4 subject.	Unit 1 & 2 Program with a VET course.	Unit 1 & 2 Program with a Unit 3 & 4 subject and a VET course.	VCE VM
Year 12	Full Unit 3 & 4 Program	Unit 3 & 4 Program and a VET course			VCE VM

The VCE pathway

Most students choose a VCE course of study to provide them with a pathway into employment, further training or tertiary education at a TAFE or University. VCE gives students an excellent foundation to undertake further education and training options that lead into a broad range of career possibilities. In Year 11, some students may be invited to study a Unit 3 / 4 sequence. This would enable eligible students to accelerate some of their Year 12 studies. Each acceleration case will be assessed on its merits, with due consideration given to a student's ability to cope with the demands of study at this level in the available subjects. Students must follow the procedures as outlined in the Acceleration Policy.

VCE-Vocational Major Pathway

The VCE Vocational Major is the vocational and applied learning pathway that is in now part of the VCE. It is the method of learning where theory comes to life for students in a real world context that relates to their own future. The VCE Vocational Major is the replacement for Intermediate and Senior VCAL. It is a two year program over Year 11 and 12.

The Vocational Education and Training (VET) pathway

It is also possible to study a VET (Vocational Education and Training) course within a VCE program. VET courses provide students with learning and skill development designed to prepare individuals for work in the chosen industry or further study in this field. A VET course is the equivalent to an entry level

TAFE Certificate which can lead to higher level qualifications with further TAFE study. Students undertaking a VET course have the advantage of obtaining a nationally recognised qualification and at the same time receive credits toward their VCE program. Many of the programs offered are also able to contribute to a student's ATAR in Year 12.

Limited VET courses are offered to students undertaking the VCE. Students who opt to complete the VCE can only enrol in scored VET courses. These scored VET courses will be offered at the College and students may have to attend work placement during the school holidays. Some VET courses may also require additional hours of completion outside of normal school hours.

Yr 10 Work Experience

Year 10 is one of the senior secondary years during which students can complete work experience. In Term 4 of Year 9, students begin looking for suitable work experience placements for the end of Term 2 of Year 10. They will also meet with our Pathways staff to discuss:

- their career and employment interests, skills and talents
- the subjects they are good at and are Interested In pursuing
- ideas they have about work experience.

Work experience allows students to explore possible career options and to start thinking about VCE and subject selection.

It also gives students an understanding of the work environment, what employers expect of their workers and life experience outside of the classroom.

Acceleration Policy

	OVERALL percentage grade from the academic year	Offering
General Year 10 Program	≤70% of all combined subjects	A general Year 10 program
VCE VET Offering	≥70 – ≤85% of all combined subjects`	A general Year 10 program with a prescribed VCE VET, Unit 1 and 2 VCE Outdoor and Environmental Studies OR Elite Sports Academy (ESA)* *Please note. ESA has additional requirements, refer to the handbook for application requirements in addition to the Acceleration Policy.
VCE Unit 1 and 2 Subject	≥85%	A general Year 10 program while undertaking a VCE Unit 1 and 2 subject from the prescribed list.

General Year 10 Program

If a student is offered a general Year 10 program based on result this will not jeopardise the stream they are choosing for Year 11 and 12. If a student is offered a general Year 10 program, they may wish to enter an academic contract to accelerate in Semester 2 if they meet the required academic criteria and work ethic. This offering is conditional and will be calculated from the overall Semester 1 results.

A student may not receive their nominated subject due to factors related to timetabling, class size, teacher availability and class viability. Students should choose two reserve subjects.

All students in Year 10 complete either VCE Religion & Society Unit 1 or Year 10 Faith in Action Youth Ministry. Year 10 Faith in Action requires Year 9 Religious Education teacher recommendation.

General Year 10 Program with a VCE VET or Unit 1 and 2 Outdoor and Environmental Studies or Elite Sports Academy

VCE VET is a two-year vocational education subject that contributes to a student's overall ATAR at the end of Year 12. VET subjects must be studied over two years to receive the relevant certificate and credit towards VCE. Students from Melton or Cobblebank Campus will be offered the VCE VET from the prescribed list below.

Outdoor and Environmental Studies is a VCE subject but, due to the demands on students with day excursions and extended overnight camps, this subject is offered as VCE Unit 1 and 2 to Year 10 students and completed as VCE Unit 3 and 4 in Year 11. This minimises the impact on other VCE subjects, due to absence in a student's final year of schooling (Year 12).

Elite Sports Academy (ESA) is offered at Melton and Cobblebank Campuses to Year 10 students. It requires an extra application process with specific criteria. Along with studying VCE VET Sport and Recreation, there is a focus on strength and conditioning (Melton Campus) and cricket (Cobblebank Campus). This is a three-year course due to the extra elements included in the course.

If a student is interested in undertaking ESA, but is unsuccessful in their application, they may be able to study VCE VET Sport and Recreation.

Melton Campus

- Elite Sports Academy (ESA) – includes VCE VET Sport and Recreation
- Outdoor & Environmental Studies Unit 1 and 2
- VCE VET Allied Health Assistance
- VCE VET Business
- VCE VET Dance – students to discuss their suitability with the Domain Leader and teacher
- VCE VET Engineering
- VCE VET Laboratory Skills
- VCE VET Sport & Recreation
- VCE VET Music – students to discuss their suitability with the Domain Leader and teacher

Cobblebank Campus

- Elite Sports Academy (ESA) – includes VCE VET Sport and Recreation
- VCE VET Engineering – this is held at the Melton Campus
- VCE VET Music – students to discuss their suitability with the Domain Leader and teacher
- VCE VET Sport and Recreation

Students should choose two reserve subjects.

General Year 10 Program with a Unit 1 and 2 VCE Subject

A VCE Unit 1 and 2 subject will be offered to a student achieving an average of $\geq 85\%$ or greater within their academic studies. A VCE subject is conducted over two years with Unit 3 and 4 being completed in Year 11. Students who begin a VCE subject in Year 10 will study six Unit 3 and 4 subjects by the completion of Year 12. On successful completion, all six subjects will contribute to the student's ATAR. Once a VCE subject is chosen, it is expected that the student will study the full Unit 1 – 4 sequence. This option is available to both Melton and Cobblebank Campus students.

If a student wants to change their VCE subject, they will be required to attend a pathways appointment to ensure there is no impact on their future career aspirations. They will be required to explain the circumstances of the change and may be directed to the Domain Leader for further discussion.

Students can choose from the VCE subjects listed below.

Melton Campus

- Biology Units 1 and 2
- Business Management Units 1 and 2
- Food Studies Units 1 and 2 – interview with Domain Leader
- General Mathematics Units 1 and 2
- Health and Human Development Units 1 and 2
- Legal Studies Units 1 and 2
- Media Units 1 and 2 – interview with Domain Leader
- Modern History Units 1 and 2
- Physical Education Units 1 and 2
- Psychology Units 1 and 2

Students can also choose to undertake any of the VCE VET subjects listed in the above group

Cobblebank Campus

- Business Management Units 1 and 2
- General Mathematics Units 1 and 2
- Physical Education Units 1 and 2
- Psychology Units 1 and 2

A student may not receive their first choice subject due to factors related to timetabling, class size, teacher availability and class viability. Students should choose two reserve subjects.

Learning Areas



Senior Years Leader

Carissa Lock

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DOMAIN	DOMAIN LEADER	PAGE
Religious Education	Simone Taylor staylor@sfcc.vic.edu.au	11
English	Kezi Todd ktodd@sfcc.vic.edu.au	16
Mathematics	Margaret Fury mfury@sfcc.vic.edu.au	24
Humanities	Nirasha Pandi npandi@sfcc.vic.edu.au	35
Science	Jason Rowley jrowley@sfcc.vic.edu.au	50
Health and Physical Education	Mikaela Hurst mhurst@sfcc.vic.edu.au	60
Arts	Daniel Askew daskew@sfcc.vic.edu.au	66
Technologies	Jessica Attard jattard@sfcc.vic.edu.au	80
Languages	Alessandra Vono avono@sfcc.vic.edu.au	86
VET	Nicole Fuller nfuller@sfcc.vic.edu.au	90
Vocational Learning Leader	Narelle Layton nlayton@sfcc.vic.edu.au	103

Religious Education

Year 10

- 12** Religion and Society Unit 1
- 13** Faith in Action: Youth Ministry

Year 11

- 13** Texts and Traditions Unit 1
- 14** Religion and Society Unit 3 & 4
- 15** Philosophy Unit 1 & 2

Year 12

- 12** Religion and Society Unit 2
- 14** Religion and Society Unit 3 & 4

Religious Education is a compulsory subject at all year levels.

In **Year 11**, all students study Texts and Traditions Unit 1 (throughout the entire year) unless they choose to study Religion & Society Units 3 & 4.

In **Year 12**, all students study Religion & Society Unit 2 unless they choose to study Religion & Society Units 3 & 4.

Please note: Philosophy can not be chosen as a replacement for a RE subject.

Unit 1: The role of religion in society (Year 10)**UNIT OVERVIEW**

In this unit students explore the spiritual origins of religion and understand its role in the development of society, identifying the nature and purpose of religion over time. They investigate religion, including the totality of phenomena to which the term 'religion' refers, and acknowledge religion's contribution to the development of human society. They also focus on the role of spiritualities, religious traditions and religious denominations in shaping personal and group identity over time. Students examine how individuals, groups and new ideas have affected and continue to affect spiritualities, religious traditions and religious denominations. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas, truth narratives, spiritualities and religious traditions broadly and in the Australian society in which they live.

Areas of Study

- the nature and purpose of religion
- religion through the ages
- religion in Australia

Assessment Items

- structured questions
- reports
- multimedia presentations
- analytical exercises
- case studies
- extended responses
- visual analyses

Unit 2: Religion and ethics (Year 12)**UNIT OVERVIEW**

How do we know what is good? How do we make decisions in situations where it is unclear what is good or not good? Do we accept what society defines as good? Do we do what feels right? Or do we rely on a definition of what is good from a spirituality, religious tradition or religious denomination? What are the principles that guide decision-making? Ethics is concerned with discovering the perspectives that guide practical moral judgment. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgments. An important influence on ethical perspective is the method of ethical decision-making, made up of concepts, principles and theories.

Ethical questions that demand practical moral judgment are raised at the personal, family, local, wider community, national and global level. Family, community and traditional connections tie people together and provide an ethical background to guide what individuals choose to do, approving of some choices and disapproving of others. This ethical background is enmeshed with the dominant religious and philosophical traditions within a culture at a particular point in time.

Today, religious and philosophical traditions interact with other sources of authority and moral values represented in the media and popular culture. Nevertheless, society still often relies on cultural heritages that contain a variety of ethical perspectives as well as values centred on human dignity and basic justice. These perspectives and values remain fundamental to many legal and social systems, and to codes of behaviour. They constitute the everyday categories of ethical discourse in the world. They are taken by the individuals and groups that hold them to be the starting point and common ground for discussion about ethical issues and moral behaviour in societies where multiple worldviews coexist.

Areas of Study

- ethical decision-making and moral judgment
- religion and ethics
- ethical issues in society

Assessment Items

- analytical exercises
- structured questions
- case studies
- extended responses

YEAR 10

Faith in Action: Youth Ministry

UNIT OVERVIEW

The Youth Ministry Year 10 course is designed to inspire and equip students to engage deeply with our school motto of 'Faith In Action', focusing on ministry and leadership. Students will deepen their ministry to younger students and become involved in the creation of faith forming experiences for the College community through structured guidance. The course includes core elements from Year 10 Religious Education to prepare students for advanced studies in Religion & Society with a strong Franciscan focus.

This course is for students interested in experiencing a more 'hands on' approach to Religious Education. These students are likely to be passionate about community service, eager to deepen their understanding of Franciscan values, and motivated to engage in peer-led initiatives that promote spiritual growth and social justice within and beyond the school community. This is a school-based course which does not offer VCE credits, however entrance into Unit 2 Religion in year 12 will be granted.

Areas of Study

- Scripture and Jesus
- Church and Community
- God, Religion and Life
- Prayer, Liturgy and the Sacraments
- Morality and Justice

Assessment:

- Journal writing: Analytical and reflective writing on key course themes.
- Prayer & Liturgy: Planning and leading prayer and liturgical events in the College.
- Short Responses: Written reflections and responses to specific questions or scenarios.

YEAR 11

Unit 1: Texts and Traditions

UNIT OVERVIEW

In this unit students examine the place of sacred texts and their literary forms within a religious tradition. Students explore the importance of sacred texts as the source of a tradition and learn how to interpret and describe their meaning for the earlier and continuing tradition.

The process of searching for and giving expression to the meaning of texts is called exegesis. This unit introduces students to basic methods of exegesis to bring about a deeper awareness of how sacred texts came about, and the meaning of those texts for the religious tradition. The skills of exegetical method are introduced to the students.

This unit also explores how sacred texts have been used by people both within and beyond the religious tradition to bring meaning to issues or ideas in a new cultural setting.

This unit requires the study of sacred texts in a variety of literary forms. The texts may come from one religious tradition or from a range of religious traditions.

Areas of Study

- The importance of sacred texts to the tradition
- The exegesis of text
- Sacred texts and later traditions

Assessment items

- Summaries
- Textual commentaries
- Multimedia presentations
- Short reports
- Exegetical exercises
- Comparative tables
- Short answer questions

Unit 3: The search for meaning**UNIT OVERVIEW**

Over time and across cultures humanity has sought to understand the why and how of existence. In this quest for meaning humans have consistently posed big questions of life such as: Where did we come from? Is there someone or something greater than us – an ultimate reality? What is the purpose of our existence? How should we live? Is there anything beyond death? In response to this search for meaning, various spiritual, religious, philosophical, scientific and ideological worldviews have been developed. Religion has developed answers in the form of a truth narrative: various beliefs and other aspects that have offered ways of establishing meaning, not only for human existence but also for all that exists. The aspects of religion also attempt to express and explain the nature of relationships between humans individually and collectively, between humans and ultimate reality and between humans and the rest of the natural world.

The beliefs of religion are the ideas held about ultimate reality and the meaning of human existence, such as the purpose of all life and notions of the afterlife. These beliefs, together with their expressions through the other aspects, form the distinctive identity of a religious tradition or religious denomination.

In this unit students study the purposes of religion generally and then consider the religious beliefs developed by a religious tradition or religious denomination in response to the big questions of life. Students study how particular beliefs within a religious tradition or religious denomination may be expressed through the other aspects of religion, and explore how this is intended to foster meaning for adherents. Students then consider the interaction between significant life experiences and religion.

Areas of Study

- Responding to the search for meaning
- Expressing meaning
- Significant life experience, religious belief and faith

Assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

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

Unit 4: Religion, challenge and change**UNIT OVERVIEW**

This unit focuses on the interaction over time of religious traditions and religious denominations and the societies of which they are a part. For a large part of human history religion has been drawn on as a truth narrative, offering a means for finding answers to the big questions of life. Religious traditions and religious denominations are in a dynamic process of engagement and negotiation with members individually and collectively, as well as with other key institutions in wider society associated with power, authority and credibility. Religious traditions and religious denominations are living institutions that interact with society and can likewise be influenced by society. They can stimulate and support society, acting as levers for change themselves and embracing or resisting forces for change within society.

Religious traditions and religious denominations are in a constant state of development as members apply their talents and faith to extend the intellectual and aesthetic nature of a tradition's or denomination's beliefs, of the expression of these beliefs and of the application of these beliefs to their lives. Opportunities for development also come from significant challenges in the interaction of religious traditions and religious denominations and society, including the needs and insights of their members and other people and groups within wider society. A challenge is a situation that stimulates a response from society and/or religious traditions and religious denominations. These challenges and the religious tradition and religious denomination are influenced by broader contexts such as changing economic and environmental conditions, and political, social or technological developments.

Areas of Study

- Challenge and response
- Interaction of religion and society

Assessment

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

The examination will contribute 50 per cent to the study score.

Future Pathways

Teaching, Theology, Law, Medicine, Human Geography, Research, Business, Environmental Studies, Faith-Centered Vocations

Unit 1: Philosophy, existence and knowledge**UNIT OVERVIEW**

What is the nature of reality? How can we acquire certain knowledge? These are some of the questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of 2 key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – ‘doing philosophy’ – through the formulation and exploration of questions in philosophical exchanges with others. Hence the study and practice of techniques of philosophical reasoning are central to this unit. As students learn to think philosophically, appropriate examples of philosophical viewpoints and arguments, both contemporary and historical, are used to support, stimulate and enhance their thinking about central concepts and problems. At least one of these examples will be from a primary philosophical text using a complete text or an extract. As students investigate central concepts and problems, they will also consider the relationship between philosophical problems and relevant contemporary debates.

Areas of Study

1. The nature and methods of philosophy
2. Metaphysics
3. Epistemology

Assessment

Suitable tasks for assessment in this unit may be selected from the following:

- an essay
- a written analysis
- short-answer responses
- a written reflection
- a narrative response and statement of intention
- presentations (oral, multimedia)
- a dialogue (oral, written)
- a research task.

Unit 2: Questions of value**UNIT OVERVIEW**

What are the foundations of our judgments about value? What is the relationship between different types of value? How, if at all, can particular value judgments be defended or criticised?

This unit enables students to explore these questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates. They study at least one primary philosophical text, using the complete text or an extract, and develop a range of skills including formulating philosophical questions and developing philosophical perspectives.

Areas of Study

1. Ethics and moral philosophy
2. Further problems in value theory
3. Philosophy: its nature, purpose and value

Assessment

Suitable tasks for assessment in this unit may be selected from the following:

- an essay
- an extended written response
- short-answer responses
- a written reflection
- a narrative response and statement of intention
- presentations (oral, multimedia)
- a dialogue (oral, written)
- a research task.

English

Year 10

- 17** English/English as an Additional Language (EAL)
- 17** Year 10 English Enhancement: *Words and their Power*

Year 11

- 18** English/English as an Additional Language Unit 1 & 2
- 20** English Language Unit 1 & 2
- 22** Literature Unit 1 & 2

Year 12

- 19** English/English as an Additional Language Unit 3 & 4
- 21** English Language Unit 3 & 4
- 23** Literature Unit 3 & 4

The study of English is compulsory.

YEAR 10: All students **must** do the mainstream Year 10 English course, the 'Enhancement' is a semester long elective that must be taken in **addition**. You will be studying 2 English subjects in one semester.

VCE: Students must satisfactorily complete a minimum of three units of an English subject, including a Unit 3 & 4 sequence. English studies include English/English as an Additional Language, English Language and Literature.

The three units from the group of English studies that are required for satisfactory completion of the VCE may be selected from:

- English Units 1 to 4
- English as an Additional Language (EAL)
- English Language Units 1 and 4
- Literature Units 1 to 4

Students may complete more than four units from the group of English studies.

Year 10 English/EAL (Compulsory)

Students must meet specific criteria to be eligible for EAL.

UNIT OVERVIEW

Year 10 English/EAL has been designed to best prepare students for a variety of pathways including VCE English and the other VCE English study alternatives.

In Semester 1, all students will undertake two units of study, with a school-based examination at the end of the semester. The units are mirrored on that of the VCE and will focus on the Victorian Curriculum standards of reading and viewing, writing, speaking and listening.

In Semester 2, students will either continue their study of the mainstream English/EAL course, further consolidating the skills required for VCE English/EAL or, upon meeting specific criteria set by the school, may be invited to undertake an extension English program. This program will provide insight into the types of skills and knowledge covered in VCE Literature or VCE English Language.

Areas of study

1. Reading and Exploring Texts

In this area of study, students engage in reading and viewing texts and explore the ways in which meaning is produced. Students analyse the features of texts and consider how authors explore ideas, concerns, and tensions. They develop personal responses to texts and produce a formal analytical response.

2. Crafting Texts

In this area of study, students engage with and develop an understanding of effective and cohesive writing, and develop an increasing understanding of purpose, context, and audience. They explore imaginative, persuasive and informative texts and use these texts to guide the production of their own texts.

3. Exploring Argument

In this area of study, students explore the ways language and argument work to position audiences. Students will identify and analyse the construction of arguments and use of persuasive language in a variety of media texts. They will then use these techniques, both orally and in writing, to present a point of view on an issue.

Assessment

Students will complete common assessment tasks and sit a school based examination in both Semester 1 and Semester 2.

Year 10 English Enhancement: *Words and their Power* (Elective)

UNIT OVERVIEW

This subject provides an opportunity for students to enrich their study of English through an introduction to literary and linguistic skills and concepts.

In their introduction to Literature, students will examine some of the powerful texts that have been subject to controversy but loved by readers. They will also examine the socio-historical factors surrounding their publication and consider how the texts reveal truths about society.

In their introduction to linguistics and language, students will examine the changing voice of Australian English. They look at the stereotypical representations of Australian language in popular culture and consider the way this has changed throughout history. This unit also examines the way particular words have been used to include or exclude groups within society and the ways our words can empower others.

This subject will be useful for students considering undertaking VCE Literature or VCE English Language in Units 1-4.

Areas of Study

- Literature Study: Changing the World through Words
- English Language Study: Australian Identity and Language.

Assessment

Common assessment tasks in this unit may include essays, close analysis tasks, creative responses and short answer-tests. Students will also complete an end of semester examination.

PLEASE NOTE: All students **must** do the mainstream Year 10 English course, the 'Enhancement' is a semester long elective that must be taken in **addition**. You will be studying 2 English subjects in one semester.

Unit 1:**UNIT OVERVIEW**

In this unit, students engage in reading and viewing texts with a focus on personal connections to story. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning. Through the use of individual and shared mentor texts, students apply, extend and challenge their understanding of effective imaginative, persuasive and informative writing. They employ and experiment with this understanding to craft their own writing for a range of purposes, audiences, and contexts.

Areas of Study

- Reading and exploring texts
- Crafting texts

Assessment

- Personal response to a text
- Two student-created texts
- Description of the writing process
- Exam

Unit 2:**UNIT OVERVIEW**

In this unit, 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 a text. They consider the way arguments are developed and delivered in many forms of media, closely examine the language and visuals employed by the author and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.

Areas of Study

- Reading and exploring texts
- Exploring argument

Assessment

- Analytical response to a set text
- Written analysis of media texts
- Oral presentation of a point of view
- Exam

Unit 3:**UNIT OVERVIEW**

Area of study 1: In this area of study, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways.

Area of study 2: In this area of study, students build on the knowledge and skills developed through Unit 1. They read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts. They further consider mentor texts through their understanding of the ways that purpose, context (including mode), and specific and situated audiences influence and shape writing.

Areas of Study

- Reading and responding to texts
- Creating texts

Assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

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

Unit 4:**UNIT OVERVIEW**

Area of study 1: In this area of study, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.

Area of study 2: In this area of study, students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. The texts must have appeared in the media since 1 September of the previous year and teachers are advised to work with their students to select an issue of relevance to the cohort. Students read, view and/or listen to a variety of texts from the media, including print and digital, and audio and audio visual, and develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue.

Areas of Study

- Reading and responding to texts
- Analysing argument

Assessment

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

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

Future Pathways

A Study Score of at least 25 in English is a prerequisite for most university courses; many courses in areas such as journalism or law require 30 or even 35.

Unit 1: Language and communication**UNIT OVERVIEW**

Language is an essential aspect of human behaviour and the means by which individuals relate to the world, to each other and to the communities of which they are members. In this unit, students consider the ways language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs and conventions. The relationship between speech and writing as the dominant language modes and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language and the stages of language acquisition across a range of subsystems.

Areas of Study

- The nature and functions of language
- Language acquisition

Assessment

Suitable tasks for assessment in this unit may be selected from the following:

- A folio of annotated texts
- An essay • an investigative report
- An analysis of spoken and/or written text
- An analytical commentary
- A case study
- Short-answer questions
- An analysis of data.
- Exam

Unit 2: Language change**UNIT OVERVIEW**

In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and continuous process. Students consider factors contributing to change in the English language over time and factors contributing to the spread of English. They explore texts from the past and from the present and consider how language change affects each of the subsystems of language – phonetics and phonology, morphology, lexicology, syntax, discourse, and pragmatics and semantics. Students also consider how attitudes to language change can vary markedly.

In addition to developing an understanding of how English has been transformed, they consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language. Students investigate how contact between English and other languages has led to the development of geographical and ethnic varieties but has also hastened the decline of the languages of indigenous peoples. They consider the cultural repercussions of the spread of English.

Areas of Study

- English across time
- Englishes in contact

Assessment

Suitable tasks for assessment in this unit may be selected from the following:

- A folio of annotated texts
- An essay • an investigative report
- An analysis of spoken and/or written text
- An analytical commentary
- A case study
- Short-answer questions
- An analysis of data.
- Exam

Unit 3: Language variation and purpose**UNIT OVERVIEW**

In this unit students investigate English language in contemporary Australian settings. They consider language as a means of interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances.

Students examine the features of formal and informal language in both spoken and written language modes; the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the role played by the functions of language when conveying a message; and the particular context in which a message is conveyed. Students learn how to describe the interrelationship between words, sentences and text and explore how texts present message and meaning.

Students learn that language choices are always influenced by the function, register and tenor, and the situational and cultural contexts in which they occur. They learn that the situational elements of a language exchange, such as the field, language mode, setting and text type, influence language choice, as do the values, attitudes and beliefs held by participants and the wider community. Students learn how speakers and writers select language features and how this in turn establishes the degree of formality within a discourse. They learn how language can be indicative of relationships, power structures and purpose through the choice of a particular variety of language and through the ways in which language varieties are used in processes of inclusion and exclusion.

Areas of Study

- Informality
- Formality

Assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

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

Unit 4: Language variation and identity**UNIT OVERVIEW**

In this unit students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, influenced by the intersection of geographical, cultural and social factors. Standard Australian English is the variety that is granted prestige in contemporary Australian society and, as such, has a central role in the complex construct of a national identity. However, the use of language varieties can play important roles in constructing users' social and cultural identities. Students examine texts to explore the ways different identities are imposed, negotiated and conveyed.

Students explore how our sense of identity evolves in response to situations and experiences, and is influenced by how we see ourselves and how others see us. Through our language we express ourselves as individuals and signal our membership of particular groups. Students explore how language can distinguish between 'us' and 'them', creating solidarity and reinforcing social distance.

Areas of Study

- Language variation in Australian society
- Individual and group identities

Assessment

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

The examination will contribute 50 per cent.

Future Pathways

Fields such as Linguistics, the Arts, Sciences, Law, Politics, Trades, Education, Psychology, the study of other Languages, Speech and Reading Therapy, Journalism and Philosophy

Unit 1:**UNIT OVERVIEW**

In this unit, students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text. Students closely examine the literary forms, features and language of texts. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text.

Students also explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and they experiment with the assumptions and representations embedded in the texts.

Areas of Study

- Reading practices
- Exploration of literary movements and genres

Assessment

- close passage analysis and oral presentation
- creative response
- exam

Unit 2:**UNIT OVERVIEW**

In this unit, students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts, and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation. Students examine representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts and the ways in which these texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonisation. Students acknowledge and reflect on a range of Australian views and values (including their own) through a text(s). Within that exploration, students consider stories about the Australian landscape and culture.

Students also explore the historical, social, and cultural contexts of texts and reflect on representations of a specific time and/or culture within a text. Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time and/or culture, its ideas, and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance. They analyse language closely, recognising that words have historical and cultural import.

Areas of Study

- Voices of country
- The text in its context

Assessment

- analytical essay
- close passage analysis
- exam

Unit 3:**UNIT OVERVIEW**

In this area of study students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text.

Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language. These student interpretations should consider the historical, social and cultural context in which a text is written and set. Students also consider their own views and values as readers.

Areas of Study

- Adaptations and transformations
- Developing interpretations

Assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

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

Unit 4:**UNIT OVERVIEW**

In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text in order to create their own writing. In their adaptation of the tone and the style of the original text, students develop an understanding of the views and values explored.

Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.

Areas of Study

- Creative responses to texts
- Close analysis of texts

Assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

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

Future Pathways

Fields such as Linguistics, the Arts, Sciences, Law, Politics, Trades, Education, Psychology, the study of other Languages, Speech and Reading Therapy, Journalism and Philosophy

Mathematics

Year 10

- 25** Year 10 Core Mathematics
- 25** Year 10 Core Plus Mathematics
- 26** Yr 10 Extension Mathematics

Year 10 students

If you wish to study Maths Methods or Specialist Maths in Year 11 it is recommended you take Yr 10 Core Plus Mathematics and it is highly recommend that you undertake the semester based subject of Yr 10 Extension Mathematics to compliment your Year 10 maths.

Yr 10 Extension Mathematics is a semester based subject.

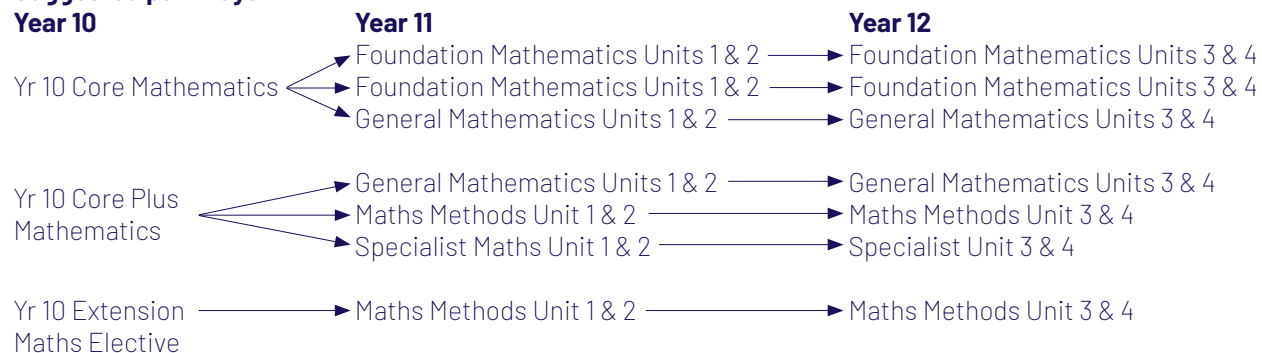
Year 11 students

If you wish to study Specialist Mathematics at Year 12, it is highly recommended that you choose Specialist Mathematics Units 1 & 2 and Mathematical Methods (CAS) Units 1 & 2 at Year 11.

Please note:

Specialist Mathematics Units 1 & 2 must be studied with Mathematical Methods (CAS) Units 1 & 2 before advancing to Specialist Mathematics Units 3 & 4
Specialist Mathematics Units 3 & 4 must be studied in conjunction with Mathematical Methods Units 3 & 4. It is not recommended that students select more than two mathematics subjects in VCE.

Suggested pathways



Yr 10 Core Mathematics

UNIT OVERVIEW

In Yr 10 Core Mathematics, students extend their use of mathematical models to a wide range of familiar and unfamiliar contexts, involving the use of all types of real numbers. Students apply mental, written or technology-assisted forms of computation as appropriate, and routinely use estimation to validate or provide bounds for their answers. They use exponential functions to model compound interest problems.

Students expand, factorise, simplify and substitute into algebraic expressions, including linear and exponential terms and relations, as well as simple algebraic fractions with numerical denominators. They solve related equations and simultaneous linear equations, with and without the use of digital technology. They explore the connection between tabular, graphical and algebraic representations of linear functions.

Areas of Study

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Assessment

- Assignments
- Tests
- Summary or review notes
- Short written responses
- Problem-solving tasks
- Modelling tasks
- Semester examinations

Future Pathways

This unit is recommended for students considering VCE Mathematics including Foundation and General Mathematics. This is the mainstream form of Mathematics.

Yr 10 Core Plus Mathematics

UNIT OVERVIEW

Yr 10 Core Plus Mathematics provides optional, additional content for students to be extended in their mathematical studies as well as completing the mathematics studied in Yr 10 Core Mathematics.

Students extend work in number and algebra to investigate the structure and properties of number systems, with further analysis of order relations and inequalities. They extend the study of trigonometry to include an introduction to circular functions and equations, and extend the study of indices and exponential functions to logarithms.

Students extend work in measurement and geometry to proving a broader range of geometric propositions solving trigonometric problems in non-right angles triangles, and solving three dimensional problems involving surface area and volume of cones and spheres and composite shapes.

Students extend work in statistics and probability to explore the concepts of conditionality, dependence and independence in depth, and consider how various measures of location and spread can be used to describe the distribution of a data set, and investigate how robust these are with respect to variation in the data, in particular with respect to measurement error.

Areas of Study

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Assessment

- Assignments
- Tests
- Summary or review notes
- Short written responses
- Problem-solving tasks
- Modelling task
- Semester examinations

Future Pathways

This unit is recommended for students considering studying VCE Maths, especially Mathematical Methods and Specialist Mathematics.

Yr 10 Extension Mathematics

UNIT OVERVIEW

This course provides additional content for students to be extended in their mathematical studies as well as focusing on the skills required for a successful transition into VCE Mathematical Methods or Specialist Mathematics.

This unit is ideal for those students who are very capable with their Mathematics but are unsure whether they should undertake Mathematical Methods in Year 11. Students who plan to take Year 11 and 12 Mathematical Methods are strongly recommended to undertake this subject. Its aim is to provide students a glimpse into Mathematical Methods in Year 11, what topics are explored and what skills and understandings are expected.

Students will work through topics related to Number and Algebra, Measurement and Geometry and Statistics and Probability. It has a high Algebra content that is required for VCE Mathematical Methods and VCE Specialist Mathematics and a large focus on mastering the specified skills with and without the use of technology.

Areas of Study

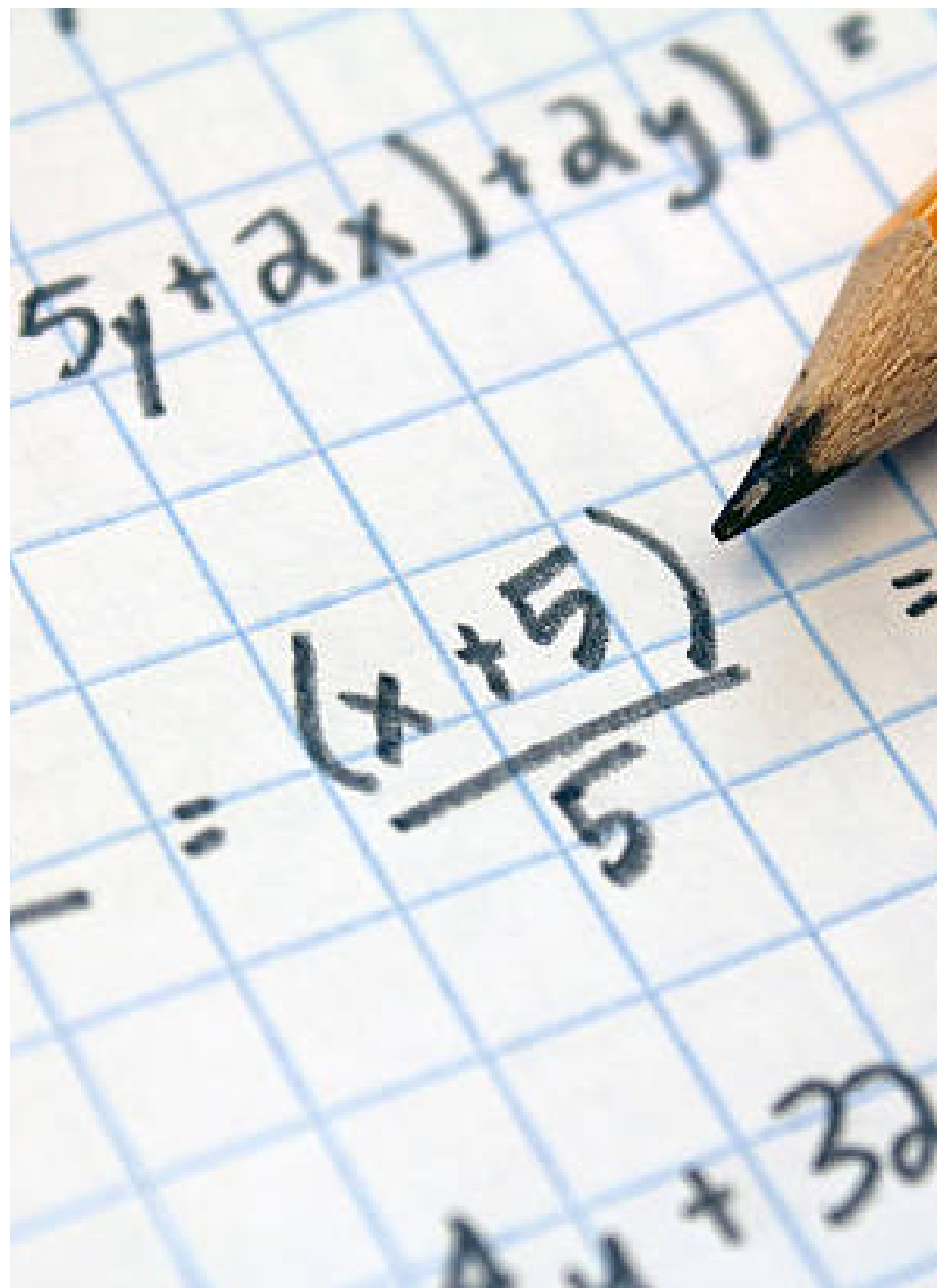
- Number and Algebra

Assessment

- Deductive Geometry
- Number and Algebra
- Statistics
- Polynomials

Future Pathways

This elective is a semester-based subject that aims to compliment Yr 10 Core Plus Mathematics and those considering studying VCE Mathematical Methods or Specialist Mathematics in Years 11 and 12.



Unit 1: Foundation Mathematics**UNIT OVERVIEW**

Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.

In Unit 1 students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives. The areas of study for Foundation Mathematics Unit 1 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'. The content should be developed using contexts present in students' other studies, work and personal or other familiar situations.

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.

Areas of Study

1. Algebra, number and structure
2. Data analysis, probability and statistics
3. Discrete mathematics
4. Space and measurement

Assessment

- assignments
- tests
- solutions to sets of worked questions
- summary notes or review notes.

Unit 2: Foundation Mathematics**UNIT OVERVIEW**

The focus of Unit 2 is on extending breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work and personal or other familiar situations. The areas of study for Foundation Mathematics Unit 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'.

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.

Areas of Study

1. Algebra, number and structure
2. Data analysis, probability and statistics
3. Discrete mathematics
4. Space and measurement

Assessment

- assignments
- tests
- solutions to sets of worked questions
- summary notes or review notes.
- modelling tasks
- problem-solving tasks
- mathematical investigations.

Unit 3 & 4: Foundation Mathematics**UNIT OVERVIEW**

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. The areas of study for Units 3 and 4 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'. All four areas of study are to be completed over the two units, and content equivalent to two areas of study covered in each unit. The selected content for each unit should be developed using contexts present in students' other studies, work and personal or other familiar situations, and in national and international contexts, events and developments.

Assumed knowledge and skills for Foundation Mathematics Units 3 and 4 are contained in Foundation Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algebra, 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 and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Areas of Study

1. Algebra, number and structure
2. Data analysis, probability and statistics
3. Discrete mathematics
4. Space and measurement

Assessment

School-assessed Coursework for Unit 3 will contribute 40 per cent to the study score. Each area of study is to be covered in at least one of the three mathematical investigations across Units 3 and 4.

School-assessed Coursework for Unit 4 will contribute 20 per cent to the study score. Each area of study is to be covered in at least one of the three mathematical investigations across Units 3 and 4.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination. The examination will contribute 40 per cent to the study score.

Unit 1: General Mathematics**UNIT OVERVIEW**

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, recurrence relations, 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, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Areas of Study

1. Data analysis, probability and statistics
2. Algebra, number and structure
3. Functions, relations and graphs
4. Discrete mathematics

Assessment

A selection of the following assessment tasks:

- assignments
- tests
- solutions to sets of worked questions
- summary notes or review notes.
- modelling tasks
- problem-solving tasks
- mathematical investigations.

Unit 2: General Mathematics**UNIT OVERVIEW**

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 2 of General Mathematics are 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams, networks and geometric constructions, algorithms, algebraic manipulation, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Areas of Study

1. Data analysis, probability and statistics
2. Discrete mathematics
3. Functions, relations and graphs
4. Space and measurement

Assessment

A selection of the following assessment tasks:

- assignments
- tests
- solutions to sets of worked questions
- summary notes or review notes.
- modelling tasks
- problem-solving tasks
- mathematical investigations.

Unit 3 & 4: General Mathematics**UNIT OVERVIEW**

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'.

Unit 3 comprises Data analysis and Recursion and financial modelling, and Unit 4 comprises Matrices and Networks and decision mathematics.

Assumed knowledge and skills for General Mathematics Units 3 and 4 are contained in General Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of General Mathematics Units 3 and 4.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs. 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.

Areas of Study

1. Data analysis, probability and statistics
2. Discrete mathematics

Assessment

School-assessed Coursework for Unit 3 will contribute 24 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 16 per cent to the study score.

The level of achievement for Units 3 and 4 is also assessed by two end-of-year examinations.

The examinations will contribute 60 per cent to the study score. Each examination will contribute 30 per cent to the study score.

Unit 1: Mathematical Methods**UNIT OVERVIEW**

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. The units are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of 'Algebra, number and structure' which extends across Units 1 and 2. This content should be presented so that there is a balanced and progressive development of skills and knowledge from each of the four areas of study with connections between and across the areas of study being developed consistently throughout both Units 1 and 2.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs and differentiation, 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 and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.

Areas of Study

1. Functions, relations and graphs
2. Algebra, number and structure
3. Calculus
4. Data analysis, probability and statistics

Assessment

A selection of the following assessment tasks:

- assignments
- tests
- solutions to sets of worked questions
- summary notes or review notes.

Unit 2: Mathematical Methods**UNIT OVERVIEW**

The focus of Unit 2 is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications. The areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. At the end of Unit 2, students are expected to have covered the content outlined in each area of study.

Material from the areas of study should be organised so that there is a clear progression of skills and knowledge from Unit 1 to Unit 2 in each area of study.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation and anti-differentiation, 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 and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.

Areas of Study

1. Functions, relations and graphs
2. Algebra, number and structure
3. Calculus
4. Data analysis, probability and statistics

Assessment

A selection of the following assessment tasks:

- assignments
- tests
- solutions to sets of worked questions
- summary notes or review notes.

Unit 3 & 4: Mathematical Methods**UNIT OVERVIEW**

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of Mathematical Methods Units 3 and 4.

For Unit 3 a selection of content would typically include the areas of study 'Functions, relations and graphs' and 'Algebra, number and structure', applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study. For Unit 4, a corresponding selection of content would typically consist of remaining content from 'Functions, relations and graphs', 'Algebra, number and structure' and 'Calculus' areas of study, and the study of random variables, discrete and continuous probability distributions, and the distribution of sample proportions from the 'Data analysis, probability and statistics' area of study. For Unit 4, the content from the 'Calculus' area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content, including to probability distributions of continuous random variables.

The selection of content from the areas of study should be constructed so that there is a development in the complexity and sophistication of problem types and mathematical processes used (modelling, transformations, graph sketching and equation solving) in application to contexts related to these areas of study. There should be a clear progression of skills and knowledge from Unit 3 to Unit 4 in an area of study.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference, 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 and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Areas of Study

1. Functions, relations and graphs
2. Algebra, number and structure
3. Calculus
4. Data analysis, probability and statistics

Assessment

School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 20 per cent to the study score.

The level of achievement for Units 3 and 4 is also assessed by two end-of-year examinations.

Examination 1 will contribute 20 per cent to the study score and Examination 2 will contribute 40 per cent to the study score.

Unit 1: Specialist Mathematics**UNIT OVERVIEW**

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof. This study has a focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. Study of Specialist Mathematics Units 3 and 4 also assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

The areas of study for Specialist Mathematics Units 1 and 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

At the end of Unit 1 students are expected to have covered the material in the areas of study: 'Algebra, number and structure' and 'Discrete mathematics'. Concepts from these areas of study will be further developed and used in Unit 2 and also in Units 3 and 4.

Areas of Study

1. Algebra, number and structure
2. Discrete mathematics

Assessment

A selection of the following assessment tasks:

- assignments
- tests
- solutions to sets of worked questions
- summary notes or review notes.

Unit 2: Specialist Mathematics**UNIT OVERVIEW**

The areas of study for Specialist Mathematics Units 1 and 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

At the end of Unit 2 students are expected to have covered the material in the areas of studies: 'Data analysis, probability and statistics', 'Space and measurement', 'Algebra, number and structure' and 'Functions, relations and graphs'.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables, vectors and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, equations and graphs, with and without the use of technology. They are expected to be able to construct proofs and develop and interpret algorithms to solve problems. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Areas of Study

1. Data analysis, probability and statistics
2. Space and measurement
3. Algebra, number and structure
4. Functions, relations and graphs

Assessment

A selection of the following assessment tasks:

- assignments
- tests
- solutions to sets of worked questions
- summary notes or review notes.

Unit 3 & 4: Specialist Mathematics**UNIT OVERVIEW**

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Algebra, number and structure', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'. The development of course content should highlight mathematical structure, reasoning and proof and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4. The selection of content for Unit 3 and Unit 4 should be constructed so that there is a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4.

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and key skills from Mathematical Methods Units 1 and 2; the key knowledge and key skills from Specialist Mathematics Units 1 and 2; and concurrent study or previous completion of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics Units 3 and 4, which are drawn on as applicable in the development of content from the areas of study and key knowledge and key skills for the outcomes.

For Unit 3 a selection of content would typically include content from the 'Discrete mathematics', 'Functions, relations and graphs', 'Algebra, number and structure', 'Space and measurement' and 'Calculus' areas of study. In Unit 4 the corresponding selection of content would typically consist of the remaining content from the 'Discrete mathematics', 'Calculus', and 'Space and measurement' areas of study and the content from the 'Data analysis, probability and statistics' area of study.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and vectors, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Areas of Study

1. Discrete mathematics
2. Functions, relations and graphs
3. Algebra, number and structure
4. Calculus
5. Space and measurement
6. Data analysis, probability and statistics

Assessment

School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 20 per cent to the study score.

The level of achievement for Units 3 and 4 is also assessed by two end-of-year examinations.

Examination 1 will contribute 20 per cent to the study score and Examination 2 will contribute 40 per cent to the study score.

Humanities

Year 10

- 36** Geography
- 36** Crime and Democracy
- 36** History
- 36** Business Commerce

Year 11

- 37** Accounting Unit 1 & 2
- 38** Accounting Unit 3 & 4
- 39** Business Management Unit 1 & 2
- 40** Business Management Unit 3 & 4
- 41** Economics 1 & 2
- 43** Geography Unit 1 & 2
- 44** Legal Studies Unit 1 & 2
- 45** Legal Studies Unit 3 & 4
- 46** Modern History Unit 1 & 2
- 47** Ancient History 3 & 4
- 48** History - Revolutions Unit 3 & 4
- 92** Cert III Business

Year 12

- 38** Accounting Unit 3 & 4
- 40** Business Management Unit 3 & 4
- 42** Economics Units 3 & 4
- 45** Legal Studies Unit 3 & 4
- 47** Ancient History 3 & 4
- 48** History - Revolutions Unit 3 & 4

Geography

Availability: Each unit runs for one semester. Students may take the units in either Semester 1 or Semester 2.

UNIT OVERVIEW

This subject focuses on the geographical aspects of Humanities, with a focus on local, national, and international perspectives. Students will develop mapping skills through the study of various countries, examining their cultures, environments, and geographical features. By comparing human wellbeing across select countries, students will investigate the factors contributing to environmental changes over time.

Areas of study

- Geography Skills
- Human Wellbeing
- Environmental change and management

Assessment

- Test
- Inquiry Task
- Field Trip Report
- Examination

* This subject would be suited to students interested in studying Geography and Health and Human Development at VCE.

Crime and Democracy

Availability: Each unit runs for one semester. Students may take the units in either Semester 1 or Semester 2.

UNIT OVERVIEW

This subject focuses on the political and legal systems of Australia. This area of Humanities will examine levels of government, political parties and how we vote for them as well as the overall political system of Australia, how laws are made and then implemented in our legal system. The study also focuses on how the law impacts on the individual.

Area of study

- Democracy and Australia
- Human Rights and Australia

Assessment

- Topic Test
- Research Report
- Examination

* This subject would be suited to students interested in studying Politics or Legal Studies at VCE.

History

Availability: Each unit runs for one semester. Students may take the units in either Semester 1 or Semester 2.

UNIT OVERVIEW

This unit will examine events that have shaped Australia and/or the world in recent world history. Students will investigate WWII, Rights and Freedom and Popular Culture using a variety of primary and secondary sources.

Areas of study

- World War II
- Rights and Freedoms
- Popular Culture

Assessment

- Test
- Document Analysis
- Essay
- Examination

* This subject would be suited to students interested in studying one of the various history subjects at VCE.

Business Commerce

Availability: Each unit runs for one semester. Students may take the units in either Semester 1 or Semester 2.

UNIT OVERVIEW

This subject explores how individuals make informed financial decisions, navigate the world of work, and engage in entrepreneurial activities. Students will examine how consumers interact with markets, manage finances, and respond to economic and social influences. They will also investigate what makes a business successful and analyse the skills and strategies required to participate in and adapt to the changing workforce and business landscape.

Areas of study

- Business Management
- Economics
- Accounting

Assessment

- Topic test
- Individual project
- Research report
- Examination

* This subject would be suited to students interested in studying Accounting, Business Management or Economics at VCE.

Unit 1: The role of accounting in business**UNIT OVERVIEW**

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. It considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

Students record financial data and prepare reports for service businesses owned by sole proprietors.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the IASB's Conceptual Framework and financial indicators to measure business performance. They should also take into account the ethical considerations, including financial, social and environmental considerations, faced by business owners when making business decisions.

Areas of Study

1. The role of accounting
2. Recording financial data and reporting accounting information for a service business

Assessment

Suitable tasks for assessment in this unit may be selected from the following:

- a folio of exercises using manual methods and ICT
- structured questions using manual methods and ICT
- an assignment including use of ICT
- a case study including use of ICT
- a classroom presentation including use of ICT
- a feasibility investigation of a business venture including use of ICT.

Unit 2: Accounting and decision-making for a trading business**UNIT OVERVIEW**

In this unit, students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework, financial indicators and the ethical considerations faced by business owners, including financial, social and environmental considerations, when making business decisions.

Areas of Study

1. Accounting for and managing inventory
2. Accounting for and managing accounts receivable and accounts payable
3. Accounting for and managing non-current assets

Assessment

Suitable tasks for assessment in this unit may be selected from the following:

- a folio of exercises using manual methods and ICT
- structured questions using manual methods and ICT
- an assignment including use of ICT
- a case study including use of ICT
- a classroom presentation, role-play or debate including use of ICT
- a report including use of ICT.

Unit 3: Financial accounting for a trading business**UNIT OVERVIEW**

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

Students develop their understanding of the accounting processes for recording and reporting, and consider the effects of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework, financial indicators to measure business performance, as well as the ethical considerations, including financial, social and environmental considerations, faced by business owners when making business decisions.

Areas of Study

1. Recording and analysing financial data
2. Preparing and interpreting accounting reports

Assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

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

Unit 4: Recording, reporting, budgeting and decision-making**UNIT OVERVIEW**

In this unit, students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

Students extend their understanding of the recording and reporting processes, with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and the importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. Using this evaluation, students suggest strategies to business owners to improve business performance.

Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework and financial indicators to measure business performance, as well as the ethical considerations, including financial, social and environmental considerations, faced by business owners when making business decisions.

Areas of Study

1. Extension of recording and reporting
2. Budgeting and decision-making

Assessment

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

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

Future Pathways

Bachelor degrees or TAFE qualifications in Accounting, Finance, Commerce or Business

Unit 1: Planning a business**UNIT OVERVIEW**

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

Areas of Study

1. The business idea
2. Internal business environment and planning
3. External business environment and planning

Assessment

Suitable tasks for assessment in this unit may be selected from the following:

- a case study analysis
- short-answer and extended-answer structured questions
- a business research report
- development of a business plan and/or feasibility study
- an interview with and a report on a chosen business
- a school-based, short-term business activity
- a business simulation exercise
- an essay
- a business survey and analysis
- a media analysis.

Unit 2: Establishing a business**UNIT OVERVIEW**

This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.

Areas of Study

1. Legal requirements and financial considerations
2. Marketing a business
3. Staffing a business

Assessment

Suitable tasks for assessment in this unit may be selected from the following:

- a case study analysis
- short-answer and extended-answer structured questions
- a business research report
- an interview with and a report on a chosen business
- a school-based, short-term business activity
- a business simulation exercise
- an essay
- a business survey and analysis
- a media analysis.

Unit 3: Managing a business**UNIT OVERVIEW**

In this unit students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives, and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.

Areas of Study

1. Business foundations
2. Human resource management
3. Operations management

Assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

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

Unit 4: Transforming a business**UNIT OVERVIEW**

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of effective management and leadership in change management. Using one or more contemporary business case studies from the past four years, students evaluate business practice against theory.

Areas of Study

1. Reviewing performance – the need for change
2. Implementing change

Assessment

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

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

Future Pathways

Bachelor of Commerce
Bachelor of Communications
Bachelor of International Business

Unit 1: Economic decision-making**UNIT OVERVIEW**

Economics is a dynamic and constantly evolving field of social science, which looks at the way humans behave and the decisions made to meet the needs and wants of society. In this unit students explore their role in the economy, how they interact with businesses, and the role of the government in the economy. Students are introduced to and explore fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions, and investigate the motivations behind both consumer and business behaviour. They examine how individuals might respond to incentives. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economics concepts.

Students use demand and supply models to explain changes in prices and quantities traded. Through close examination of one or more markets, they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

Students consider the insights of behavioural economics and how those insights contrast with the traditional model of consumer behaviour. They investigate at least one behavioural economics experiment, and analyse how the theories and observations of behavioural economics have been used by government in planning and implementing policy, and by businesses in managing their relationships with consumers.

Areas of Study

1. Thinking like an economist
2. Decision-making in markets
3. Behavioural economics

Assessment

Suitable tasks for assessment in this unit may be selected from the following:

- an analysis of written, visual and statistical evidence
- investigate and/or conduct and report on a behavioural economics experiment
- a blog of media commentaries using print or electronic materials
- a report of an investigation or an inquiry
- a folio of applied economics exercises
- problem-solving tasks
- an essay
- structured questions
- a web page
- a case study
- economics simulation activities.
- a debate
- a structured report
- a presentation (oral, multimedia, visual)
- a media analysis
- fieldwork

Unit 2: Economic issues and living standards**UNIT OVERVIEW**

A core principle of economics is maximising the living standards of society. This is done through economic decisions that optimise the use of resources to produce goods and services that satisfy human needs and wants. Economic activity is therefore a key consideration for economics. Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate.

Economics provides useful tools for investigating contemporary issues that inspire debate and wide differences in opinion. Students undertake an applied economic analysis of two contemporary economics issues from a local, national and international perspective. They use the tools of data collection, analysis, synthesis and evaluation to examine the issue through an economics lens. They do this through investigation of the economic factors influencing the issue and via examination of its economic importance at a local, national and international level. Students consider the perspectives of relevant economic agents and evaluate the validity and effectiveness of individual and collective responses to the issue.

Areas of Study

1. Economic activity
2. Applied economic analysis of local, national and international economic issues

Assessment

Suitable tasks for assessment in this unit may be selected from the following:

- an analysis of written, visual and statistical evidence
- a folio of applied economics exercises
- problem-solving tasks
- a blog of media commentaries using print or electronic materials
- a report of an investigation or an inquiry
- a presentation (oral, multimedia, visual)
- a debate
- a structured report
- a web page
- a case study
- an essay
- structured questions
- a media analysis
- economics simulation activities.

Unit 3: Australia's living standards**UNIT OVERVIEW**

The Australian economy is constantly evolving. The main instrument for allocating resources is the market, but government also plays a significant role in resource allocation. In this unit students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. As part of a balanced examination, students also consider unintended consequences of government intervention in the market.

Students develop an understanding of the macroeconomy. They investigate the factors that affect the level of aggregate demand and aggregate supply in the economy and apply theories to explain how changes in these variables might affect achievement of domestic macroeconomic goals and living standards. Students assess the extent to which the Australian economy has achieved these macroeconomic goals during the past two years.

Australia's living standards depend, in part, on strong economic relationships with its major trading partners. Students investigate the importance of international economic relationships and the effect of these on Australian living standards. Students analyse how international transactions are recorded, and examine how economic factors might affect the value of the exchange rate, the terms of trade and Australia's international competitiveness. Students also analyse how changes in the value of the exchange rate, the terms of trade and international competitiveness affect the domestic macroeconomic goals.

Areas of Study

1. An introduction to microeconomics: the market system, resource allocation and government intervention
2. Domestic macroeconomic goals
3. Australia and the international economy

Assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

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

Unit 4: Managing the economy**UNIT OVERVIEW**

The ability of the Australian economy to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. Policymakers, including the Australian Government and the Reserve Bank of Australia (RBA), can utilise a wide range of policy instruments to affect these goals and to affect living standards.

This unit focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the domestic macroeconomic goals. Students develop an understanding of how the Australian Government can alter the composition of budgetary outlays and receipts to directly and indirectly affect the level of aggregate demand, the achievement of domestic macroeconomic goals and living standards.

Students also examine the role of the RBA with a focus on its responsibility to conduct monetary policy. Students consider how the tools of monetary policy can affect interest rates, the transmission mechanism of monetary policy to the economy and how this contributes towards the achievement of the domestic macroeconomic goals and living standards.

Students consider and evaluate the strengths and weaknesses of the aggregate demand policies in achieving the domestic macroeconomic goals and living standards.

Expanding the productive capacity of the economy and improving Australia's international competitiveness is critical to ensuring that economic growth, low inflation and employment opportunities can be maintained both now and into the future. Students consider how the Australian Government utilises selected aggregate supply policies to pursue the achievement of the domestic macroeconomic goals and living standards over the long term.

Areas of Study

1. Aggregate demand policies and domestic economic stability
2. Aggregate supply policies

Assessment

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

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

Unit 1: Hazards and disasters**UNIT OVERVIEW**

This unit investigates how people have responded to specific types of hazards and disasters. Hazards represent the potential to cause harm to people and or the environment, whereas disasters are defined as serious disruptions of the functionality of a community at any scale, involving human, material, economic or environmental losses and impacts. Hazards include a wide range of situations including those within local areas, such as fast-moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease.

Students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them.

Students examine the processes involved with hazards and hazard events, considering their causes and impacts, human responses to hazard events and the interconnections between human activities and natural phenomena, including the impact of climate change.

Areas of Study

1. Characteristics of hazards
2. Response to hazards and disasters

Assessment

Suitable tasks for assessment in this unit may be selected from the following:

- structured questions
- a case study
- a research report
- analysis of geographic data
- a multimedia presentation.

Unit 2: Tourism: issues and challenges**UNIT OVERVIEW**

In this unit students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments, issues and challenges of ethical tourism. Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year (United Nations World Tourism Organization definition). The scale of tourist movements since the 1950s and its predicted growth has had and continues to have a significant impact on local, regional and national environments, economies and cultures. The travel and tourism industry is directly responsible for a significant number of jobs globally and generates a considerable portion of global GDP.

The study of tourism at local, regional and global scales emphasises the interconnection within and between places as well as the impacts, issues and challenges that arise from various forms of tourism. For example, the interconnections of climate, landforms, culture and climate change help determine the characteristics of a place that can prove attractive to tourists. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, and cultural preservation and acculturation. The growth of tourism at all scales requires appropriate management to ensure it is environmentally, socially, culturally and economically sustainable.

Areas of Study

1. Characteristics of tourism
2. Impact of tourism: issues and challenges

Assessment

Suitable tasks for assessment in this unit may be selected from the following:

- structured questions
- a case study
- a research report
- analysis of geographic data
- a multimedia presentation.

Unit 1: The presumption of innocence**UNIT OVERVIEW**

Laws, including criminal law, aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order. When a criminal law is broken, a crime is committed which is punishable and can result in criminal charges and sanctions.

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of criminal cases.

Areas of Study

1. Legal foundations
2. Proving guilt
3. Sanctions

Assessment

Suitable tasks for assessment in this unit may be selected from the following:

- a folio of exercises
- an oral or digital presentation, such as a podcast or video
- a Wiki, website or blog
- structured questions
- a mock trial or role play
- a debate
- a research report or media analysis
- an essay
- a question-and-answer session.

Unit 2: Wrongs and rights**UNIT OVERVIEW**

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

Areas of Study

1. Civil liability
2. Remedies
3. Human rights

Assessment

Suitable tasks for assessment in this unit may be selected from the following:

- a folio of exercises
- an oral or digital presentation, such as a podcast or video
- a Wiki, website or blog
- structured questions
- a mock trial or role play
- a debate
- a research report or media analysis
- an essay
- a question-and-answer session.

Unit 3: Rights and justice**UNIT OVERVIEW**

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit, students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.

Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Areas of Study

1. The Victorian criminal justice system
2. The Victorian civil justice system

Assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

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

Unit 4: The people, the law and reform**UNIT OVERVIEW**

The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Areas of Study

1. The people and the law-makers
2. The people and reform

Assessment

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

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

Future Pathways

Law, Criminal Justice, Criminology, Policing, Para-legal, Arts, Psychology, Forensic Science, Human Rights, Sociology, Politics

Unit 1: Change and conflict**UNIT OVERVIEW**

In this unit 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.

Students will explore periods such as the late 19th century, World War One, the period after World War One, World War Two, the Holocaust and the Great Depression.

Areas of Study

1. Ideology and conflict
2. Social and cultural change

Assessment

Suitable tasks for assessment in this unit may be selected from the following:

- a historical inquiry
- an essay
- evaluation of historical sources
- short-answer questions
- extended responses
- a multimedia presentation.

Unit 2: The changing world order**UNIT OVERVIEW**

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

The establishment of the United Nations (UN) in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. However, despite internationalist moves, the second half of the twentieth century was dominated by the Cold War, competing ideologies of democracy and communism and proxy wars. By 1989 the USSR began to collapse. Beginning with Poland, Eastern European communist dictatorships fell one by one. The fall of the Berlin Wall was a significant turning point in modern history.

The period also saw continuities in and challenges and changes to the established social, political and economic order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Ethnic and sectarian conflicts also continued and terrorism became increasingly global.

The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements, as well as new political partnerships, such as the UN, European Union, APEC, OPEC, ASEAN and the British Commonwealth of Nations.

Areas of Study

1. Causes, course and consequences of the Cold War
2. Challenge and change

Assessment

Suitable tasks for assessment in this unit may be selected from the following:

- a historical inquiry
- an essay
- evaluation of historical sources
- short-answer questions
- extended responses
- a multimedia presentation.

Unit 3 & 4**UNIT OVERVIEW**

In Units 3 and 4 Ancient History students investigate the features of two ancient societies, and a significant crisis and the role of individuals in these ancient societies. Egypt, Greece and Rome were major civilisations of the Mediterranean and bestowed a powerful legacy on the contemporary world. Students explore the structures of two of these societies and a period of crisis in its history, one for Unit 3 and one for Unit 4.

Life in these ancient societies was shaped by the complex interplay of social, political and economic factors. Trade, warfare and the exchange of ideas between societies also influenced the way people lived. Furthermore, all three societies experienced dramatic crises which caused massive disruption. During these times of upheaval, individuals acted in ways that held profound consequences for themselves and for their society.

In Units 3 and 4 students construct an argument about the past using historical sources (primary sources and historical interpretations) as evidence and evaluate the features and role of individuals in an ancient civilisation. Students develop their understanding of the importance of primary sources to historical inquiry about ancient civilisations. They consider the different perspectives and experiences of people who lived in ancient societies. They use historical interpretations to evaluate how the features of the ancient society changed, and the role, motives and influences of key individuals involved in a crisis.

Areas of Study

1. Living in an ancient society
2. People in power, societies in crisis

Assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

The examination will contribute 50 per cent to the study score.



Unit 3: Russia

History: Revolutions – The Russian Revolution from 1896 to October 1917 (Coronation of Tsar Nicholas II to the announcement of the Soviet government on 26 October 1917)

UNIT OVERVIEW

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on the regime's ideology.

Change in a post-revolutionary society is not guaranteed or inevitable and continuities can remain from the pre-revolutionary society. The implementation of revolutionary ideology was often challenged internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

Areas of Study

1. Causes of revolution
2. Consequences of revolution

Assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

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

Unit 4: China

History: Revolutions – The Chinese Revolution from 1912 to 1949 (The founding of the Chinese Republic to the Communist victory in the Civil War in October 1949)

UNIT OVERVIEW

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on the regime's ideology.

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Areas of Study

1. Causes of revolution
2. Consequences of revolution

Assessment

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score

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

Future Pathways

Arts and Humanities degrees

Science

Year 10

- 50** General Science 1
- 50** General Science 2
- 51** Human Behaviour and the Mind

Year 11

- 52** Biology Unit 1 & 2
- 53** Biology Unit 3 & 4
- 54** Chemistry Unit 1 & 2
- 56** Physics Unit 1 & 2
- 58** Psychology Unit 1 & 2
- 59** Psychology Unit 3 & 4

Year 12

- 53** Biology Unit 3 & 4
- 55** Chemistry Unit 3 & 4
- 57** Physics Unit 3 & 4
- 59** Psychology Unit 3 & 4

Year 10: All students are required to complete **General Science 1** for one semester. In addition, those students wishing to continue studying science in VCE are strongly recommended to choose **General Science 1** and **General Science 2** combined.

Students choosing this pathway will complete **General Science 1** in semester 1 and **General Science 2** in semester 2.

Students who intend to study VCE Psychology are encouraged to complete the subject **Human Behaviour and the Mind** as an introduction to Psychology concepts and skills.

General Science 1

UNIT OVERVIEW

This subject is compulsory for all year 10 students and is designed to provide students with learning opportunities from all four strands of science knowledge, Biology, Chemistry, Physics and Earth and Space Sciences. Students will gain a basic introduction to each knowledge of the VCE subjects Biology, Chemistry, Physics and Environmental Science. Students will be starting their development of the necessary science skills required to have success in VCE science throughout each of the areas of study.

Areas of Study:

- Genetics
- Exploring balanced chemical reactions
- Exploring AC and DC electricity generation
- Space Exploration

Assessment:

Students will complete common assessment tasks including topic tests, scientific practical reports including scientific poster and research tasks. There is also a school-based examination at the end of the semester covering all content covered in this course.

General Science 2

UNIT OVERVIEW

This subject is designed for those students who wish to further their science knowledge and skills in preparation for VCE science studies. Students who wish to study a science in VCE are strongly encouraged to complete this subject as well as General Science 1. Students will be provided the opportunity to further their studies from all four strands of science knowledge, Biology, Chemistry, Physics and Earth and Space Sciences. Students will continue their development of science skills in preparation for VCE science studies.

Areas of Study

- Evolution
- Classifying and predicting chemical reactions
- Newtons laws of motion
- The Big Bang

Assessment

Students will complete common assessment tasks including topic tests, scientific practical reports including scientific poster and research tasks. There is also a school-based examination at the end of the semester covering all content covered in this course.

Human Behavior and the Mind

UNIT OVERVIEW

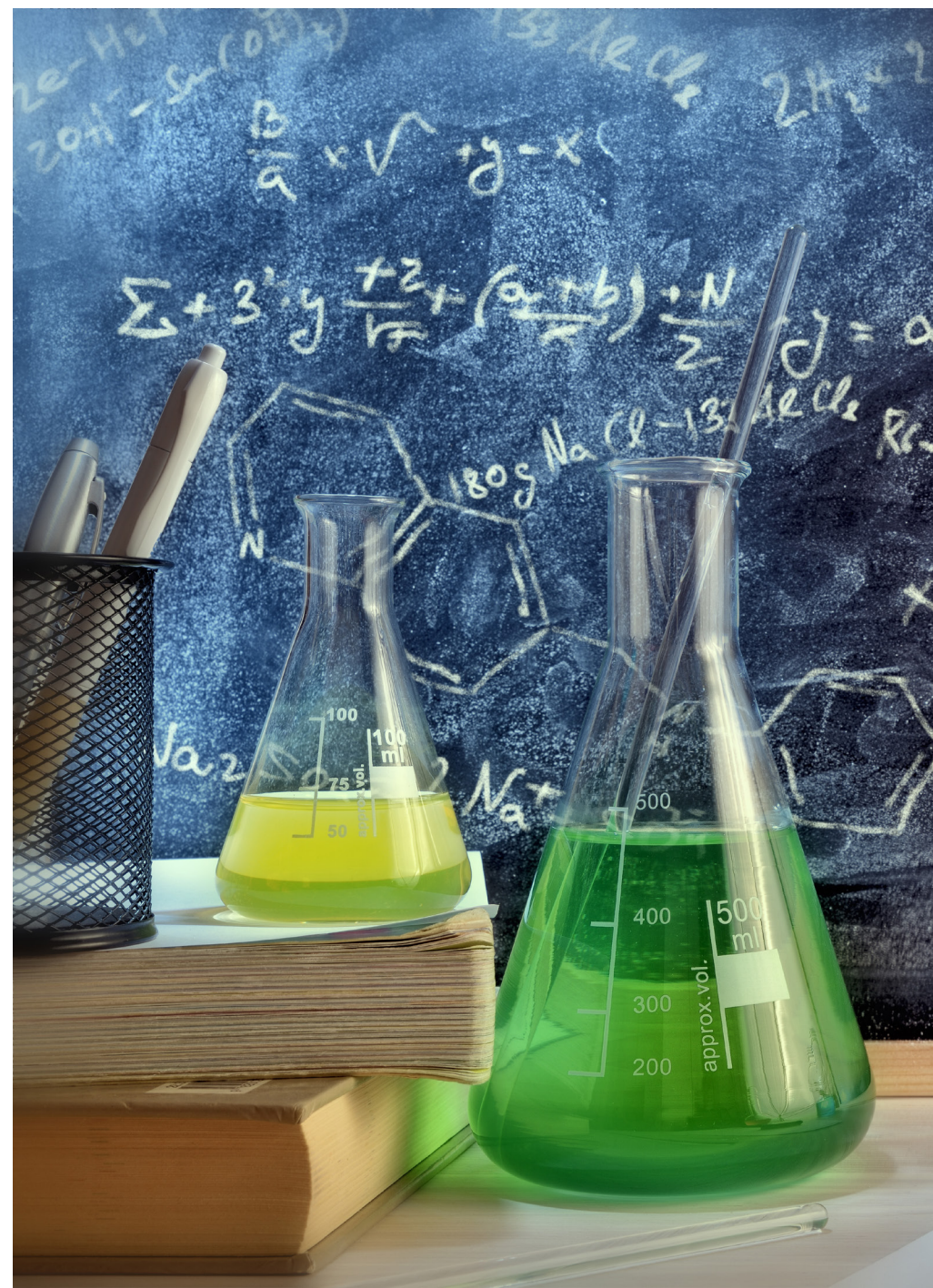
This subject explores the nature and development of the mind and behaviour. It is designed to give students a general overview of Psychology where they will have the opportunity to design and conduct firsthand investigations into human behaviour. They examine the scientific nature of psychology and discover the importance of ethics in psychological research. Students will analyse how biological systems function and respond to external changes with reference to interdependence between the brain and nervous system.

Areas of Study

- What is psychology?
- Brain and Nervous system
- Health psychology

Assessment

Students will complete common assessment tasks including topic tests, scientific investigation and practical report folios. There is also a school-based examination at the end of the semester covering all the skills and knowledge in this course.



Unit 1: How do organisms regulate their functions?**UNIT OVERVIEW**

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

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the function and/or the regulation of cells or systems. The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

Areas of Study

1. How do cells function?
2. How do plant and animal systems function?
3. How do scientific investigations develop understanding of how organisms regulate their functions?

Assessment

- Assessment Task
- Practical investigation
- Mid year examination

Unit 2: How does inheritance impact on diversity?**UNIT OVERVIEW**

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

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

A student-directed research investigation into a contemporary ethical issue is to be undertaken in Area of Study 3. The investigation relates to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

Areas of Study

1. How is inheritance explained?
2. How do inherited adaptations impact on diversity?
3. How do humans use science to explore and communicate contemporary bioethical issues?

Assessment

- Assessment Task
- Practical investigation
- End of year examination

Unit 3: How do cells maintain life?**UNIT OVERVIEW**

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

Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue. Examples of investigation topics include, but are not limited to: discovery and development of the model of the structure of DNA; proteomic research applications; transgenic organism use in agriculture; use, research and regulation of gene technologies, including CRISPR-Cas9; outcomes and unexpected consequences of the use of enzyme inhibitors such as pesticides and drugs; research into increasing efficiency of photosynthesis or cellular respiration or impact of poisons on the cellular respiration pathway.

Areas of Study

1. What is the role of nucleic acids and proteins in maintaining life?
2. How are biochemical pathways regulated?

Assessment

School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.

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

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

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

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

Students demonstrate and apply their knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis and/or bioethical issue. Examples of investigation topics include, but are not limited to: deviant cell behaviour and links to disease; autoimmune diseases; allergic reactions; development of immunotherapy strategies; use and application of bacteriophage therapy; prevention and eradication of disease; vaccinations; bioprospecting for new medical treatments; trends, patterns and evidence for evolutionary relationships; population and species changes over time in non-animal communities such as forests and microbiota; monitoring of gene pools for conservation planning; role of selective breeding programs in conservation of endangered species; or impact of new technologies on the study of evolutionary biology.

Areas of Study

1. How do organisms respond to pathogens?
2. How are species related over time?
3. How is scientific inquiry used to investigate cellular processes and/or biological change?

Assessment

School-assessed Coursework for Unit 4 will contribute 30 per cent to the study score.

The examination will contribute 50 per cent to the study score.

Future Pathways

Bachelor of Science, Diploma of Science and other related pathways

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

The development and use of materials for specific purposes is an important human endeavour. In this unit 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.

Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.

Throughout this unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

A student-directed research investigation into the sustainable production or use of a selected material is to be undertaken in Area of Study 3. The investigation explores how sustainability factors such as green chemistry principles and the transition to a circular economy are considered in the production of materials to ensure minimum toxicity and impacts on human health and the environment. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

Areas of Study

1. How do the chemical structures of materials explain their properties and reactions?
2. How are materials quantified and classified?
3. How can chemical principles be applied to create a more sustainable future?

Assessment

- Assessment Task
- Practical investigation
- Mid year examination

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

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the production of gases, acid-base or redox reactions, or the analysis of substances in water. It draws on the key science skills and key knowledge from Unit 2 Area of Study 1 and/or Area of Study 2.

Areas of Study

1. How do chemicals interact with water?
2. How are chemicals measured and analysed?
3. How do quantitative scientific investigations develop our understanding of chemical reactions?

Assessment

- Assessment Task
- Practical investigation
- End of year examination

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

The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

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. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

Areas of Study

1. What are the current and future options for supplying energy?
2. How can the rate and yield of chemical reactions be optimised?

Assessment

School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.

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

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

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit 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 study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.

Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

Areas of Study

1. How are organic compounds categorised and synthesised?
2. How are organic compounds analysed and used?
3. How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

Assessment

School-assessed Coursework for Unit 4 will contribute 30 per cent to the study score.

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

Future Pathways

Medicine, Dentistry, Pharmacy, Chemical Engineering, Nursing, Laboratory Technician and many more

Unit 1: How is energy useful to society?**UNIT OVERVIEW**

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

Areas of Study

1. How are light and heat explained?
2. How is energy from the nucleus utilised?
3. How can electricity be used to transfer energy?

Assessment

Suitable tasks for assessment of Outcomes 1, 2 and 3 may be selected from the following:

- a report of a laboratory or fieldwork activity including the generation of primary data
- reflective annotations related to one or more practical activities from a logbook
- an analysis and evaluation of generated primary and/or collated secondary data
- a critique of an experimental design, process or apparatus
- a modelling or simulation activity
- a report of the design, building, testing and evaluation of a device
- an explanation of a selected physics device, design or innovation
- a physics-referenced response to an issue or innovation
- a report of a selected physics phenomenon
- a media analysis/response
- an infographic
- problem-solving involving physics concepts and/or skills
- a report of an application of physics concepts to a real-world context
- an analysis, including calculations, of physics concepts applied to real-world contexts
- comparison and evaluation of two solutions to a problem, two explanations of a physics phenomenon or concept, or two methods and/or findings from practical activities
- a scientific poster.
- exam

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

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

In Area of Study 1, students 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.

In Area of Study 2, students choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology and local physics research. The selection of an option enables students to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

Areas of Study

1. How is motion understood?
2. How does physics inform contemporary issues and applications in society?
3. How do physicists investigate questions?

Assessment

- Assessment Tasks
- Research investigation
- Chapter tests
- Exam

Unit 3: How do fields explain motion and electricity?**UNIT OVERVIEW**

In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

Areas of Study

1. How do physicists explain motion in two dimensions?
2. How do things move without contact?
3. How are fields used in electricity generation?

Assessment

School-assessed Coursework for Unit 3 will contribute 30 per cent to the study score.

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

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

A complex interplay exists between theory and experiment in generating models to explain natural phenomena. Ideas that attempt to explain how the Universe works have changed over time, with some experiments and ways of thinking having had significant impact on the understanding of the nature of light, matter and energy. Wave theory, classically used to explain light, has proved limited as quantum physics is utilised to explain particle-like properties of light revealed by experiments. Light and matter, which initially seem to be quite different, on very small scales have been observed as having similar properties. At speeds approaching the speed of light, matter is observed differently from different frames of reference. Matter and energy, once quite distinct, become almost synonymous.

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

Areas of Study

1. How has understanding about the physical world changed?
2. How is scientific inquiry used to investigate fields, motion or light?

Assessment

School-assessed Coursework for Unit 4 will contribute 20 per cent to the study score.

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

Future Pathways

All branches of Engineering, Medical Imaging Astrophysics, Optometrist, Meteorological Services

Unit 1: How are behaviour and mental processes shaped?**UNIT OVERVIEW**

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

Areas of Study

1. What influences psychological development?
2. How are mental processes and behaviour influenced by the brain?
3. How does contemporary psychology conduct and validate psychological research?

Assessment

For each outcome, at least one task selected from:

- analysis and evaluation of an experiment or case study
- a data analysis of generated primary and/or collated secondary data
- reflective annotations of a logbook of practical activities
- media analysis of one or more contemporary media texts
- a literature review
- response to a psychological issue or ethical dilemma
- a modelling or simulation activity
- problem-solving involving psychological concepts, skills and/or issues
- a report of a scientific investigation, including the generation, analysis and evaluation of primary data.
- a response to an investigation into contemporary psychological research and how science can be used to explore and validate psychological research questions
- exam

Unit 2: How do internal and external factors influence behaviour and mental processes?**UNIT OVERVIEW**

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

Areas of Study

1. How are people influenced to behave in particular ways?
2. What influences a person's perception of the world?
3. How do scientific investigations develop understanding of influences on perception and behaviour?

Assessment

For each outcome, at least one task selected from:

- analysis and evaluation of an experiment or case study
- a data analysis of generated primary and/or collated secondary data
- reflective annotations of a logbook of practical activities
- media analysis of one or more contemporary media texts
- a literature review
- response to a psychological issue or ethical dilemma
- a modelling or simulation activity
- problem-solving involving psychological concepts, skills and/or issues
- a report of a scientific investigation, including the generation, analysis and evaluation of primary data.
- a report of a student-adapted or student-designed scientific investigation using a selected format, such as a scientific poster, an article for a scientific publication, a practical report, an oral presentation, a multimedia presentation or a visual representation

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

The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours.

They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

Areas of Study

1. How does the nervous system enable psychological functioning?
2. How do people learn and remember?

Assessment

School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 60 per cent to the study score.

Unit 4: How is wellbeing developed and maintained?**UNIT OVERVIEW**

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

Areas of Study

1. How do levels of consciousness affect mental processes and behaviour?
2. What influences mental wellbeing?
3. Practical investigation

Assessment

Contribution to final assessment School-assessed Coursework for Unit 4 will contribute 30 per cent to the study score.

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

Future Pathways

Bachelor of Science, Diploma of Science and other related pathways.

Health and Physical Education

Year 10

- 61** Health and Physical Education (Full year, compulsory)
- 61** Health and Human Development
- 61** Sports Science
- 62** Outdoor & Environmental Studies Unit 1 & 2
- 94** VCE VET Sport and Recreation - **Elite Sports Academy**

Year 10 students

In order to ensure acceleration into Outdoor & Environmental Studies is the correct subject for a student, and they are able to meet the requirements to achieve an S, the following prerequisite style criteria will be used for entry to this subject:

- 65% average in Year 9 English
- good work habits- identified in the Semester 1 and/or Semester 2 report
- interview with Outdoor and Environmental teacher or Health/PE Domain Leader.

Levy:

VCE VET Sport and Recreation - Elite Sports Academy

Year 9 into 10 (Year 1) - \$469.70 (includes uniform)

Year 10 into 11 (Year 2) - \$44

Year 11 into 12 (Year 3) - \$44

Year 11

- 63** Outdoor & Environmental Studies Unit 3 & 4
- 64** Health & Human Development Unit 1 & 2
- 65** Health & Human Development Unit 3 & 4
- 66** Physical Education Unit 1 & 2
- 67** Physical Education Unit 3 & 4
- 93** VCE VET Sport and Recreation

Year 12

- 65** Health & Human Development Unit 3 & 4
- 67** Physical Education Unit 3 & 4
- 93** VCE VET Sport and Recreation

Health and Physical Education (Full year, compulsory)

UNIT OVERVIEW

The course consists of both Health and Physical Education units. In Semester 1, students will investigate mental health addictions and road safety with an overall goal of building healthier communities. They will conduct and perform fitness tests to assess their own fitness levels and participate in a range of training methods to improve personal fitness as well as deliver a training method session to the class.

In Semester 2, students will investigate the causes of musculoskeletal acute and chronic injuries in sport and the implementation of injuries prevention methods, first aid and rehabilitation. They will study illnesses of the cardiorespiratory system and how to apply CPR, asthma and anaphylaxis training. Students will also participate in practical activities exploring the major components of the musculoskeletal and cardiorespiratory systems and their contributions and interactions during physical activity, sport and exercise.

Areas of study

Semester 1: Healthy Communities and Lifelong Fitness

1. Fitness and training
2. Road Safety
3. Mental Health Addictions
4. Healthy Communities

Semester 2: The Human Body

1. Body systems
2. First Aid

Assessment

- Campaign Creation
- Film Analysis
- Written response
- Examination
- Data analysis
- Test
- Laboratory Report

Health and Human Development

UNIT OVERVIEW

This unit explores the health and wellbeing of youth and the factors that influence health outcomes. Students develop knowledge on what actions promote health and wellbeing and how this impacts health status measurements such as life expectancy and mortality. They explore and learn about healthy eating using the Australian Guide to Healthy Eating resource and demonstrate actions associated with healthy eating. They research and evaluate the influence of personal, family, social, environmental

and cultural factors on decisions and actions young people take in relation to their health and wellbeing. This includes the analysis and interpretation of data relating to biological, sociocultural and environmental factors. Vaping is researched and short term and long-term impacts on health and wellbeing are addressed and design a health promotion strategy to prevent youth from vaping.

Areas of study

1. Concepts of health
2. Dietary impacts on health
3. Factors impacting Australian youth health
4. Targets for health promotion: Vaping

Assessment

- Research Tasks
- Test
- Examination
- Data analysis
- Written response

This subject would be suited to students interested in studying Health and Human Development at VCE.

Sports Science

UNIT OVERVIEW

The course provides students with the opportunity to explore skills, how we learn these and different types of sports. Students then investigate biomechanical concepts and its application in sports. Biomechanics helps athletes learn and improve skills and technique as well as guide coaches in detecting and correcting performance errors. Through involvement in a variety of practical activities, students will develop and utilise literacy and numeracy skills to apply concepts in written responses. They will then learn about training programs, including fitness components, training methods and principles. With this knowledge, students will design, implement and reflect on a program that would assist in improving a chosen skill they have previously analysed.

Areas of study

1. What is a skill?
2. How do we improve our performance through biomechanics and training?

Assessment

- Portfolio of Pracs Rubrics
- Training Program Task
- Written Test
- Examination

This subject would be suited to students interested in studying Physical Education at VCE.

Unit 1: Connections with outdoor environments**UNIT OVERVIEW**

This unit examines some of the ways in which Indigenous peoples and non-Indigenous peoples understand and relate to nature through experiencing outdoor environments. The focus is on individuals and their personal responses to experiencing outdoor environments.

Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments, the factors that affect an individual's access to experiencing outdoor environments and how they connect with outdoor environments.

Through outdoor experiences, students develop practical skills and knowledge to help them act sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Areas of Study

1. Our place in outdoor environments
2. Exploring outdoor environments
3. Safe and sustainable participation in outdoor experiences

Assessment

Suitable tasks for assessment in this unit may be selected from the following:

- a case study
- an oral presentation including the use of multimedia and podcasts
- data analysis
- a written response to an issue
- a visual presentation such as a graphic organiser, concept/mind map, annotated poster or presentation file.

A practical demonstration of key skills, with reference to outdoor experiences in addition to ongoing logbook entries of outdoor practical experiences.

Subject expectations

Students will be expected to attend 2 camps per semester. The camps are directly linked to learning outcomes.

Unit 2: Discovering outdoor environments**UNIT OVERVIEW**

This unit focuses on the different ways to understand outdoor environments and the impact of humans on outdoor environments.

In this unit students study the effects of natural changes and impacts of land management practices on the sustainability of outdoor environments by examining a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention.

Students develop the practical skills required to minimise the impact of humans on outdoor environments. They comprehend a range of vocational perspectives that inform human use of outdoor environments. Through reflecting upon their experiences of outdoor environments, students make comparisons between outdoor environments, as well as develop theoretical knowledge about natural environments.

Areas of Study

1. Understanding outdoor environments
2. Observing impacts on outdoor environments
3. Independent participation in outdoor environments

Assessment

Suitable tasks for assessment in this unit may be selected from the following:

- a case study
- an oral presentation which can include the use of multimedia and podcast
- data analysis
- a written response to an issue
- a visual presentation such as a graphic organiser, concept/mind map, annotated poster or presentation file.

A practical demonstration of key skills with reference to outdoor experiences in addition to ongoing logbook entries of outdoor practical experiences.

Subject expectations

Students will be expected to attend 2 camps per semester. The camps are directly linked to learning outcomes.

Unit 3: Relationships with outdoor environments**UNIT OVERVIEW**

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia over 60,000 years.

Students consider several factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment.

Students are involved in multiple experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences, students make comparisons between, and reflect upon, outdoor environments, as well as develop theoretical knowledge and skills about specific outdoor environments.

Students undertake an independent investigation into the changing relationships with, and sustainability of, at least two different visited outdoor environments across both Units 3 and 4, which is assessed in Unit 4, Outcome 3.

Areas of Study

1. Changing human relationships with outdoor environments
2. Relationships with Australian environments in the past decade

Assessment

School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.

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

Subject expectations

Students will be expected to attend up to 2 camps per semester. The camps are directly linked to learning outcomes.

Unit 4: Sustainable outdoor environments**UNIT OVERVIEW**

In this unit students explore the sustainable use and management of outdoor environments. They observe and assess the health of outdoor environments and consider the importance of this health for the future of Australian outdoor environments and the Australian population.

Students examine the importance of the sustainability of human relationships with outdoor environments and the urgent need to balance human needs and the needs of outdoor environments. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable Australian outdoor environments in contemporary Australian society.

Students engage in multiple related experiences in outdoor environments, conducting an ongoing investigation into the health of, and care for, these places. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments and evaluate the strategies and actions they employ. Through these practical experiences, students reflect upon outdoor environments and make comparisons between them by applying theoretical knowledge developed about outdoor environments.

As global citizens, students investigate how individuals and community members take action towards promoting sustainable and healthy outdoor environments and describe possible solutions to threats facing outdoor environments and their sustainability.

Areas of Study

1. The importance of healthy outdoor environments
2. The future of outdoor environments
3. Investigating outdoor environments

Assessment

School-assessed Coursework for Unit 4 will contribute 30 per cent to the study score.

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

Future Pathways

Adventure Activity Instructor, Ecotourism, Outdoor Education, Park Ranger/
Landcare Worker, Firefighter

Unit 1: Understanding health and wellbeing**UNIT OVERVIEW**

In this unit, students explore health and wellbeing as a concept with varied and evolving perspectives and definitions. They come to understand that it occurs in many contexts and is subject to a wide range of interpretations, with different meanings for different people. As a foundation to their understanding of health, students investigate the World Health Organization's (WHO) definition and other interpretations. They also explore the fundamental conditions required for health as stated by the WHO, which provide a social justice lens for exploring health inequities.

In this unit, students identify perspectives relating to health and wellbeing, and inquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islander Peoples. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health outcomes and the indicators used to measure and evaluate health status. With a focus on youth, the unit equips students to consider their own health as individuals and as a cohort. They build health literacy by interpreting and using data in a research investigation into one youth health focus area, and by investigating the role of food.

Areas of Study

1. Concepts of health
2. Youth health and wellbeing
3. Health and nutrition

Assessment

Suitable tasks for assessment in this unit may be selected from the following:

- a written report, such as a media analysis, a research investigation, a blog post or a case study analysis
- a visual presentation, such as a graphic organiser, a concept/mind map, an annotated poster or a digital presentation
- an oral presentation, such as a debate or a podcast
- structured questions, including data analysis.

Unit 2: Managing health and development**UNIT OVERVIEW**

In this unit, students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. They explore the changes and expectations that are integral to the progression from youth to adulthood. Students apply health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students 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.

Areas of Study

1. Developmental transitions
2. Youth health literacy

Assessment

Suitable tasks for assessment in this unit may be selected from the following:

- a written report, such as a media analysis, a research inquiry, a blog or a case study analysis
- an extended response question analysing a range of data sources with an emphasis on annotating, synthesising and planning the response
- a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
- an oral presentation, such as a debate or a podcast
- structured questions, including data analysis.

Unit 3: Australia's health in a globalised world**UNIT OVERVIEW**

In this unit, students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts. They explore health and wellbeing as a global concept and take a broader approach to inquiry. Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. They extend this to health as a universal right, analysing and evaluating variations in the health status of Australians.

Students focus on health promotion and improvements in population health over time. Through researching health improvements and evaluating successful programs, they explore various public health approaches and the interdependence of different models. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Areas of Study

1. Understanding health and wellbeing
2. Promoting health in Australia

Assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

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

Unit 4: Health and human development in a global context**UNIT OVERVIEW**

In this unit, students examine health and human development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in health status over time and studying the key concept of sustainability. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade, tourism, conflict and the mass movement of people.

Students consider global action to improve health and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the priorities of the World Health Organization (WHO). They also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their own capacity to act.

Areas of Study

1. Global health and human development
2. Health and the Sustainable Development Goals

Assessment

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

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

Future Pathways

Health Promotion, Community Health Research and Policy Development, Humanitarian Aid Work, Allied Health Practices, Education and Health Professions

Unit 1: The human body in motion**UNIT OVERVIEW**

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

Areas of Study

1. How does the musculoskeletal system work to produce movement?
2. What role does the cardiorespiratory system play in movement?

Assessment

A suitable assessment task for Outcomes 1 and 2 is:

- a written report analysing participation in at least 4 physical activities that demonstrates the integration of theoretical knowledge and practical application of how the musculoskeletal and cardiorespiratory systems work together.

Additionally, at least one task for the assessment of each of Outcomes 1 and 2 is to be selected from the following:

- a practical laboratory report linking key knowledge and key skills to a practical activity or practical activities
- a case study analysis
- a data analysis
- an extended-response question that uses a visual planning tool such as a concept/mind map to synthesise information and develop a response
- a visual presentation such as an annotated poster, a concept/mind map, or a digital presentation (including physical simulation)
- an oral presentation such as a podcast or debate.

Unit 2: Physical activity, sport, exercise and society**UNIT OVERVIEW**

This unit develops students' understanding of physical activity, sport and exercise from a participatory perspective. Students are introduced to types of physical activity and the role that physical activity participation and sedentary behaviour plays in their own health and wellbeing, as well as in other population groups and contexts.

Through a series of practical activities, students experience and explore different types of physical activity promoted within and beyond their community. They gain an appreciation of the movement required for health benefits and the consequences of physical inactivity and sedentary behaviour. Using various methods to assess physical activity and sedentary behaviour, students analyse data to investigate perceived barriers and enablers, and explore opportunities to enhance participation in physical activity. Students explore and apply the social-ecological model to critique a range of individual- and settings-based strategies that are effective in promoting participation in regular physical activity. They create and participate in a personal plan with movement strategies that optimise adherence to physical activity and sedentary behaviour guidelines.

By investigating a range of contemporary issues associated with physical activity, sport and exercise, students explore factors that affect access, inclusion, participation and performance. Students then select one issue at the local, national or global level and analyse key concepts within the issue, including investigating, participating in and prescribing movement experiences that highlight the issue.

Areas of Study

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

Assessment

A suitable assessment task for Outcome 1 is:

- a written plan or multimedia presentation designed to either increase physical activity levels and/or reduce sedentary behaviour for an individual or a selected group, based on reflections from participation in physical strategies/programs designed to promote physical activity and limit sedentary behaviour.

Suitable tasks for the assessment of Outcome 2 may be selected from the following:

- an extended-response question that uses a visual planning tool such as a concept/mind map to synthesise information and develop a response
- a visual presentation, such as an annotated poster, a concept/mind map, or a digital presentation (including physical simulation)
- an oral presentation
- a written report.

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

This unit introduces students to principles used to analyse human movement from a biophysical perspective. Students use a variety of tools and coaching techniques to analyse movement skills and apply biomechanical and skill-acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correctly applying these principles can lead to improved performance outcomes.

Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They investigate the characteristics and interplay of the 3 energy systems for performance during physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Areas of Study

1. How are movement skills improved?
2. How does the body produce energy?

Assessment

School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.

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

Unit 4: Training to improve performance**UNIT OVERVIEW**

In this unit, students' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective. Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels (individual, club and elite).

Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems and fitness components. Students then consider all physiological data, training principles and methods to design a training program. The effectiveness of programs is evaluated according to the needs of the individual and chronic adaptations to training.

Areas of Study

1. What are the foundations of an effective training program?
2. How is training implemented effectively to improve fitness?
3. Integrated movement experiences

Assessment

School-assessed Coursework for Unit 4 will contribute 30 per cent to the study score.

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

Future Pathways

Exercise Science, Human Movement, Nursing, Applied and Physical Science

Arts

Year 10

- 67** Art
- 67** Drama
- 70** Media Studies
- 70** Visual Communication Design
- 71** Dance
- 71** Music
- 95** VCE VET Cert III Music Industry Year 1
- 101** VCE VET Cert III Dance Year 1

Year 11

- 72** Art Making and Exhibiting Unit 1 & 2
- 74** Drama Unit 1 & 2
- 76** Media Unit 1 & 2
- 78** Visual Communication Design Unit 1 & 2
- 95** VCE VET Cert III Music Industry Year 1
- 101** VCE VET Cert III Dance Year 1

Year 12

- 73** Art Making and Exhibiting Unit 3 & 4
- 75** Drama Unit 3 & 4
- 77** Media Unit 3 & 4
- 79** Visual Communication Design Unit 3 & 4

VCE VET: Students must have completed Year 1 of a Cert III to be able to choose the Year 2.

Art

Availability: Each unit runs for one semester. Students may take units in Semester 1 or Semester 2, or in both semesters.

UNIT OVERVIEW

In semesters 1 and 2 students explore and respond to artists, their influences, subject matter, communication of ideas. The Elements and Principles of Art are explored as the building blocks of artistic endeavour. With this knowledge they then analyse artworks and how they influence their own art practice. Students create and make three dimensional and two-dimensional art works in response to their research of a variety of artists. They experiment with a broad range of materials, techniques and mediums.

Areas of study

- Study of the Elements and Principles of Art
- Art Movements
- A variety of different Artists
- Analysis of Art Works
- A study of several Materials and Techniques used to create artworks
- Practical Artworks including: Drawing, Painting, Ceramics, Sculpture and Collage

Assessment

- Visual Arts Diary
- Exam

Drama

Availability: Each unit runs for one semester. Students may take units in Semester 1 or Semester 2, or in both semesters.

UNIT OVERVIEW

In year 10 Drama, students develop more sophisticated approaches to creating and making drama performances which is exhibited to an audience.

Students gain further knowledge in responding to Drama independently, in small groups, and with their teacher. They continue to explore Drama as an art form through improvisation, scripted drama, rehearsal and performance.

Students continue to engage with diverse performance styles and ways of presenting drama. They explore and experiment with drama from a range of cultures, eras and locations as sources of ideas for their practice.

As they make and respond to Drama, students explore meaning and interpretation, forms and elements and how Drama can influence and challenge. They evaluate actors' success in expressing the directors' intentions and the use of expressive skills in Drama. Students view, perform and identify characteristics of performance and theatrical styles.

Assessment

- Documenting play making
- Epic Theatre
- Solo performance
- Analysis and evaluation of performance

Media Studies

Availability: Students can only choose this subject for one semester.

UNIT OVERVIEW

In Year 10 Media, students refine and extend their understanding of the codes and conventions used within the construction of media work through the structure, intent, character, settings, viewpoints, and genre conventions in their work. As they use media technologies, students extend the use of media elements such as time, space, sound, movement, and lighting. They analyse the way in which audiences make meaning and how audiences interact with and share media artworks.

Students experience media work from a range of cultures, times, and locations. As they explore media in a range of forms, students learn that over time, there has been a development of different traditional and contemporary styles in media. Students consider the local, global, social, and cultural contexts that shape the purposes and processes in producing media artworks and evaluate the social and ethical implications of media work.

Students safely use media technologies. They maintain ethical practices and consider regulatory issues when using media technologies. Students develop a sophisticated understanding of their roles as media makers and audiences as they engage with a diverse range of media forms and products.

In Media at Year 10, students engage with a variety of media forms to design, produce, distribute, and interact with a range of print, screen-based or hybrid artworks. Students view, analyse, and participate in media culture from a range of viewpoints in a variety of contexts. Students acquire the knowledge and skills to work in a range of media forms and styles, whilst learning to reflect critically on their own and others' media experiences, to evaluate media artworks from different time periods and contexts.

Assessment

- Zines
- Film Production
- Film Analysis
- Photography
- Examination

Visual Communication Design

Availability: Students can only choose this subject for one semester.

UNIT OVERVIEW

Visual Communication and Design consists of learning visual literacy and practical problem solving using graphic techniques. It aims to translate verbal or written information into a clear, universal and visual language. Visual Communication and Design satisfies the needs of specific clients and solves design problems in a visual way using the design process.

The course will develop an understanding of ways in which graphics can be used to communicate ideas and information. Students will be expected to analyse, interpret, understand and appreciate the visual communication of others. They will learn how to solve communication and design problems creatively and imaginatively using graphic tools, drawing systems and the design process. They will also learn how to draw with and use computer imaging. Students will be encouraged to develop visual thinking and expression. The role of graphic communication in industry and in the wider world will be explored and developed.

Areas of study

- Technical Drawing
- Typography
- Visualisation Drawing
- Design Process
- Analysis of visual communications

Assessment

- The design process
- Folio

Dance

Availability: Students can only choose this subject for one semester.

UNIT OVERVIEW

In year 10 Dance students engage in widening their dance skills with movement based classes to prepare them for group performances and solos which are performed to an audience.

Students build on their awareness of how the body can be used to communicate dance ideas and how it is used in specific dance styles. They extend their understanding and use of the elements of dance to communicate ideas and intentions.

Students analyse different cultural dance styles in written form which further enhances their skill of dance expression in movement.

Students will look specifically at choreography, movement creation, expressive intention and dance safety

Assessment

- Choreographed Dance Performance
- Dance Solo Examination
- Written Dance Analysis
- Group Dance Performance

Music

Availability: Students may take the units in semester 1, and or semester 2.

It is strongly recommended that students are proficient in playing an instrument and are involved in private or co-curricular music lessons. Students should also be aware that they must be prepared to perform during class and College performances.

UNIT OVERVIEW

In Year 10 Music, students develop technical, creative, and interpretive skills through performing, composing, and analysing music across a range of styles.

They rehearse and perform both solo and as part of an ensemble, applying appropriate vocal and instrumental techniques, expression, and style.

Students compose music by combining elements and compositional devices suited to a chosen genre, using notation and technology to convey meaning. They interpret music by manipulating elements and techniques for expressive purposes.

Through analysis and evaluation of their own and others' music, students refine their own ideas. They explore music from different times and places understanding different perspectives on how music communicates identity and meaning.

This learning prepares students for further study in VCE VET Music..

Assessment

- Assessments
- Ensemble / Solo Performance
- Music Theory
- Composition
- Analysis Report

Unit 1: Explore, expand and investigate**UNIT OVERVIEW**

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use.

Students explore the different ways artists use materials, techniques and processes. The students' exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

Areas of Study

1. Explore – materials, techniques and art forms
2. Expand – make, present and reflect
3. Investigate – research and present

Assessment

- Visual Arts journal
- Finished artworks
- Information for an exhibition

Unit 2: Understand, develop and resolve**UNIT OVERVIEW**

Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. The planning and development of at least one finished artwork are documented in their Visual Arts journal.

Students investigate how artists use art elements and art principles to develop aesthetic qualities and style in an artwork. Working in their Visual Arts journal they begin to discover and understand how each of the art elements and art principles can be combined to convey different emotions and expression in their own and others' artworks. They also explore how art elements and art principles create visual language in artworks.

Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions. They also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces. This offers students the opportunity to engage with exhibitions, whether they are in galleries, museums, other exhibition spaces or site-specific spaces.

Areas of Study

1. Understand – ideas, artworks and exhibition
2. Develop – theme, aesthetic qualities and style
3. Resolve – ideas, subject matter and style

Assessment

- Thematic exhibition
- Experimental artworks and documentation
- Finished artworks

Unit 3: Collect, extend and connect**UNIT OVERVIEW**

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

Students use their Visual Arts journal to record their art making. The Visual Arts journal demonstrates the students' exploration of contexts, ideas and subject matter and their understanding of visual language. They also document their exploration of and experimentation with materials, techniques and processes.

In order to receive constructive feedback on the progress of their art making, and to develop and extend their ideas, students present a critique of their artworks to their peer group.

Students will visit an exhibition in either a gallery, museum, other exhibition space or site-specific space. They must visit or view a minimum of two exhibitions during the current year of study. Students research the exhibition of artworks in these exhibition spaces and the role a curator has in planning and writing information about an exhibition.

Areas of Study

1. Collect – inspirations, influences and images
2. Extend – make, critique and reflect
3. Connect – curate, design and propose

Assessment

School-assessed Coursework for Unit 3 will contribute 5 per cent to the study score.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 30 per cent to the study score.

Unit 4: Consolidate, present and conserve**UNIT OVERVIEW**

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in -specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

The progress of individual student artworks is an important element of Unit 4, and throughout the unit students demonstrate their ability to communicate to others about their artworks. They articulate the development of subject matter, ideas, visual language, their choice of materials, their understanding of the inherent characteristics and properties of the material, their use of techniques and processes, and aesthetic qualities. Acting on their critique from Unit 3, students further develop their ideas and broaden their thinking to make new artworks.

Students organise the presentation of their finished artworks. They make decisions on how their artworks will be displayed, the lighting they may use, and any other considerations they may need to present their artworks. Students also present a critique of their artworks and receive and reflect on feedback. Students continue to engage with galleries, museums, other exhibition spaces and site-specific spaces and examine a variety of exhibitions.

Areas of Study

1. Consolidate – refine and resolve
2. Present – plan and critique
3. Conserve – present and care

Assessment

School-assessed Coursework for Unit 4 will contribute 5 per cent to the study score.

The School-assessed Task contributes 60 per cent to the study score.

The examination will contribute 30 per cent to the study score.

Future Pathways

Art or Design, TAFE or Undergraduate/Bachelor Courses

Unit 1: Introducing performance styles and contemporary drama practices**UNIT OVERVIEW**

In this unit students study three or more performance styles from a range of social, historical, contemporary and cultural contexts. They examine the traditions of storytelling and devise performances telling stories that go beyond representations of reality.

This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real and/or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. Such stimulus material could include Aboriginal and Torres Strait Islander Peoples' stories, perspectives or experiences. This unit also involves analysis of a student's own devised work, and the analysis of work by professional drama practitioners and performers.

Areas of Study

1. Creating a devised performance
2. Presenting a devised performance
3. Analysing a devised performance
4. Analysing and evaluating a professional drama performance

Assessment

Suitable tasks for assessment in this unit may be selected from the following:

- a paper-based journal
- an e-journal
- a journal that combines hard and soft copy components.
- perform devised solo and/or ensemble drama work that features stories and characters.
- an oral presentation
- a multimedia presentation
- responses to structured questions.
- write an analysis in response to structured questions.

Unit 2: Contemporary drama practices and Australian identity**UNIT OVERVIEW**

In this unit, students study aspects of Australian identity by engaging with contemporary drama practices as artists and as audiences. Contemporary drama practices are outlined in the terminology section of this study.

Students explore the work of selected contemporary drama practitioners, including Australian practitioners, and their associated performance styles. They focus on the application and documentation of play-making techniques involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance they devise based on any of the following: a person, an event, an issue, a place, an artwork, a piece of music, a text or an icon from a contemporary or historical Australian context.

Areas of Study

1. Using Australia as inspiration
2. Presenting a devised performance
3. Analysing and evaluating a devised performance
4. Analysing and evaluating an Australian drama performance

Assessment

Suitable tasks for assessment in this unit may be selected from the following:

- a paper-based journal
- an e-journal
- a journal that combines hard and soft copy components.
- perform a devised solo or ensemble drama work that features stories and characters.
- analyse the drama work created and performed in Outcomes 1 and 2
- an oral presentation
- a multimedia presentation
- responses to structured questions.
- analyse and evaluate a performance by Australian practitioners in response to structured questions.

Unit 3: Devised ensemble performance**UNIT OVERVIEW**

In this unit, students explore the work of a range of drama practitioners and draw on contemporary drama practices as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or historical contexts. They work collaboratively to devise, develop and present an ensemble performance.

Students create work that reflects a specific performance style or one that draws on conventions of, or makes reference to, multiple performance styles. They use play-making techniques to extract and develop dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Throughout the devising process, they experiment with transformation of character, time and place, and application of symbol. Students devise and shape their work to communicate meaning and to have a specific impact on their audience. They learn about ways to source and use sustainable materials when applying production areas to their ensemble performance.

Areas of Study

1. Devising and presenting ensemble performance
2. Analysing and evaluating a devised performance
3. Analysing and evaluating a professional drama performance

Assessment

School-assessed Coursework for Unit 3 will contribute 30 per cent to the study score.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year performance examination, which will contribute 35 per cent to the study score, and an end-of-year written examination, which will contribute 25 per cent to the study score.

Unit 4: Devised solo performance**UNIT OVERVIEW**

This unit focuses on the development and presentation of devised solo work and performances. It builds on knowledge and skills attained in relation to drama practices that draw on a range of performance styles and associated conventions from a diverse range of contemporary and historical contexts. These contexts focus on non-realistic styles and structures, including non-linear narratives. Students develop skills in exploring and extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo demonstration.

Students further experiment with application of symbol and transformation of character, time and place; they also apply conventions, dramatic elements, expressive skills, performance skills and aspects of performance styles to shape and give meaning to their work. Students further develop and refine these skills as they create, develop and refine a performance in response to a prescribed structure selected from the VCE Drama solo performance examination. They consider the use of production areas to enhance their performance and consider how the production areas selected can be sustainably sourced and applied. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance.

Areas of Study

1. Demonstrating techniques of solo performance
2. Devising a solo performance
3. Analysing and evaluating a devised solo performance

Assessment

School-assessed Coursework for Unit 4 will contribute 10 per cent to the study score.

The performance examination will contribute 35 per cent to the study score. The written examination will contribute 25 per cent to the study score.

Future Pathways

The study of Drama can provide pathways to training and tertiary study in Acting, Communication and Drama Criticism.

Unit 1: Media forms, representations and Australian stories**UNIT OVERVIEW**

The relationship between audiences and the media is evolving. Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product.

In this unit, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Students analyse how representations, narratives and media codes and conventions contribute to the construction of the media realities that audiences read and engage with. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production.

Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. They develop research skills to investigate and analyse selected narratives, focusing on the media professionals' influence on production genre and style. They experience the voices and stories of Aboriginal and Torres Strait Islander creators to gain an understanding and appreciation of how their stories contribute to our cultural identity.

Areas of Study

1. Media representations
2. Media forms in production
3. Australian stories

Assessment

Suitable tasks for assessment in this unit may be selected from the following:

- audiovisual or video sequences
- photographs
- sequences or presentations using digital technologies
- posters
- oral reports.
- radio or audio sequences
- print layouts
- written responses

Unit 2: Narrative across media forms**UNIT OVERVIEW**

Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content. Narratives in new media forms have generated new modes of audience engagement, consumption and reception.

In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, digital streamed productions, audio news, print, photography, games and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society; design, production and distribution of narratives in the media; and audience engagement, consumption and reception.

Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Areas of Study

1. Narrative, style and genre
2. Narratives in production
3. Media and change

Assessment

Suitable tasks for assessment in this unit may be selected from the following:

- audiovisual or video sequences
- radio or audio sequences
- photographs
- print layouts
- sequences or presentations using digital technologies
- posters
- written responses
- oral reports.

Unit 3: Media narratives, contexts and pre-production**UNIT OVERVIEW**

In this unit, students explore stories that circulate in society through a close analysis of a media narrative.

Narratives are defined as the depiction of a chain of events in a cause-and-effect relationship occurring in physical and/or virtual space and time in fictional and non-fictional media products. Students consider the use of codes and narrative conventions to structure meaning and explore the role these play in media narratives. Through the close analysis of a media narrative, students develop media language and terminology and a deeper understanding of how codes and narrative conventions are combined in a narrative. They study how social, historical, institutional, culture, economic and political contexts may influence the construction of media narratives and audience readings.

Through the study of a media narrative, students explore specific codes and narrative conventions and begin the process of research to support their understanding of how they can adopt and employ these techniques in their own works. They investigate a media form that aligns with their interests and intent, developing an understanding of the codes and narrative conventions appropriate to audience engagement, consumption and reception within the selected media form. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They explore and experiment with media technologies to develop skills in their selected media form, and reflect on and document their progress. Students undertake pre-production planning appropriate to their selected media form and develop written and visual planning documents to support the production and post-production of a media product in Unit 4.

Areas of Study

1. Narratives and their contexts
2. Research, development and experimentation
3. Pre-production planning

Assessment

School-assessed Coursework for Unit 3 will contribute 10 per cent to the study score.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 40 per cent.

Unit 4: Media production; agency and control in and of the media**UNIT OVERVIEW**

In this unit students focus on the production and post-production stages of the media production process, bringing the pre-production plans created in Unit 3 to their realisation. Students refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

The context in which media products are produced, distributed and consumed is an essential framework through which audiences view and read media products. Social, historical, institutional, cultural, economic and political contexts can be seen through explicit or implied views and values conveyed within media products. The media disseminate these views and values within a society and, as a result, can play a key role in influencing, reinforcing or challenging the cultural norms.

In this unit, students view a range of media products that demonstrate a range of values and views, and they analyse the role that media products and their creators play within the contexts of their time and place of production.

Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

Areas of Study

1. Media production
2. Agency and control in the media

Assessment

School-assessed Coursework for Unit 3 will contribute 10 per cent to the study score.

The School-assessed Task for Units 3 and 4 will contribute 40 per cent to the study score.

The examination will contribute 40 per cent.

Future Pathways

Media teaches students a range of sophisticated presentation skills that have significant usefulness in many professions including Film Making, Television Production, Sound Production and Mixing, Game Development and Design, Journalism, IT and App Development Photography

Unit 1: Finding, reframing and resolving design problems**UNIT OVERVIEW**

In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

This process of discovery introduces students to the phases of the VCD design process and to the modes of divergent and convergent thinking. Students integrate these ways of thinking and working into future design projects, together with their newly evolved conceptions of good design across specialist fields.

Practical projects in Unit 1 focus on the design of messages and objects, while introducing the role of visual language in communicating ideas and information. Students participate in critiques by sharing ideas in progress and both delivering and responding to feedback. Students learn to apply the Develop and Deliver phases of the VCD design process and use methods, media and materials typically employed in the specialist fields of communication and industrial design. Student projects invite exploration of brand strategy and product development, while promoting sustainable and circular design practices. They also consider how design decisions are shaped by economic, technological, cultural, environmental and social factors, and the potential for design to instigate change.

Areas of Study

1. Reframing design problems
2. Solving communication design problems
3. Design's influence and influences on design

Assessment

Suitable tasks for assessment in this unit may be selected from the following:

- a report or presentation exploring conceptions of good design
- a presentation documenting human-centred research methods and findings relating to a design problem
- a written brief identifying a communication need.
- a folio of work demonstrating the Develop and Deliver stages of the VCD design process to create visual language for a business or brand
- presentation of design concepts for a critique

Unit 2: Design contexts and connections**UNIT OVERVIEW**

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.

Student learning activities highlight the connections between design and its context, and the emotive potential of interactive design experiences in both physical and digital spaces. Students also look to historical movements and cultural design traditions as sources of inspiration, and in doing so consider how design from other times and places might influence designing for the future. Design critiques continue to feature as an integral component of design processes, with students refining skills in articulating and justifying design decisions, and both giving and receiving constructive feedback.

Connections between design, time and place are also central to the study of culturally appropriate design practices in Area of Study 2. Students learn about protocols for the creation and commercial use of Indigenous knowledge in design, with a particular focus on Aboriginal and Torres Strait Islander design traditions and practices. Students also consider how issues of ownership and intellectual property impact the work of designers across contexts and specialist fields.

Areas of Study

1. Design, place and time
2. Cultural ownership and design
3. Designing interactive experiences

Assessment

Suitable tasks for assessment in this unit may be selected from the following:

- a folio of work demonstrating the stages of the VCD design process to present an environmental design solution, drawing inspiration from its context and a chosen design style.
- an extended written response
- short-answer responses supported by visual references

Unit 3: Visual communication in design practice**UNIT OVERVIEW**

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

Students study not only how designers work but how their work responds to both design problems and conceptions of good design. They interrogate design examples from one or more fields of design practice, focusing their analysis on the purposes, functions and impacts of aesthetic qualities. This exposure to how, why and where designers work, what they make and the integral role of visual language in design practice provides the foundation for students' own investigation of the VCD design process.

Students explore the Discover, Define and Develop phases of the VCD design process to address a selected design problem. In the Discover and Define phases, research methods are used to gather insights about stakeholders and a design problem, before preparing a single brief for a real or fictional client that defines two distinct communication needs. Students then embark on the Develop phase of the VCD design process, once for each communication need. They generate, test and evaluate design ideas and share these with others for critique. These design ideas are further developed in Unit 4, before refinement and resolution of design solutions.

Areas of Study

1. Professional design practice
2. Design analysis
3. Design process: defining problems and developing ideas

Assessment

School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.

The School-assessed Task contributes 50 per cent to the study score.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination which will contribute 30 per cent to the study score.

Unit 4: Delivering design solutions**UNIT OVERVIEW**

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes.

When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. Students choose how best to present design solutions, considering aesthetic impact and the communication of ideas. They select materials, methods and media appropriate for the presentation of final design solutions distinct from one another in purpose and presentation format, and that address design criteria specified in the brief.

Areas of Study

1. Design process: refining and resolving design concepts
2. Presenting design solutions

Assessment

The School-assessed Task contributes 50 per cent to the study score.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination which will contribute 30 per cent to the study score.

Future Pathways

The study of Visual Communication Design can provide pathways to university and TAFE courses in a variety of art and design related studies. These include advertising, digital and web design, UX design, architectural design, industrial design, communication design, interior design, product design, landscape design, building design, design and drafting and others.

Technologies

Year 10

- 81** Nutrition in Food Studies
- 81** Food Science
- 81** Hospitality
- 82** Wood
- 82** Textiles
- 91** Cert III Digital Media and Technology
Year 1

Year 11

- 83** Food Studies Unit 1 & 2
- 85** Product Design & Technology
Wood Unit 1 & 2
- 91** Cert III Information, Digital
Media and Technology
Year 2

Year 12

- 84** Food Studies Unit 3 & 4
- 86** Product Design & Technology
Wood Unit 3 & 4
- 87** Applied Computing: Software
Development Unit 3 & 4

CERT III: Students must have completed Year 1 of a Cert III to be able to choose the Year 2.

Nutrition in Food Studies- Semester 1

UNIT OVERVIEW

Nutrition Food Studies deepens students' understanding of food through a combination of theory and practical application, with a strong focus on nutrition and health.

Students explore the functional, nutritional, and sensory properties of food, as well as key preservation techniques. They apply nutrition principles to analyse food choices and dietary needs, developing meals that support healthy eating across life stages.

The course also examines Australian and global food systems, encouraging students to consider sustainability, ethical food production, food security, and food waste. Using the design process, students create solutions that promote nutritious and sustainable food practices for the future.

Food Science - Semester 2

UNIT OVERVIEW

Food Science investigates the nutritional composition of food and the development of the Australian food system. Students examine Australia's unique dietary patterns, shaped by Indigenous knowledge and multicultural influences. The subject also explores food science principles, focusing on functional properties and techniques such as emulsification, gelatinisation etc..

Students analyse both Australian and global food systems, considering sustainability, ethical food production, food security, and food waste. Practical investigations and scientific inquiry are used to explore current challenges and develop informed, sustainable solutions. Through this, students gain a deeper understanding of how food choices impact health, society, and the environment.

Areas of study

- The design process
- Creating designed solutions
- Functional properties of food
- Food sustainability
- Food security
- Nutrition
- Working with a design brief
- Science of food
- Origins of food
- Environmental issues and farming practices
- Food choice and dietary requirements

Assessment

Students will complete common assessment tasks including creating designed solutions to a design brief using the design process, practical sessions including food preparation, demonstrations, and experiments and/or investigative research assignments. There is also a school based examination in both Semester 1 and Semester 2 covering all content covered in this course.

Hospitality

Availability: Students can only choose this subject for one semester.

UNIT OVERVIEW

Hospitality is a subject that aims to equip Year 10 students with the skills required to undertake a career within the hospitality industry. Students will be involved in special occasion catering within the College and the community. Development of complex practical skills in food preparation and presentation.

These skills are then applied to a number of college events such as the School Showcase the College Gala, Celebration Day and the VCE Exhibition. For each event students will be required to complete a portfolio which works through the design process. They will plan, produce, serve and evaluate each event. Students may be required to make themselves available after school hours for some of the events. This is a requirement of the course and a key aspect of assessment. Throughout the unit there is a strong emphasis on a team approach and commitment to each task. There is also emphasis on the food hygiene and preparation standards required when working in the food industry.

Areas of study

- Hygiene and safety
- Development of complex practical skills
- Food preparation and presentation
- Design process folio

Assessment

Students will complete and submit a portfolio using the design process. They will plan, produce, serve and evaluate each event. Students may be required to make themselves available after school hours for some of the events. This is a requirement of the course and a key aspect of the assessment

Wood

Availability: These units run for one semester. Students may take the units in either Semester 1 or Semester 2, or in both semesters.

UNIT OVERVIEW

Wood aims to extend the knowledge of working with wood and the skills gained in Years 7 and 9. In this unit, students will use a variety of drawing types to design two practical pieces for a specific purpose. Students are encouraged to be as creative as possible and use a variety of techniques in their work. Once completed, the pieces are critically evaluated by the student. During the course, students will be expected to complete theory work based on a wide range of topics including; safety in the workshop and finishing techniques.

Areas of study

- Design elements
- Health and safety in the workplace
- Design folio process
- Finishing techniques

Assessment

Students will complete and submit a portfolio using the design process. They will investigate, plan, produce and evaluate their work.

- Design folio
- Exam

Textiles

Availability: Students can only choose this subject for one semester.

UNIT OVERVIEW

Design Technology Textiles continues to develop previously acquired skills in fabric construction techniques and design. Emphasis is placed on the design process and students will develop a creative folio to display their ideas. Students will then be producing these ideas into garments using the sewing machine. This is designed to further enhance their existing skills and promote individual ideas and talents.

Areas of Study

- Folio
- Fast Fashion
- Thrift Flip
- Commercial Patterns
- Pattern Modification/Construction

Assessment

Students will complete and submit a folio using the design process. They will Investigate & plan a garment of choice and produce this on the sewing machine. Students will evaluate their work at the end of the process.

- Design folio, including final product
- Exam

Unit 1: Food origins**UNIT OVERVIEW**

In this unit students focus on food from historical and cultural perspectives, and investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into one particular food-producing region of the world.

In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

Students consider the influence of innovations, technologies and globalisation on food patterns. Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.

Areas of Study

1. Food around the world
2. Food in Australia

Assessment

Possible assessment tasks for Outcome 1:

- a range of practical activities, with records that reflect on two of the practical activities that use ingredients found in earlier cultures.
- an oral presentation: face-to-face or recorded as a video or podcast
- a practical demonstration: face-to-face or recorded as a video or podcast
- a short written report: research inquiry or historical timeline.

Possible assessment tasks for Outcome 2:

- a range of practical activities, with records that reflect on two of the practical activities that use ingredients indigenous to Australia and/or ingredients introduced through migration.
- an oral presentation: face-to-face or recorded as a video or podcast
- a practical demonstration: face-to-face or recorded as a video or podcast
- a short written report: research inquiry or historical timeline.

Unit 2: Food makers**UNIT OVERVIEW**

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

Areas of Study

1. Australia's food systems
2. Food in the home

Assessment

The assessment task for Outcome 1 is:

- design and produce a practical food solution in response to an opportunity or a need in the food industry or school community.

The assessment task for Outcome 2 is:

- design and produce a practical food solution in response to an opportunity or a need in a domestic or small-scale setting.

Unit 3: Food in daily life**UNIT OVERVIEW**

In this unit students investigate the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au), and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness, and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Areas of Study

1. The science of food
2. Food choices, health and wellbeing

Assessment

School-assessed Coursework for Unit 3 will contribute 30 per cent to the study score.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 40 per cent to the study score.

Unit 4: Food issues, challenges and futures**UNIT OVERVIEW**

In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population.

In Area of Study 1 students focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They also consider the relationship between food security, food sovereignty and food citizenship. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

In Area of Study 2 students focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage. They research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. The focus of this unit is on food issues, challenges and futures in Australia.

Practical activities provide students with opportunities to apply their responses to environmental and ethical food issues, reflect on healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and consider how food selections and food choices can optimise human and planetary health.

Areas of Study

1. Navigating food information
2. Environment and ethics

Assessment

School-assessed Coursework for Unit 4 will contribute 30 per cent to the study score.

The examination will contribute 40 per cent to the study score.

Future Pathways

University or TAFE qualification
Hospital Food Service Manager, Kitchen Hand, Dietitian, Winery and Horticulture, Caterer, Chef, Consumer Scientist, Environmental Health Officer, Nutritionist, Pastry Chef, Events Manager, Food Styling, Food Technology Teacher

Unit 1: Sustainable product redevelopment**UNIT OVERVIEW**

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability.

It is common for designers in Australia to use products from overseas as inspiration when redeveloping products for the domestic market. Sustainable redevelopment refers to designers and makers ensuring products serve social, economic and environmental needs. Generating economic growth for design and manufacturing in Australia can begin with redeveloping existing products so they have positive social and minimal environmental impact. In this unit students examine claims of sustainable practices by designers.

Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Where possible, materials and manufacturing processes used should be carefully selected to improve the overall sustainability of the redeveloped product.

Areas of Study

1. Sustainable redevelopment of a product
2. Producing and evaluating a redeveloped product

Assessment

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

The two compulsory assessment tasks for this unit are:

- a design folio that contains an analysis of a product's sustainability, a design brief, evaluation criteria, research, visualisations and design options, working drawings, a scheduled production plan, and an evaluation report on the finished product
- a finished product and records of production and modifications.

Additionally, suitable tasks for assessment may be selected from the following:

- an oral presentation supported by notes and/or visual materials
- a short written report that includes materials testing or trialling activities, industry visits, technical reports
- a case study analysis.

Unit 2: Collaborative design**UNIT OVERVIEW**

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also use digital technologies to facilitate teams to work collaboratively online.

In this unit students gain inspiration from an historical or a contemporary design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

Areas of Study

1. Designing within a team
2. Producing and evaluating within a team

Assessment

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

The two compulsory assessment tasks for this unit are:

- a design folio that contains a design brief, evaluation criteria, research, visualisations and design options, working drawings, scheduled production plan, and evaluation report
- product and records of production and modifications

Additionally, suitable tasks for assessment may be selected from the following:

- an oral report supported by notes and/or visual materials
- a short written report that includes materials testing or trialling activities, industry visits, technical reports.

Unit 3: Applying the product design process**UNIT OVERVIEW**

In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

Design and product development and manufacture occur in a range of settings. An industrial setting provides a marked contrast to that of a one-off situation in a small cottage industry or a school setting. Although a product design process may vary in complexity or order, it is central to all of these situations regardless of the scale or context. This unit examines different settings and takes students through the product design process as they design for an end-user/s. Students identify methods which could be used in a low-volume or mass/high-volume production setting to manufacture a similar product to their design.

In the initial stage of the product design process a design brief is prepared, outlining the context or situation around the design problem and describing the needs and requirements in the form of constraints or considerations.

Areas of Study

1. Designing for end-user/s
2. Product development in industry
3. Designing for others

Assessment

School-assessed Coursework for Unit 3 will contribute 12 per cent to the study score.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 30 per cent.

Unit 4: Product development and evaluation**UNIT OVERVIEW**

In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

In Area of Study 1, students use comparative analysis and evaluation methods to make judgments about commercial product design and development.

In Area of Study 2, students continue to develop and safely manufacture the product designed in Unit 3, Outcome 3, using materials, tools, equipment and machines, and record and monitor the production processes and modifications to the production plan and product.

In Area of Study 3, students evaluate the quality of their product with reference to criteria and end-user/s' feedback. Students make judgments about possible improvements. They produce relevant user instructions or care labels that highlight the product's features for an end-user/s.

Areas of Study

1. Product analysis and comparison
2. Product manufacture
3. Product evaluation

Assessment

School-assessed Coursework for Unit 4 will contribute 8 per cent to the study score.

School-assessed Task for Units 3 and 4 contributes 50 per cent.

The examination will contribute 30 per cent.

Future Pathways

Fields such as Industrial, Transport, Service, Interior and Exhibition, Engineering, Fashion, Furniture, Jewellery, Textile, Ceramics, Set Designer, Theatrical Costume Designer, Industrial Designer, Industrial Engineer, Materials Engineer, Mechanical Engineer, Cabinetmaker, Carpenter/Craftsperson, Patternmaker, Tradesperson - Fabrication.

Unit 3: Software Development**UNIT OVERVIEW**

In this unit students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Area of Study 1 students respond to teacher-provided solution requirements and designs and develop a set of working modules through the use of a programming language. Students examine a simple software requirements specification and a range of software design tools in order to apply specific processing features of a programming language to create working modules. In Area of Study 2 students analyse a need or opportunity, select an appropriate development model, prepare a project plan, develop a software requirements specification and design a software solution. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Software tools

The following table indicates the software tools that students are required to both study and use in this unit.

Area of Study 1 – An appropriate programming language

Area of Study 2 – Unified modelling language to create use cases

The following table indicates the software tool that students are required to use, but not required to study, in this unit.

Area of Study 2 – Appropriate tool for documenting project plans

Areas of Study

1. Software development: Programming
2. Software development: Analysis and design

Assessment

School-assessed Coursework for Unit 3 will contribute 10 per cent to the study score.

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

Unit 4: Software Development**UNIT OVERVIEW**

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into a software solution and evaluate the solution, chosen development model and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2 students examine the security practices of an organisation and the risks to software and data during the development and use of the software solutions. Students evaluate the current security practices and develop a risk management plan.

Software tools

The following table indicates the software tools that students are required to both study and use in this unit.

Area of Study 1 – An appropriate programming language

The following table indicates the software tool that students are required to use, but not required to study, in this unit.

Area of Study 1 – Appropriate tool for documenting project plans

Areas of Study

1. Software development: development and evaluation
2. Cybersecurity: software security

Assessment

School-assessed Coursework for Unit 4 will contribute 10 per cent to the study score.

The School-assessed Task will contribute 30 per cent to the study score.

The examination will contribute 50 per cent.

Future Pathways

Information Technology Courses

Languages

Year 10

89 Italian

Year 11

96 VCE VET Certificate III Applied
Language Year 1

Year 12

96 VCE VET Certificate III Applied
Language Year 2

CERT III: Students must have completed Year 1 of a Cert III to be able to choose the Year 2.

Italian

Availability: This course runs for a full year. Students must choose this in both semester 1 and 2.

UNIT OVERVIEW

In Level 10 Italian, language learning builds on each student's prior learning and experiences. Students use Italian to initiate and sustain interactions while sharing their own and others' experiences of the world. They listen, speak, read, write and view to communicate with other speakers of Italian.

Students use authentic and purpose-developed resources to access and/or create a range of spoken, written, viewed and multimodal texts, which may include textbooks, audio and video clips, magazines and images, online and print articles, and social media.

Students reflect on their own language use and cultural identity, and draw on their experience of learning Italian, to discuss how this influences their ideas and ways of communicating.

Areas of study

- Communicating Meaning in Italian
- Understanding Language and Culture

Assessment

Tests, Assessments of reading, writing, listening and speaking skills, Examination



VET Vocational Education & Training

- 91 Cert III Digital Media, Information and Technology
- 92 Cert III Business
- 93 VCE VET Cert III Sport and Rec
- 94 VCE VET Cert III Sport and Rec – **Elite Sport Academy**
- 95 VCE VET Cert III Music
- 96 VCE VET Certificate III Applied Language
- 97 Certificate I Skills for work and vocational pathways
- 98 VCE VET Cert II Engineering Studies
- 99 VCE VET Cert II Community Services
- 100 VCE VET Cert III Health Services Assistance
- 101 VCE VET Cert III Dance
- 102 VCE VET VCE VET- Certificate III in Laboratory Skills

VCE VET: Students must have completed Year 1 of a Cert III to be able to choose the Year 2

Please note: All subjects will require a minimum enrolment of students for the subject to be viable.

YEAR 1: This course is for students in Year 10 students who wish to study computing.

Availability: Students must choose this for the whole year. Students will not be able to enter for second semester.

UNIT OVERVIEW

This course is a spin on a traditional VET IT course, with a focus on video game design. After completing both years, successful students will receive a Certificate III Information, Digital Media and Technology. The first year of the course covers introductory tutorials, prototyping skills, and some general skills found in the Information Technology domain.

Career Pathways

- Game engine programmer
- Physics engine programmer
- Graphics engine programmer
- Artificial intelligence programmer
- Sound programmer
- Gameplay programmer
- Software engineer
- UI programmer
- Input programmer

YEAR 2: This course can only be selected by students who have completed the Year 1 course.

Availability: Students must choose this for the whole year. Students will not be able to enter for second semester.

UNIT OVERVIEW

Students that have already completed the prerequisite first year of this certificate can choose to undertake the second and final year. Students cover a wide range of skills, including: planning a game, network and maintenance, game production, and tech support essentials.

Career Pathways

- Game engine programmer
- Physics engine programmer
- Graphics engine programmer
- Artificial intelligence programmer
- Sound programmer
- Gameplay programmer
- Software engineer
- UI programmer
- Input programmer



YEAR 1: This course is for students in Year 11 who have not completed the first year of the course in the previous year.

Availability: Students must choose this for the whole year. Students will not be able to enter for second semester.

UNIT OVERVIEW

This program provides students with knowledge and skill development for the achievement of competence to enhance their employment prospects within a broad range of business and industry settings.

Contribution to VCE

VCE: VCE students will receive four VCE VET units.

ATAR: 10% contribution.

SWL: 160 hour work placement is required.

Orientation: For students enrolled in units 1 & 2 a compulsory Orientation will be held in Term 4.

Units 1 & 2

- Organise and complete daily work activities
- Process and maintain workplace information
- Communicate in the workplace
- Use digital technologies to communicate remotely
- Work effectively with others
- Deliver a service to customers
- Work effectively in a business environment
- Participate in environmentally sustainable work practices
- Handle mail
- Produce digital text documents
- Use business technology
- Contribute to health and safety of self and others

Future Pathways

Business Services Training Package: including Business Admin, Information Management Services and Human Resource Management.



YEAR 1: This course is for students in Year 11 who have not completed the first year of the course in the previous year.

Availability: Students must choose this for the whole year. Students will not be able to enter for second semester.

UNIT OVERVIEW

The VCE VET Sport and Recreation program provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of community, sport and outdoor recreation. Leadership, organisational and specialist activity skills will be developed through the units of competency undertaken in Units 1 to 4 of the selected program

Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry in areas such as maintaining grounds and playing surfaces, providing customer service, housekeeping or administrative service.

Possible job outcomes for a student with this qualification may include the provision of sport and recreation programs, grounds and facilities maintenance and working in the service industry in locations such as a fitness centre, outdoor sporting ground or aquatic centres.

Units of Competence

HLTAID003 Provide First Aid
 HLTAID009 Provide CPR
 SISXEMR003 Respond to emergency situations
 SISSSC0015 Prepare participants for sport competition
 SISSSPT001 Implement sports injury prevention and management strategies
 HLTWHS001 Participate in workplace health and safety
 SISSPAR009 Participate in conditioning for sport
 SISXFAC006 Maintain activity equipment
 SISXIND011 Maintain sport, fitness and recreational industry knowledge
 SISXCCS004 Provide quality service
 SISXIND009 Respond to interpersonal conflict
 BSBPER301 Organise personal work priorities
 SISSSOFO02 Continuously improve officiating skills and knowledge

Recognition with the VCE

Students undertaking Certificate III in Sport and Recreation are eligible for up to two units at Units 1 and 2 level and a Units 3 and 4 sequence. Students will obtain VCE VET units following the completion of:

- 90 nominal hours for Unit 1
- 90 nominal hours for Unit 2

YEAR 2: This course can only be selected by students who have completed the Year 1 course.

Availability: Students must choose this for the whole year. Students will not be able to enter for second semester.

UNIT OVERVIEW

The VCE VET Sport and Recreation program provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of community, sport and outdoor recreation. Leadership, organisational and specialist activity skills will be developed through the units of competency undertaken in Units 1 to 4 of the selected program

Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry in areas such as maintaining grounds and playing surfaces, providing customer service, housekeeping or administrative service.

Possible job outcomes for a student with this qualification may include the provision of sport and recreation programs, grounds and facilities maintenance and working in the service industry in locations such as a fitness centre, outdoor sporting ground or aquatic centres.

Units of Competence

SISSSC001 Conduct sport coaching sessions with foundation level participants
 SISXPLD004 Facilitate groups
 SISXPLD002 Deliver recreation programs
 BSBWHS308 Participate in WHS hazard identification, risk assessment and risk control

Recognition with the VCE

Students undertaking Certificate III in Sport and Recreation are eligible for a Units 3 and 4 sequence. Students will obtain VCE VET units following the completion of:

- 90 nominal hours for Unit 3
- 90 nominal hours for Unit 4



School based Elite Sports Academy (ESA)

YEAR 1: This course is for students in Year 10.

Availability: Students must apply for this whole year class, with the intention of completing the program through to the end of Year 12. Students are only allowed to enter in semester 2 if approved by the ESA team. An interview may be required prior to being offered a place in the ESA

UNIT OVERVIEW

The VCE VET Sport and Recreation program provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of community, sport and outdoor recreation. Leadership, organisational and specialist activity skills will be developed through the units of competency undertaken in Units 1 to 4 of the selected program.

Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry in areas such as recreation officer, activity operation officer, sport and recreation attendant, community activities officer & leisure services officer.

Units of Competence

HLTWHS001	Participate in workplace health and safety
HLTAID001	Provide First Aid
HLTAID009	Provide CPR
SISXEMR003	Respond to emergency situations
SISSSC0015	Prepare participants for sport competition
SISSSPT001	Implement sports injury prevention and management strategies
SISOFLD001	Assist in conducting recreation sessions

Recognition with the VCE

Students undertaking Certificate III in Sport and Recreation are eligible for up to two units at Units 1 and 2 level and a Units 3 and 4 sequence. Students will obtain VCE VET units following the completion of:

- 90 nominal hours for Unit 1
- 90 nominal hours for Unit 2

YEAR 2: This course is for students in Year 11. This course can only be selected by students who have completed the Year 1 course.

Units of Competence

SISPAR009	Participate in conditioning for sport
SISXFAC006	Maintain activity equipment
SISXIND011	Maintain sport, fitness and recreational industry knowledge
SISXCCS004	Provide quality service
SISXIND009	Respond to interpersonal conflict
BSBPER301	Organise personal work priorities
SISSSOF002	Continuously improve officiating skills and knowledge

YEAR 3: This course is for students in Year 12. This course can only be selected by students who have completed Year 1 and 2 of the course.

Availability: Students must choose this for the whole year. Students will not be able to enter for second semester.

Units of Competence

SISSSC001	Conduct sport coaching sessions with foundation level participants
SISXPLD004	Facilitate groups
SISXPLD002	Deliver recreation programs
BSBWHS308	Participate in WHS hazard identification, risk assessment and risk control

Possible job outcomes for a student with this qualification may include the provision of sport and recreation programs officers, outdoor or leisure activity officers, sports coach, professional athlete (Elite Sports Academy stream) and sports/team management or leadership.

Recognition with the VCE

Students undertaking Certificate III in Sport and Recreation are eligible for a Units 3 and 4 sequence. Students will obtain VCE VET units following the completion of:

- 90 nominal hours for Unit 3
- 90 nominal hours for Unit 4



UNIT OVERVIEW

This qualification prepares individuals with a broad range of competencies in varied contexts of the music industry. Graduates may provide support to a team using professional discretion, judgment and theoretical knowledge. Pathways may include employment into roles such as assistant band manager, junior musician/singer, sound mixer/technician, and sound recordist.

The VCE VET Units 3 and 4 sequence offers scored assessment in either the Music Performance or Sound Production areas of specialization. Students may undertake both scored VCE VET Units 3 and 4 sequences.

Program: Units of Competence**Unit 1 & 2 Program: Units of Competency (Sound Production and Performance)**

- Implement copyright arrangements
- Work effectively in the music industry
- Plan a career in the creative arts industry
- Perform simple repertoire in ensembles
- Perform basic sound editing
- Assist with sound recordings

Unit 3 & 4 Program: Units of Competency (Sound Production)

- Operate sound reinforcement systems
- Record and mix a basic music demo
- Install and disassemble audio equipment
- Mix music in a studio environment
- Manage audio input sources

Unit 3 & 4 Program: Units of Competency (Performance)

- Prepare for musical performances
- Develop and perform musical improvisation
- Develop technical skills for musical performances
- Perform music as a group or soloist
- Develop and apply stagecraft skills

Assessment

Students will need to demonstrate competency in the nominated areas of the course. Demonstration of competencies will take a number of forms such as written, oral and practical.

Contribution to VCE

VCE: Scored assessment is available for VCE VET Music.

Students wishing to receive a study score for VCE VET Music must undertake scored assessment in the Music Performance and/or Sound Production specialisations of CUA30920 Certificate III in Music.

Music Performance scored assessment consists of three coursework tasks worth 50% of the overall study score and an end of year performance examination worth 50% of the overall study score.

Sound Production scored assessment consists of three coursework tasks worth 66% of the overall study score and an end of year written examination worth 34% of the overall study score.

Future Pathways

A number of pathways exist for further training at Certificate III through to Advanced Diploma qualifications in the form of state registered, privately owned certificate courses. In addition, a number of degree courses are available at universities throughout Australia.

UNIT OVERVIEW

This course is designed to provide individuals with language skills and intercultural knowledge to enable them to communicate routine information in social and workplace situations in a language other than English, both in Australia and overseas.

Program structure

Certificate III in Applied Language provides four core units of competency. Students are required to complete the core units of competency in order to complete the qualification. At St Francis Catholic College, the students complete this course over two years, in Years 11 and 12.

The units of competency in the program form Units 1 and 2 for VCE recognition purposes. Credit will accrue on the basis of 90 nominal hours per VCE unit in the following sequence: Unit 1 and 2.

VCE: Students who complete Units 1 to 4 of the VCE VET Applied Languages program are eligible for four units credit towards their VCE: two units at Units 1 and 2 and a Units 3 and 4 sequence.

ATAR: Scored Assessment Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of VCE VET Applied Languages must undertake scored assessment for the purpose of achieving a study score.

The Requirements/Outcomes

The VET Certificates are nationally recognised qualifications in the study of a language. The Certificates are based on a fixed curriculum, however, each institution that offers the qualifications interpret the requirements within its context. In order to achieve a VET Applied Language qualification, students must demonstrate 'competencies' described in each Unit of the Certificate.

The qualifications are nationally recognised, and are aligned with the Common European Framework of Reference [CEFR].

In terms of language, what do students learn?

Each Certificate has a communicative focus in that students must demonstrate their capacity to understand and use the language to communicate.

The tasks involved require students to be able to interact with a range of people, in a range of settings – both in social settings and in the workplace. For example,

- students are required to plan an outing in the target language.
- conduct a routine workplace oral communication in the target language regarding a new job,
- write a Personal Blog about volunteer work,
- read and write routine workplace texts in the target language, regarding a Visa Application,
- read and write texts about a Travel Agency scenario and Tours for Tourists.

Future Pathways

Students who complete this qualification will be eligible for an increment towards their ATAR (10% of the lowest study score of the primary four studies). The increment is awarded by the Victorian Tertiary Admissions Centre (VTAC).

The VCE VET Applied Language program is drawn from nationally accredited curriculum and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge to pursue a career or further training in language studies and related industries.

Note

Students must demonstrate competency as identified in the Certificate II in Applied Language prior to undertaking the Certificate III in Applied Language.

Year 1: This course is for students in VPC or VCE VM who have not previously completed this course.

Availability: Students must choose this for a whole year. Students will not be able to enter this in second semester.

UNIT OVERVIEW

This program is designed to provide students a range of literacy, numeracy, and general employment skills. The learning is designed to connect with industry and the workplace to best assist students in understanding the context for learning. IVET seeks to help students understand 'why' the skills are important and 'how' the skills and learning will help the student in their future.

ATAR: No ATAR.

Units

BSBPEF101	Plan and prepare for work readiness
FSKLRG010	Use routine strategies for career planning
FSKRDG010	Read and respond to routine workplace information
FSKWTG009	Write routine workplace texts
FSKDIG003	Use digital technology for non-routine workplace tasks
FSKOCM007	Interact effectively with others at work
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKLRG009	Use strategies to respond to routine workplace problems
BSBWHS211	Contribute to the health and safety of self and others
FSKLRG007	Use strategies to identify job opportunities
FSKLRG011	Use routine strategies for work-related learning
BSBTEC201	Use business software applications
BSBTEC202	Use digital technologies to communicate in a work environment

Scored Assessment

This is not a scored course

Work placement

Throughout this year long program students are exposed to an array of learning environments. This allows trainers to focus more time on delivery and less time on work placements.

Future Pathways

Certificate II in Business, Certificate II Community Services.

UNIT OVERVIEW

To provide participants with knowledge and skill development to enhance their employment prospects within the engineering industry. Enable participants to gain credit towards a nationally recognised credential and to make a more informed choice of vocational and career path.

Cluster Provider: St Francis Catholic College, Melton West

Day and Time

Year 1 Tuesday 1.30pm – 4.30pm, Wednesday 9am – 12pm

Year 2 Wednesday 9am – 12pm, Thursday 1pm – 4pm (VCE)

Orientation: For students enrolled in units 1 & 2 a compulsory Information Session will be held. Dates and times to be confirmed.

Contribution to VCE

VCE: Students who complete Units 1 to 4 of the VCE VET Engineering program are eligible for four units credit towards their VCE: two units at Units 1 and 2 and a Units 3 and 4 sequence

ATAR: Students wishing to receive an ATAR contribution for the scored units 3 and 4 sequence must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

SWL: A minimum of 10 days work placement

Units 1 & 2

VU23481	Apply occupational health and safety principles in an engineering environment
VU23475	Safely use hand tools and hand held power tools for general engineering applications
VU23477	Interpret and prepare basic two and three dimensional engineering drawings
VU23478	Perform basic machining processes
VU23479	Apply basic fabrication techniques
VU23476	Report on the sectors and employment in the manufacturing, engineering and related industries

Units 3 & 4

MEMPE006A	Undertake a basic engineering project
VU23480	Perform intermediate engineering computations
VU23483	Perform metal machining operations

OR

VU23482	Produce basic engineering components and products using fabrication and machining operations
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Future Pathways

Students who complete this qualification may articulate into higher nationally recognized qualification levels associated with Metal and Engineering careers. Students may enter engineering apprenticeships in the areas of mechanical, fabrication, automotive or electrical. Alternative VET pathways at Diploma and Advanced Diploma or the Bachelor of Engineering and the Associate degree are available in the Higher Education sector.

UNIT OVERVIEW

The Certificate II Community Services qualification allows students to develop the skills and knowledge to undertake community services work such as providing support and assistance to a variety of clients including child care, aged care, disability or youth sectors. It could also lead to employment areas such as education, the police force or health industry. This program is perfect for students looking to move into a range of areas of the community services sector and is the perfect building block for developing a sound educational base specific to the fastest growing sector in Australia. Throughout the learning process students will complete in excess of 120 hours of simulated workplace practice. This innovative simulated structured work environment is an integral facet of the learning and assessment process immersing the students in current industry practice, regulations and policies that are implemented in the Community Service Industry.

Cluster Provider: St Francis Catholic College, Melton West

General: An interest in the Community Services or Health field.

Day and Time

Year 1 Wednesday 1.30pm – 4.30pm

Year 2 Wednesday 9am – 12pm

ATAR: Students wishing to receive an ATAR contribution for the scored units 3 and 4 sequence must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

Scored Assessment: Students wishing to receive as ATAR contribution for VCE VET Community Services must undertake scored assessment. This consists of three course work tasks, worth 66% of the overall study score and an-end-of year examination, worth 34% of the overall study score.

Work placement: Throughout this 2 year program students are exposed to an array of learning environments in the community service sector that count towards their VCAA SWL hours without having to leave the classroom. This allows teachers and coordinators to focus more time on delivery and less time on work placements.

Course Outline**Year 1**

BSBW0R202	Organise and complete daily work activities
CHCCOM001	Provide first point of contact
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
FSKLRG09	Use strategies to respond to routine workplace problems
FSKOCM07	Interact effectively with others at work
HLTAID001	Provide first aid
HLTFSE001	Follow basic food safety practices
HLTWHS001	Participate in workplace health and safety- Health

Year 2

CHCCCS016	Respond to client needs*
CHCCDE003	Work within a community development framework*
CHCCDE004	Implement participation and engagement strategies*

Future Pathways

Childcare, Aged care, Disability sector, Youth worker

UNIT OVERVIEW

The Certificate III Health Services Assistance is a program suitable for students interested in assisting Allied Health Practitioners such as physiotherapists, speech pathologists, occupational therapists, podiatrists or who may be interested in patient care either within a hospital, nursing home, rehabilitation or medical care facility. The core units of the certificate are broad and aim to prepare students for the many different workplace activities they will be asked to perform. In any health care setting positive, professional carer-patient relationships are essential and this is emphasised throughout the course. Throughout the learning process students will complete in excess of 120 hours of simulated workplace practice via the 'IVET Super Health Clinic'. This innovative simulated structured work environment is an integral facet of the learning and assessment process immersing the students in current industry practice, regulations and policies that are implemented in the Health Service Industry.

Cluster Provider: St Francis Catholic College, Melton West

General: An interest in the health field.

Day and Time:

Year 1 Tuesday 1.30 – 4.30pm or Wednesday 1.30-4.30pm

Year 2 Thursday 1.30pm – 4.30pm

ATAR: Students wishing to receive an ATAR contribution for the scored units 3 and 4 sequence must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

Scored Assessment: Students wishing to receive as ATAR contribution for VCE VET Health must undertake scored assessment. This consists of three course work tasks, worth 66% of the overall study score and an-end-of year examination, worth 34% of the overall study score.

Work placement: Throughout this 2 year program students are exposed to an array of learning environments in the health care sector that count towards their VCAA SWL hours without having to leave the classroom. This allows teachers and coordinators to focus more time on delivery and less time on work placements.

Course Outline**Year 1**

BSBWOR301	Organise Personal Work Priorities and Development
HLTWHS001	Participate in workplace health and safety
CHCCOM005	Communicate and Work in Health or Community Services
CHCDIV001	Work with Diverse People
CHCCCS010	Maintain a high standard of service
CHCCCS020	Respond effectively to behaviours of concern
HLTAID011	Provide First Aid
BSBTEC201	Use business software applications
CHCCCS002	Assist with movement
CHCPRP005	Engage with health professionals and the Health system
HLTINF006	Apply basic principles and practices of infection control

Year 2

CHCCCS009	Facilitate responsible behaviour
HLTHPS001	Take clinical measurements*
HLTAAP001	Recognise healthy body systems*
BSBMED301	Interpret and apply medical terminology appropriately*

Future Pathways

Health, Nursing, Community Services, Certificate IV in Health Service Assistance/ Health Care.

UNIT OVERVIEW

CUA20113 Certificate III in Dance is a preparatory qualification that allows learners to develop basic technical skills and knowledge to prepare for work in the live performance industry.

The VCE VET Dance program aims to provide participants with the knowledge, skills, and competency that will enhance their training and employment prospects in the live performance industry; and enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

Uniform: Students are required to wear WEC VET Uniform to class. The WEC Polo and Jumper are included in the Year 1 course fee.

Orientation: For students enrolled in units 1 & 2 a compulsory Orientation will be held in Term 4.

Program: Units of Competence**Unit 1 & 2 Program: Units of Competency**

- Work effectively with others
- Develop basic dance techniques
- Follow basic safe dance practices
- Develop basic level physical condition for dance performance
- Incorporate artistic expression into basic dance performances
- Develop and apply creative arts industry knowledge
- Prepare for performances
- Develop audition techniques
- Electives – Select 2 from Jazz, Contemporary, Street, Lyrical, Tap, Ballet or Cultral

Unit 3 & 4 Program: Units of Competency

- Incorporate artistic expression into basic dance performances
- Develop and apply creative arts industry knowledge
- Prepare for performances
- Develop audition techniques
- Electives – Select 2 from Jazz, Contemporary, Street, Lyrical, Tap, Ballet or Cultral

Contribution to VCE

Students wishing to receive an ATAR contribution for VCE VET Dance must undertake scored assessment. This consists of three coursework tasks, worth 50% of the overall study score, and a performance examination worth 50% of the overall study score.

Scored assessment is based on the Scored Units 3 and 4 sequence of VCE VET Dance.

The Scored Units 3 and 4 sequence of the VCE VET Dance program must be delivered and assessed in a single enrolment year.

Future Pathways

A number of pathways exist for further training at Certificate III through to Advanced Diploma qualifications in the form of state registered, privately owned certificate courses. In addition, a number of degree courses are available at universities throughout Australia.

Year 1: This course is for students in Year 11 who have not completed the first year of the course in the previous year.

Availability: Students must choose this for a whole year. Students will not be able to enter this in second semester.

UNIT OVERVIEW

Certificate III in Laboratory Skills provides students with the necessary knowledge and skills associated with the day-to-day operation of a laboratory and associated technical tasks following set procedures and recipes Units 1 and 2 of the program include recording and presenting data, planning and conducting laboratory/field work, maintaining the laboratory fit for purpose, with electives such as performing basic tests and assisting with fieldwork included.

Course Outline

Year 1

MSL913003	Communicate with other people
MSL913004	Plan and conduct laboratory/field work
MSL922001	Record and present data
MSL933006	Contribute to the achievement of quality objectives
MSL943004	Participate in laboratory or field workplace safety
MSMENV272	Participate in environmentally sustainable work practices.

YEAR 2: This course can only be selected by students who have completed the Year 1 course.

Availability: Students must choose this for the whole year. Students will not be able to enter for second semester.

UNIT OVERVIEW

Students that have already completed the prerequisite first year of this certificate can choose to undertake the second and final year. Units 3 and 4 offer scored assessment and incorporate units such as perform techniques that prevent cross contamination, contributing to the achievement of quality objectives, preparing working solutions and performing microscopic examinations

Contribution to VCE

Recognition of up to four VCE VET units at Units 1 and 2 level, and a scored VCE VET Unit 3–4 sequence.

ATAR

Scored Assessment Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of VCE VET Laboratory Skills must undertake scored assessment for the purpose of achieving a study score.

Future Pathways

A number of opportunities exist for further studies in this area, including Certificate IV in Laboratory Techniques, Diploma of Laboratory Technology, Advanced Diploma of Laboratory Operations and Bachelor of Science (relevant disciplines).

Employment outcomes targeted by this qualification include laboratory technicians, instrument operators and similar personnel. A degree in biology, chemistry, environmental science, or other related fields can open up more advanced career opportunities

VCE – Vocational Major Pathway

VCE-Vocational Major Pathway

The VCE Vocational Major is the vocational and applied learning pathway that is in now part of the VCE. It is the method of learning where theory comes to life for students in a real world context that relates to their own future. The VCE Vocational Major is the replacement for Intermediate and Senior VCAL. It is a two year program over Year 11 and 12.

Rationale

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 choice and flexibility to pursue their interests and develop the skills and capabilities required to succeed in further education, work and life.

The VCE VM prepares students for apprenticeships, traineeships, further education and training, university via non ATAR pathways and employment.

The VCE VM aims to provide students with the best opportunity achieve their goals by:

- Equipping them with the knowledge, skills and capabilities to be lifelong learners and
- Empowering students to make informed decisions about their career pathway through real life learning and workplace experiences.

Requirements of the VCE Vocational Major

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 VCE units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3-4 sequence)
- 2 VCE VM numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development units AND
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3-4 sequences as part of their program. Units 3-4 VM studies may count for these units. Students may also include other VCE studies and VET, and can receive structured workplace learning recognition.

Students must undertake between 16 and 20 units of the two years of their VCE VM study.

Work Placement

Work placement is an opportunity given to VCE VM students and is compulsory at St Francis Catholic College. It allows students to gain practical experience in a workplace associated with their VET course.

It is the students responsibility to seek out their work placement. Students are strongly encouraged to check with their VET training provider to ensure that the placement they are considering satisfies the requirements of their VET course.

Is the VCE- Vocational Major for you?

If you are seriously considering this pathway, you must be able to confidently tick off each of the points below.

- The VCE VM is NOT a course for students considering a university course or needing an ATAR score
- It is a course intended for those who wish to gain an apprenticeship or traineeship
- If a student wishes to go onto a TAFE course at the end of year 12, they should be thorough in their research to check they will be eligible with the VCE VM
- A VET/TAFE course of Certificate II level or higher is required for the VCE VM
- Work Placement MUST be linked to the VET/TAFE course you are enrolled in
- Attendance at school, VET/TAFE and work placement is required for the VCE VM
- Students must acknowledge the fact that theory work, assessment tasks and home study will be involved in the VCE VM.
- Students will be required to complete Part A of the General Achievement Test (GAT)

The VCE- Vocational Major is a VCE certificate, therefore all the expectations of the VCE certificate applies to the VCE VM.

VCE-Vocational Major

Literacy

Literacy empowers students to read, write, speak and listen in different contexts. Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in texts drawn from daily life. The development of literacy is based upon applied learning principles, making strong connections between students' lives and their learning. By engaging with a wide range of text types and content drawn from a range of local and global cultures, forms and genres, including First Nations peoples' knowledge and voices, students learn how information can be shown through print, visual, oral, digital and multimodal representations.

Along with the literacy practices necessary for reading and interpreting texts, it is important that students develop their capacity to respond to texts. Listening, viewing, reading, speaking and writing are developed systematically and concurrently, so that students' capacity to respond to different texts informs the creation of their own written and oral texts. A further key part of literacy in this study design is that students develop their understanding of how texts are designed to meet the demands of different audiences, purposes and contexts, including workplace, vocational and community contexts. This understanding helps students develop their own writing and oral communication, so that they become confident in their use of language and their ability to comprehend, respond to and create texts for a variety of settings.

Numeracy

Numeracy empowers students to use mathematics to make sense of the world and apply mathematics in a context for a social purpose. Numeracy gives meaning to mathematics, where mathematics is the tool to be applied efficiently and critically. Numeracy involves the use and application of a range of mathematical skills and knowledge that arise in a range of different contexts and situations.

Numeracy enables students to develop logical thinking and reasoning strategies in their everyday activities. It develops students' problem-solving skills, and allows them to make sense of numbers, time, patterns and shapes for everyday activities like cooking, gardening, sport and travel. Through the applied learning principles Numeracy students will understand the mathematical requirements for personal organisation matters involving money, time and travel. They can then apply these skills to their everyday lives to recognise monetary value, understand scheduling and timetabling, direction, planning, monetary risk and reward.

Technology is an integral part of everyday and working life in Australia. Handheld devices like tablets are used for common daily uses: connectivity, communication, sourcing information, and as a tool for carrying out a myriad of functions. Software

applications are available on a range of devices. There is an expectation that our students are ready with these skills when they transition to independent living, further study or to work. The integration of digital technologies in the learning of mathematical processes is essential and is embedded throughout this study.

Personal Development Skills

VCE Vocational Major 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 environments.

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.

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).

VPC – Victorian Pathways Certificate

Victorian Pathways Certificate

The Victorian Pathways Certificate (VPC) is an inclusive Year 11 and 12 standards-based certificate that meets the needs of a smaller number of students who are not able or ready to complete the VCE (including the VCE Vocational Major). It provides an enriched curriculum and excellent support for students to develop the skills, capabilities and qualities for success in personal and civic life.

While the VPC is not a senior secondary qualification, it can be a pathway to the VCE.

Rationale

The VPC is designed to develop and extend pathways for young people, while providing flexibility for different cohorts. The Victorian Pathways Certificate is suitable for students whose previous schooling experience may have been disrupted for a variety of reasons, including students with additional needs, students who have missed significant periods of learning and vulnerable students at risk of disengaging from their education. Students will gain the skills, knowledge, values and capabilities to make informed choices about pathways into a senior secondary qualification, entry level vocational education and training (VET) course or employment.

The curriculum accommodates student aspirations and future employment goals. VPC learning programs connect students to industry experiences and active participation in the community. Through participation in the VPC students will gain necessary foundation skills to allow them to make a post-schooling transition.

Requirements

To be eligible to receive the VPC, students must satisfactorily complete a minimum of 12 units, including:

- at least two units of VPC Literacy (or units from the VCE English group including VCE Vocational Major Literacy)
- at least two units of VPC Numeracy (or units from the VCE Mathematics group including VCE Vocational Major Numeracy)
- at least two VPC Personal Development Skills units
- at least two VPC Work Related Skills units.

Students can also include units from VCE studies, VCE Vocational Major studies, and VET units of competency. VPC students can receive VET credit for 90 nominal hours at the Certificate 1 or above level and receive structured workplace learning recognition. Many students will undertake more than 12 units over the VPC.

The VPC is designed to be delivered in Year 11 and 12 and has a flexible duration depending on a student's individual learning plan and the delivery setting. All VPC units can be completed in any order and in any year. The units can be delivered in a flexible manner and do not have to be delivered sequentially.

VPC units have been designed to align to the VCE VM units to enable providers to deliver the VCE VM and VPC within the same classroom where required.

There is no requirement for VPC students to sit the General Achievement Test (GAT) unless they are enrolled in VCE units 3 or 4 or a scored VET subject.

Work Placement

Work placement is an opportunity given to Victorian Pathway Certificate students and is compulsory at CRC Melton. It allows students to gain practical experience in a workplace associated with their VET course.

It is the students responsibility to seek out their work placement. Students are strongly encouraged to check with their VET training provider to ensure that the placement they are considering satisfies the requirements of their VET course.

VPC Literacy enables the development of knowledge, skills and capabilities relevant to reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community.

Unit 3 Literacy

Modules

Module 1: Literacy for civic participation

Module 2: Understanding and creating digital texts

Learning Goals

Learning goal 3.1

On completion of this module the student should be able to:

- identify reliable agencies within the government and non-government spheres who provide information to facilitate participation in civic life
- skim and scan informational documents to determine relevance for deeper reading
- summarise and paraphrase information and instructions into sequential points that enable them to complete activities related to civic participation.

Learning goal 3.2

On completion of this module the student should be able to:

- identify documents that are required for future learning and work opportunities
- locate the sources of information they need through research methodology and review the accuracy and validity of the information
- research and understand the requirements of workplace and further learning documentation and plan, draft, create and/or complete the required documents.

Assessment

Assessment could consist of, but is not limited to, a combination of the following activities where students should apply and demonstrate learning:

- a research task
- a collection of annotations and/or notes
- a recorded reflection
- a reflective journal
- a response to structured questions
- a record of interviews with members of the community and class
- a digital presentation
- a visual presentation, such as a graphic organiser, concept/mind map or annotated poster.

Unit 4 Literacy

Modules

Module 1: Negotiated project

Learning Goals

Learning goal 4.1

On completion of this module the student should be able to:

- communicate effectively with the teacher as demonstrated by negotiation of a topic of choice for a major presentation
- provide a sample plan of the content and direction of a presentation including use of body language learnt in Unit 2
- refine the plan after consultation and gaining feedback from peers on the effectiveness of the plan
- complete an informative oral presentation on the individual or group project that showcases reflections and review of learning, utilising a digital, multimodal or visual platform for support.

Assessment

Assessment could consist of, but is not limited to, a combination of the following activities where students should apply and demonstrate learning:

- a video, podcast or oral presentation with reflective journal
- a digital presentation with reflective journal

The purpose of this study is to enable students to develop their everyday numeracy practices to make sense of their personal, public, and future vocational lives. Students develop foundational mathematical skills with consideration of their personal, home, vocational and community environments and contexts, and an awareness and use of accessible and appropriate technologies.

Unit 3 Numeracy Modules

Module 1: Personal numeracy Module 2: Financial numeracy

Focus area: Location

The focus of location includes understanding of space, direction and location in relation to common and familiar local places. Students should be able to follow and give simple directions to locations based on digital or printed maps. Students should demonstrate an awareness of their place in space.

Focus area: Systematics

The focus of systematics includes using everyday technology to input and output information for the purposes of planning, collecting, sorting or categorising common and familiar data and information. Students should be able to choose a number of inputs of familiar data and read the outputs and interpret summary information derived from the technology.

Focus area: Number

This focus area aims to extend students' number sense through meaningful application of numeracy practices to a range of contexts where whole numbers and some simple fractions, decimals and percentages are used.

Focus area: Change

The focus of change includes the recognition and use of simple patterns, and application of changes in spatial, arithmetical and numerical contexts. Students should recognise when change is occurring and estimate simple rules and find the next step in a growing pattern.

Assessment

Assessment could consist of, but is not limited to, a combination of the following activities where students could apply and demonstrate their learning:

- Investigations and projects; for example, planning a market stall, recording what they did and when; using a recipe and baking using measuring instruments; or measuring quantities of groceries and planning and organising a shared meal.
- Multimedia presentation, poster or report; for example, planning a trip to a site of cultural significance; comparing costs of items on sale; comparing costs of trade services in the home.
- Portfolio: for example, examining weather data and associated risks; planning and preparing a menu for the school canteen; examining the costs of steaming services

Unit 4 Numeracy Modules

Module 3: Health and recreational numeracy
Module 4: Civic numeracy

Focus area: Shape

The focus of shape includes the recognition, naming and categorisation of a range of two- and simple three-dimensional shapes. Students should be able to recognise, classify, describe and construct a range of simple shapes in both diagrammatical and concrete forms. This focus also includes understanding different characteristics and properties used in classifying two-dimensional shapes and simple three-dimensional objects.

Focus area: Quantity and measures

The focus area of quantity and measures is on enabling students to explore common everyday measurements and quantities. Students develop a sense of estimation and become familiar with and use everyday quantities and measurements such as those found in the home, in the community or in vocational studies or work.

Focus area: Data

Data can be found in everyday life, workplaces and society. Students should be able to collect, read and interpret familiar or commonly used data represented in simple graphs and tables found in the media or in everyday contexts.

Focus area: Likelihood

The focus of likelihood includes understanding and using common language and terminology of likelihood and chance related to common and familiar events. Students should be able to talk about ideas of chance and risk, and interpret the likelihood of common and familiar events occurring.

Assessment

Assessment could consist of, but is not limited to, a combination of the following activities where students could apply and demonstrate their learning:

- Investigative report; for example, select a topic to explore and identify and collect a range of data from a variety of sources to form a view.
- Create an experiment; for example, use a range of tools to measure and collect data about an identified topic such as student height.
- Design a game or sport to play; for example, create a large-scale puzzle out of a range of 3D shapes; design a physical game that requires timed activities.

VPC Personal Development Skills (PDS) takes a dual approach to exploring and optimising personal development. This is done through a focus on understanding and caring for self, and then through a focus on engagement with community. The foundational pillars of this study are physical, social and emotional health and wellbeing, which are realised by self-reflection of the students.

Unit 3 Personal Development Skills

Modules

Module 1: Collaborate and negotiate Module 2: Motivate and lead

Learning goals

Learning goal 3.1

On completion of this module the student should be able to:

- outline advantages of group diversity and the challenges of developing and maintaining group harmony
- describe the individual attributes required to be an effective team leader and team member
- explain a variety of effective, respectful group communication and collaboration techniques
- describe and demonstrate conflict resolution methods.

Learning goal 3.2

On completion of this module the student should be able to:

- identify effective leadership qualities and styles
- explain contexts and settings where leadership is appropriate and necessary
- investigate and develop planning techniques
- describe and practise ways to motivate self and others.

Assessment

Assessment could consist of, but is not limited to, a combination of the following activities where students should apply and demonstrate learning:

- a Y-Chart
- a mind map
- a case study
- a reflection/analysis of guest speaker presentation
- a video or oral presentation
- a response to structured questions
- a visual, oral, pictorial, digital presentation
- an evaluation of a team activity
- a reflection/analysis of visit(s) to a community project or organisation
- a reflective journal of participation in practical tasks
- a research task
- a performance or role play.

Unit 4 Personal Development Skills

Modules

Module 1: Community awareness and project
Module 2: Community participation

Learning goals

Learning goal 4.1

On completion of this module the student should be able to:

- investigate a range of possible projects or public awareness campaigns that would benefit the community
- consult with relevant stakeholders to identify who may benefit from potential projects or campaigns
- use communication and negotiation strategies to select a community project or awareness campaign
- develop a detailed plan to carry out a project or campaign.

Learning goal 2.2

On completion of this module the student should be able to:

- demonstrate a variety of problem-solving and decision-making skills when carrying out a project or awareness campaign
- understand and demonstrate time management, resource and material management when carrying out a project or awareness campaign
- communicate effectively with stakeholders, community members and team members when carrying out a project or awareness campaign
- identify appropriate feedback mechanisms to gather opinions on a project or awareness campaign from a variety of sources
- evaluate the effectiveness of project or awareness campaign.

Assessment

Assessment could consist of, but is not limited to, a combination of the following activities where students should apply and demonstrate learning:

- a project plan
- a checklist
- a budget
- a visual, oral, pictorial or digital presentation
- a survey and collated results.
- a reflection/analysis of organisation visit
- a reflective journal of participation in practical tasks
- structured questions to pose to community group, program coordinator/guest speaker
- meeting agenda/meeting minutes
- an inventory list
- a research task
- annotated photographs
- an oral, pictorial, digital presentation

VPC Work Related Skills (WRS) enables the development of knowledge, skills and personal attributes relevant to further education and employment. The study also provides practical, authentic opportunities for students to develop employability skills. This study examines four key areas: workplace health and culture; skills and capabilities; planning and executing a small-scale work-related activity; and activities related to seeking employment and further training.

WRS has a major focus on the relationship between personal interests and skills, employment and education opportunities and pathway planning. Students apply their knowledge and understanding to practical and collaborative activities to prepare for the process of applying for jobs and being a valued and productive employee in the workplace.

Unit 3 Work Related Skills

Modules

Module 1: Healthy workplace practice

Module 2: Rights and responsibilities

Module 3: Physical health and safety

Learning goals

Learning goal 3.1

On completion of this module the student should be able to:

- identify and describe physical and mental health in the workplace
- discuss ways in which employees can contribute to physical and mental health in the workplace
- explain the role of employers regarding health in the workplace, including company policies.

Learning goal 3.2

On completion of this module the student should be able to:

- describe unlawful workplace practices
- identify processes to address and report unsafe practices
- present understandings of employee responsibilities in the workplace.

Learning goal 3.3

On completion of this module the student should be able to:

- recognise and assess potential hazards and harms
- develop recommendations to respond to the identification of hazards and harms.

Assessment

Assessment could consist of, but is not limited to, a combination of the following activities where students should apply and demonstrate learning:

- a digital, oral or visual presentation
- interview and reflection of relevant industry representative, employer, employee
- a response to structured questions
- a role-play or performance
- a safety audit
- participation in a safety drill
- a research task or case study
- a mock hearing
- a risk management plan
- a report

Unit 4 Work Related Skills

Modules

Module 1: Explore and plan for potential pathways

Module 2: Employment seeking activities and the application process

Module 3: Interview

Learning goals

Learning goal 4.1

On completion of this module the student should be able to:

- identify a potential pathway
- access and assess online platforms to explore pathway options
- apply knowledge to draft a pathway plan
- seek feedback on and refine pathway plan.

Learning goal 4.2

On completion of this module the student should be able to:

- source and evaluate information relating to employment opportunities
- apply knowledge in preparing a job application.

Learning goal 4.3

On completion of this module the student should be able to:

- identify possible interview questions and suitable responses
- apply strategies to prepare for and participate in a mock interview and evaluate performance to improve future employment prospects.

Assessment

Assessment could consist of, but is not limited to, a combination of the following activities where students should apply and demonstrate learning:

- a digital, oral or visual presentation
- a career action plan
- skills audit
- creation of a personal profile
- plan of action/response to feedback
- refined/ redeveloped cover letter/resume
- structure response to interview questions
- reflection/evaluation of application/interview
- mock interview criteria within employment advertisements
- identify employability skills, required qualifications, key selection
- reflection of visit to education provider, employment agency, career expo, LLEN

Glossary

Abbreviations and terms explained.

Assessment Task

A task set by the teacher to test a student's achievement of the learning outcome.

ATAR

Australian Tertiary Admissions Ranking. Formerly the ENTER.

Authentication

The process of making sure that the work submitted has been done by the student concerned.

Derived Examination Score

An examination score that is calculated by the VCAA, for a student who has been granted special provision for VCAA written examinations.

ESL

English as a Second Language.

General Achievement Test (GAT)

A test that is done by all students doing at least one Unit 3 & 4 sequence. It forms a part of the statistical moderation process.

ICT

Information and Communications Technology.

Outcomes

What students are required to know, or be able to do, in order to satisfactorily complete a unit.

Satisfactory Completion

A school decision that a student has demonstrated achievement of all the outcomes in a VCE unit. The student will get S (Satisfactory) for the unit. If the outcomes have not been achieved, the student will get N (Not satisfactory) for the unit.

School Assessed Coursework (SAC)

A school-based grade which has to be reported to the VCAA. It forms a part of the student's overall grade for a VCE unit. Assessment tasks used for this purpose are referred to as School Assessed Coursework Tasks.

School Assessed Task (SAT)

A school-based assessment for a Unit 3 & 4 sequence that is set by VCAA but assessed by the teacher. The marks are reviewed by VCAA.

School-Based Apprenticeship Traineeship (SBAT)

School Based Apprenticeships and Traineeships (SBATs) is an option within the Vocational Education and Training in Schools (VETiS). A SBAT offers students the option of combining part time employment, school and training and leads to a nationally recognised qualification.

Semester

One half of the year. Most units are completed in one semester.

Sequence

Unit 3 & 4 are to be taken together. This is called a sequence.

Special Provision

Special arrangements that are made for students who are experiencing hardship. The arrangements are different for School Assessed Coursework and for VCAA written examinations. Special Provision is only approved by the VCAA.

Statement of Results

The documents issued by the VCAA which show the results achieved by the students in the VCE.

Statistical Moderation

The process used to ensure that the school's assessments are in line with the assessments of all the other schools in Victoria.

Studies

The subjects available in the VCE.

Study Design

A book which describes the content of a study in VCE and how the work of students is to be assessed.

TAFE

Technical and Further Education.

Units

A section of a subject that normally takes one semester to complete. The units at VCE are numbered 1, 2, 3 and 4. Unit 1 & 2 are usually studied in Year 11 and Unit 3 & 4 in Year 12.

Glossary

VCAA

Victorian Curriculum and Assessment Authority. The organisation which administers the running of VCE and VCE VM programs.

VCE

Victorian Certificate of Education.

VCE Certificate

The Certificate awarded to students who meet the requirements for successful completion of the VCE.

VCE Provider

A school or other institution authorised to offer VCE units.

VCE VM

Victorian Certificate of Education – Vocational Major

VET

Vocational Education and Training. VET certificates are nationally recognised qualifications.

VPC

Victorian Pathways Certificate

Victorian Tertiary Admissions Centre (VTAC)

A body that works for the Universities and TAFEs. It calculates and distributes the ATAR for each Year 12 student.