



2027

Senior School

Course Information

www.rochsec.vic.edu.au . rochester.sc@education.vic.gov.au . (03) 5484 1844

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Principals Message

It is with great pleasure that I welcome you to the Senior School at Rochester Secondary College. Whether you are continuing with us or joining for the first time, this is an exciting and important stage in your education. Our students learn from experienced, dedicated teachers who are specialists in their subject areas.

We offer a comprehensive senior secondary curriculum that extends beyond what is typically available in many small rural schools. Students can choose from both VCE and VM pathways and personalise their learning through VET based subjects. Our strong partnerships with Bendigo TAFE and La Trobe University, including membership in the La Trobe Regional Pathways Program, provide valuable vocational and tertiary learning opportunities while students are still at school. We also offer School-Based Apprenticeships and Traineeships (SBATs), supported by a dedicated Head Start Coordinator. Most importantly, we know our students well and work closely with them and their families to create personalised pathways that reflect their strengths, interests, and future aspirations.

Our school values of Growth, Respect, Optimism, and Wellbeing shape everything we do. We encourage students to challenge themselves, respect their learning community, approach their goals with confidence, and look after their wellbeing, knowing they learn best when they feel safe and supported.

Senior students are encouraged to take on leadership roles such as School Captain, House Captain, or SRC representative, and to get involved in student-led community initiatives.

The senior years prepare students for further study, training, employment, or a blend of these. We help students choose the right subjects for their goals and involve families at every step. Our Senior School Information Night at the end of Term 2 supports informed decisions, and I encourage all families to read the Course Guide carefully and note any questions.

Senior School can be demanding, and we expect students to extend themselves and engage with the support on offer. Strong, consistent attendance is essential to success in the senior years, as regular engagement with classes, assessments, and teachers makes a real difference to student outcomes. We ask families to support us in making attendance a priority. To help students, we offer after-school study sessions, holiday programs and online platforms such as Edrolo and Compass.

The subjects in this handbook are those offered for 2026, though final offerings depend on demand and scheduling. I encourage students to consider alternatives and consult teachers to ensure their selections suit their pathways.

Mitch Bright - Acting Principal

GROW





ROCHESTER SECONDARY COLLEGE VISION & VALUES

Rochester Secondary College provides quality learning for all in a respectful and inclusive environment.

G

GROWTH

We are proud to achieve our personal best whilst becoming more independent. We demonstrate persistence and determination to improve.

R

RESPECT

We respect ourselves, others and our environment, and we treat everyone with kindness.

O

OPTIMISM

We have a positive outlook and are motivated to develop the skills to have confidence in our future.

W

WELLBEING

We foster a safe, caring environment where we become emotionally resilient and support all members of the Rochester Secondary College Community.

Key Contacts



Matthew Koutroubas
Principal



Mitch Bright
Assistant Principal



Steven Warren
Year 11 & 12 Sub School
Leader



Anita White
Year 11 & 12 Sub School
Assistant



Wendy McKenzie
Careers & Pathways Leader



Kate Taylor
VCE-VM Domain Leader

Readiness for Senior School - Year 10 to Year 11

It is important that students are ready for the challenge of Senior School and they can demonstrate the necessary learning behaviours and academic commitment required to complete all aspects of a chosen course.

Students that show readiness to move to Senior School demonstrate the following learning behaviours:

- Regular attendance and punctuality
- Positive relationships with peers, teachers and staff
- Aspire to achieve their personal best
- Respect for self, others, property and learning environment
- Positive contribution to own and others' learning

Access to Unit 3 and 4 studies is an option for students with demonstrated academic capacity and learning behaviours.

Students that have not yet demonstrated 'readiness attributes' in Progress and Semester Reports will be interviewed by the Senior School Team to determine the best pathway option for 2027.

Readiness for Senior School - Year 12

It is important that students are ready for the challenge of the final year of schooling and they can demonstrate the necessary learning behaviours and academic commitment required to complete all aspects of a chosen course.

Students that show readiness for Year 12 demonstrate the following learning behaviours:

- Consistently meet the Senior School attendance requirements (90% approved attendance)
- Maintain positive relationships with peers, teachers and staff
- Aspire to achieve their personal best
- Respect for self, others, property and learning environment
- Positive contribution to own and others' learning
- Have a viable pathways plan linking Year 12 studies with study, training or work opportunities
- An S result in a satisfactory number of units undertaken in Year 11 (minimum 8)

Students that have not yet demonstrated these attributes will be interviewed by the Senior School Team to determine the best pathway option for 2027.

VCE, VCE VM

CHOOSING A SENIOR COURSE THAT IS RIGHT FOR YOU

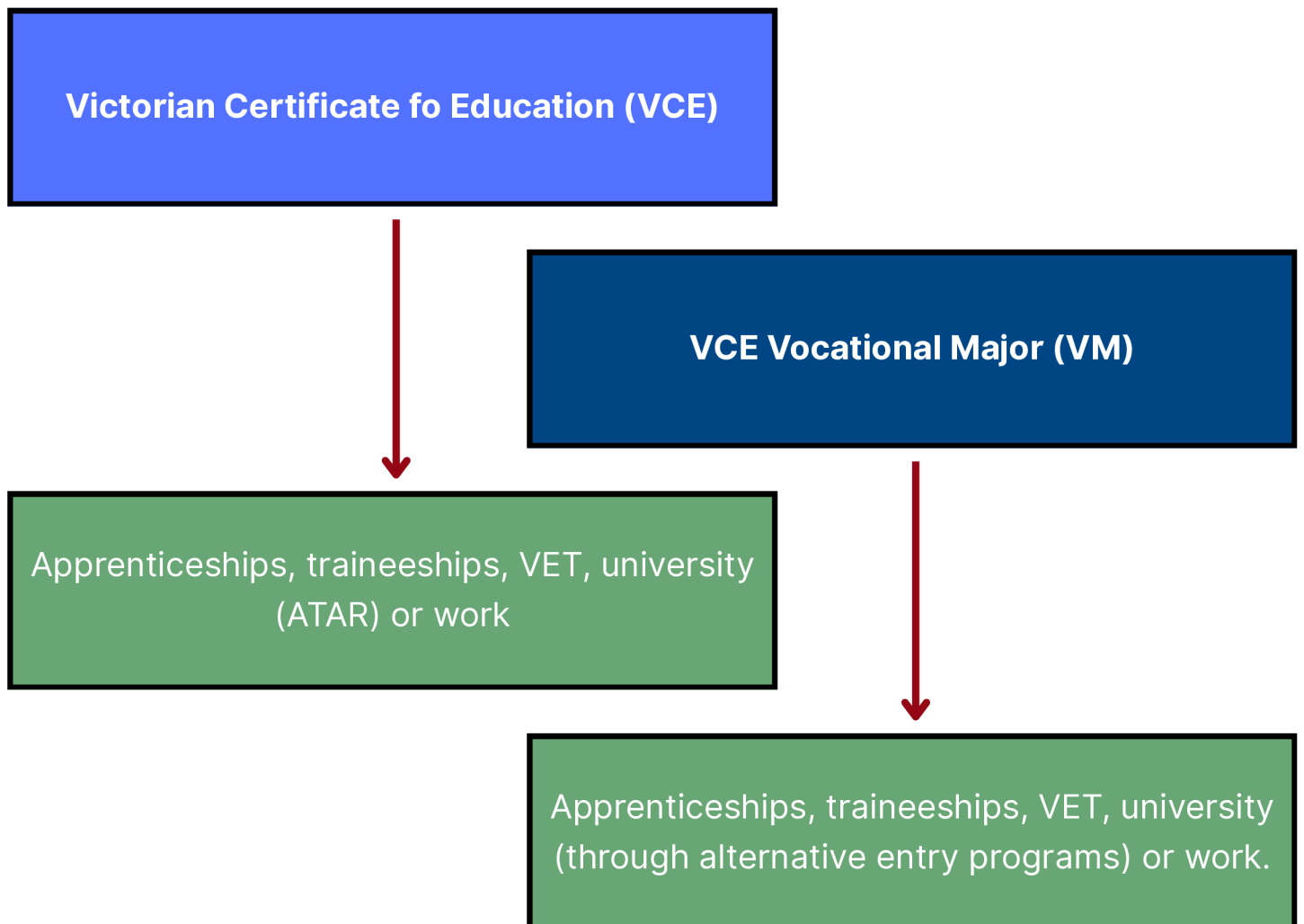
Rochester Secondary College strives for strong academic Victorian Certificate of Education (VCE) and Vocational Major (VCE VM) results, and students at our college have been able to access significant tertiary scholarships and achieve Premier's Awards for academic excellence. Our student alumni have experienced success in many fields locally, around Australia and overseas.

The two main certificates that are available to senior students at Rochester Secondary College are:

- VCE - Victorian Certificate of Education
- VCE VM - Vocational Major

Both certificates are complemented by VET - Vocational Education and Training certificate options that are supported by external TAFE providers and on site delivery.

It is very important to carefully consider your course and subject selection and discuss options with all the appropriate teachers before making decisions. It is also important to be informed about prerequisite studies for courses you are considering.



CHOOSING YOUR VCE PROGRAM

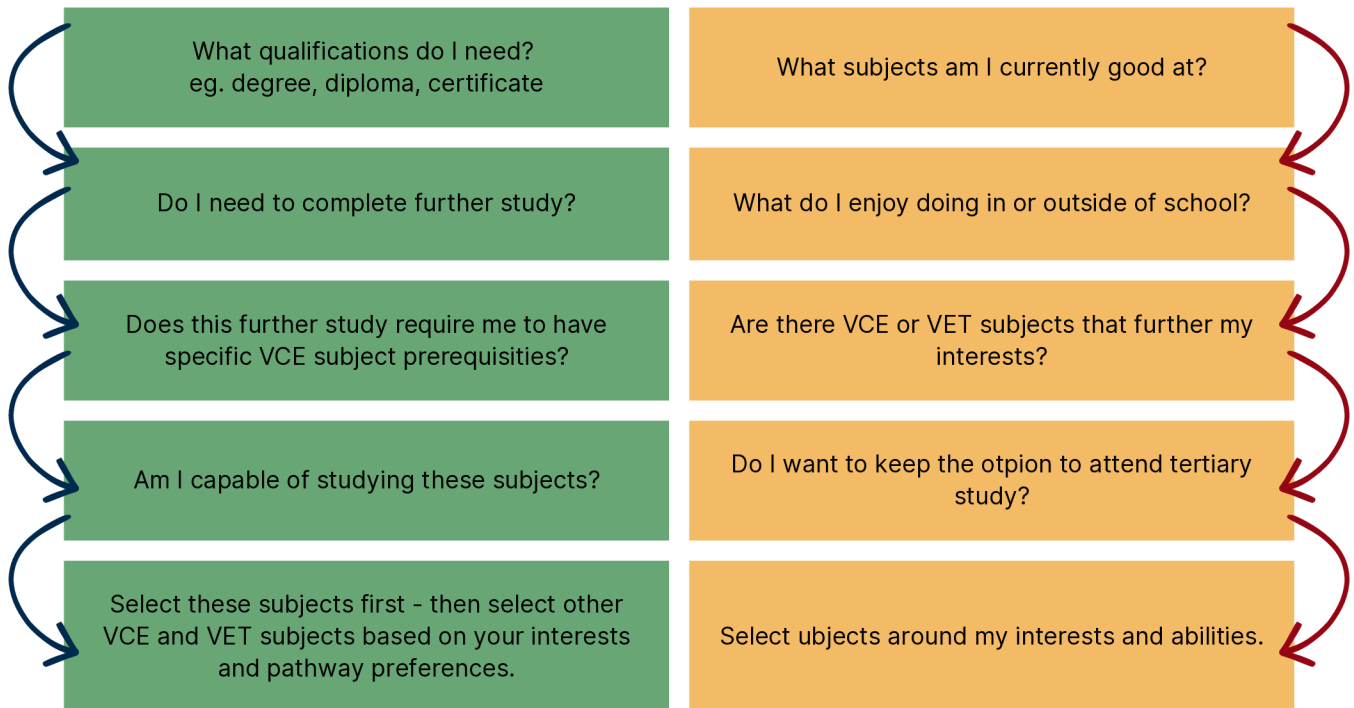
Advice on choosing your VCE subjects

English is the only subject that is a prerequisite for completing your VCE. Beyond that you will have a wide choice of subjects including VET. Consider your choices carefully, read the information provided on each subject and use the following ideas to help you.

The following may assist you in selecting appropriate VCE Program:

I KNOW WHAT I'D LIKE TO DO WHEN I LEAVE SCHOOL!

I DON'T KNOW WHAT I'D LIKE TO DO WHEN I LEAVE SCHOOL!



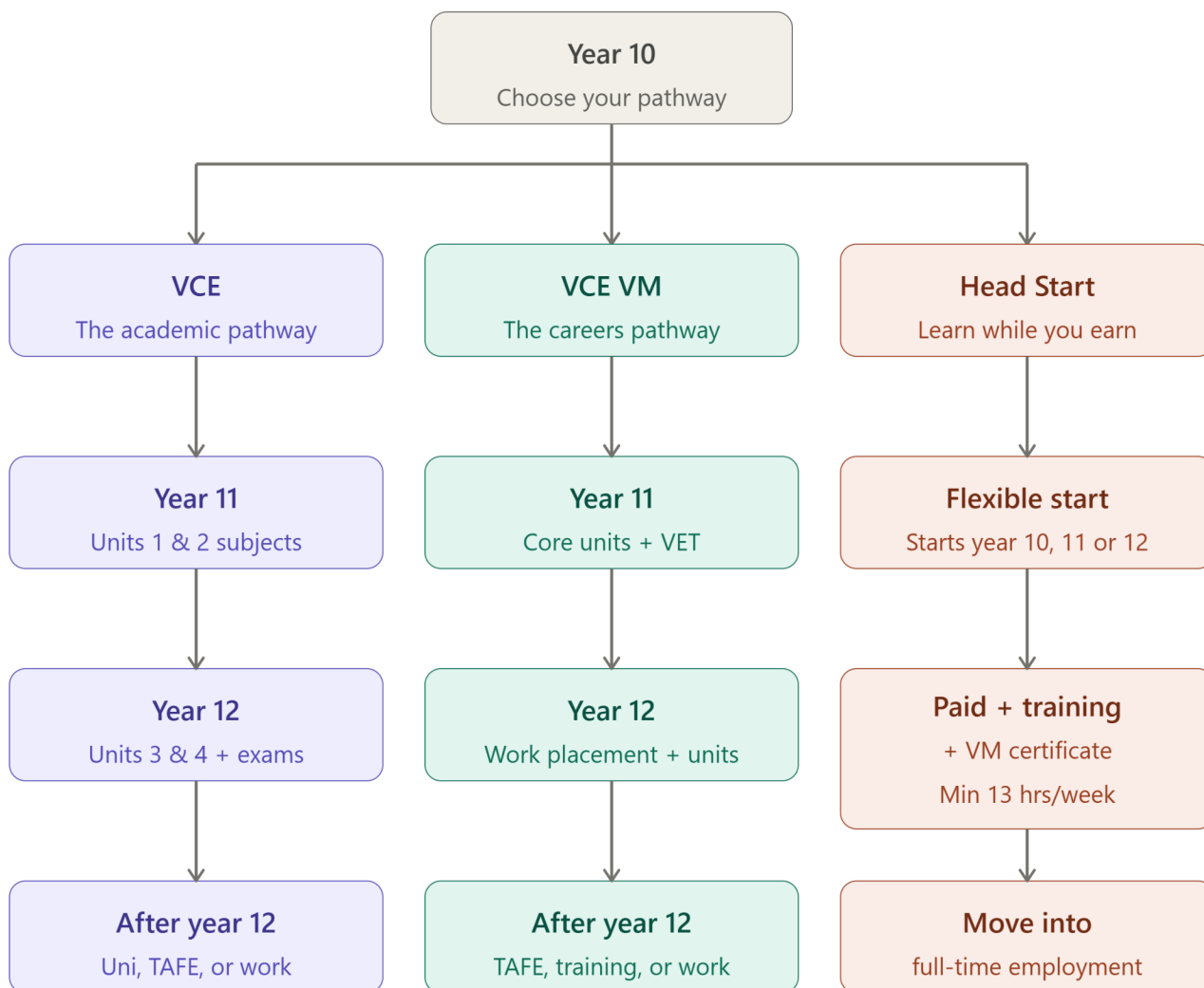
DO pick subjects based on:

- Your interests
- Your strengths
- What you're thinking of doing at university
- Any prerequisites you might need for university courses
- Their difficulty
- Conversations with the Careers and Pathways team
- The information in your Morrisby Report

DON'T select subjects based on:

- Panic: if you have no idea what subjects to pick
- Getting a good ATAR rather than being genuinely interested and capable
- Scaling: just because a subject is scaled up it does not guarantee you a high ATAR
- The fact they sound important, or that your parents want you to do them
- What your friends are doing

UNDERSTANDING YOUR PATHWAY



PATHWAYS PLANNING

There are many ways that your senior schooling can help you get where you want to go.

Talk with your friends and family to help work out 'what is important to you'

- Are you interested in learning about the world of work? - VCE VM might suit you.
- Are you interested in testing yourself academically and trying for an ATAR? - VCE might suit you.

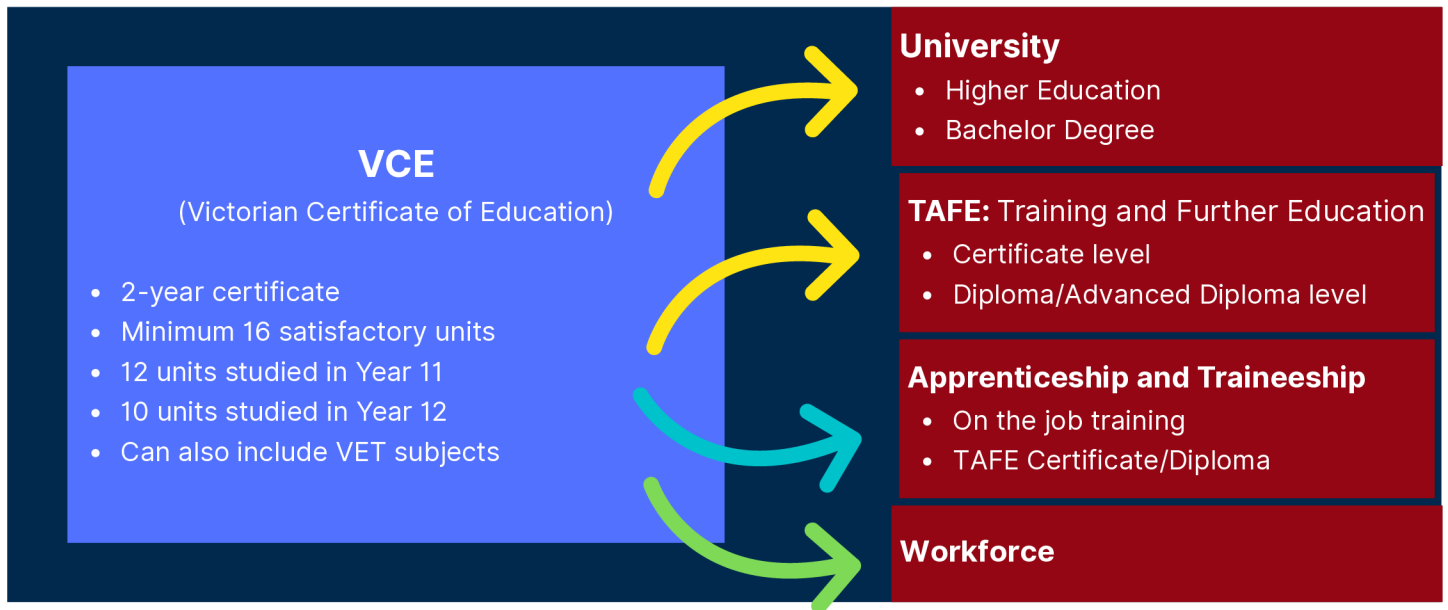
Whichever Senior School option you choose, there are ways of accessing employment, training, and higher education once you have finished Year 12.

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

COMPARE STUDY PATHWAY OPTIONS

Victorian Certificate of Education (VCE)	VCE Vocational Major (VCE VM)
A great choice if...	A great choice if...
you prefer to learn in the classroom	you prefer to learn in the real world and classroom
you need an ATAR for your goals	you don't need an ATAR for your goals
you want to develop confidence in academic learning	you want to develop confidence in the workplace
you want to apply for university immediately after Year 12	you want to pursue TAFE, an apprenticeship, a traineeship, or full-time work immediately after Year 12. Or apply to university after time in training or work
you are ready to do the VCE	you are ready to do the VCE

VCE - Victorian Certificate of Education



A VCE student generally undertakes **20 to 24 units of study across Year 11 and Year 12**. To meet the graduation requirements of the VCE, each continuing student must satisfactorily complete no fewer than 16 units. A unit is usually one semester (two terms) in length.

Students usually undertake 12 units (6 subjects) in Year 11 and 10 units (5 subjects) in Year 12. The VCE is flexible and students can undertake the VCE over two or more years. The minimum 16 units may include units of Vocational Education and Training (VET).

To successfully achieve a VCE Certificate, students must complete:

- At least three units of an English
- A sequence of Unit 3 & 4 in three studies in addition to the compulsory English subject.

VCE ASSESSMENT AND REPORTING

It is important that students are ready for the challenge of the final year of schooling and they can demonstrate the necessary learning behaviours and academic commitment required to complete all aspects of a chosen course.

Students that show readiness for Year 12 demonstrate the following learning behaviours:

- Consistently meet the Senior School attendance requirements (90% approved attendance)
- Maintain positive relationships with peers, teachers and staff
- Aspire to achieve their personal best
- Respect for self, others, property and learning environment
- Positive contribution to own and others' learning
- Have a viable pathways plan linking Year 12 studies with study, training or work opportunities
- An S result in a satisfactory number of units undertaken in Year 11 (minimum 8)

Students that have not yet demonstrated these attributes will be interviewed by the Senior School Team to determine the best pathway option for 2027.

VCE ASSESSMENT AND REPORTING

UNIT OUTCOMES

Each VCE unit includes a set of two to four outcomes. These outcomes must be achieved for satisfactory completion of the unit. Achievement of the outcomes is based on the teacher's assessment of the student's performance on assessment tasks, class work, homework and other activities designated for the unit.

Satisfactory completion of units is determined by the school, in accordance with the Victorian Curriculum and Assessment Authority requirements. Students will receive information regarding assessment and other activities at the beginning of the unit.

UNITS 1 AND 2 ASSESSMENT

Assessment in Units 1 and 2 is school based. Teachers will set a range of assessment tasks to see how students are progressing. These tasks will have deadlines that students need to adhere to or have a legitimate reason for extending a deadline. If students fail to meet subject deadlines, they may not satisfactorily complete a unit. For Units 1 and 2, as well as achieving an 'S' or 'N' for units, a grade can be reported for assessment tasks. These grades will not be reported to the VCAA, but will be recorded on semester school reports.

UNITS 3 AND 4 ASSESSMENT

Assessment in Units 3 and 4 will be determined by the subject teacher for school based assessments. An 'S' or 'N' will be given at the completion of a unit as well as a numerical grade which is submitted to VCAA through the VASS system.

In each VCE study there are three Graded Assessments at the Units 3 and 4 level, which consist of two school assessments and one examination or one external assessment (with the exception of Mathematics courses, which have two end-of-year examinations). Every VCE study has at least one examination or external assessment. At the Units 3 and 4 level the VCAA supervises the assessment of all students – both at the school and in the examinations.

School Assessed Coursework (SACs)

School assessed coursework is made up of a number of assessment tasks that are specified in the

study design. These assessment tasks are used to assess the unit learning outcomes.

- assessment tasks are part of the regular teaching and learning program
- tasks must be completed mainly in class time
- tasks are to be completed in a limited time frame.

School Assessed Tasks (SATs)

A small number of studies have school assessed tasks (SATs). Please refer to the specific subject pages for further SAT information.

VCE GRADES

Students' scores will be determined from the rankings given by their teacher on a set of assessment and performance criteria specified by the Victorian Curriculum and Assessment Authority (VCAA). To ensure that schools' assessments are comparable throughout the state; schools' scores for school assessed tasks and coursework in Units 3 & 4 are moderated using the General Achievement Test (GAT), and if necessary the assessments will be reviewed by VCAA.

Students and their parents/carers should be aware that if a student fails to meet the outcomes for a task on the first attempt, the student will be allowed to demonstrate further evidence of key skills and knowledge. If the task contributes to the Graded Assessment, the original grade cannot be altered; only the N (Not Satisfactory) can be changed to an S (Satisfactory) for the unit if the student achieves the stated outcomes with further evidence.

Examinations - Units 3 & 4

In 2027, all externally assessed written examinations will be conducted in late October/November Performance/oral examinations are scheduled to be held in October. Grades for all examinations are determined by VCAA. Final results for Units 1 - 4 are issued in mid December.

'For satisfactory completion of a Victorian Certificate of Education (VCE) unit, students must demonstrate their achievement of the set of outcomes for the unit as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Satisfactory performance on these tasks is sufficient evidence to award an S for the unit. The decision to award an S for the unit is distinct from the assessment of levels of achievement.'

- **VCE and VCAL Administrative Handbook**

STUDY SCORES

A study score shows how well a student has performed in a study at Units 3 and 4 level, compared to everybody else in Victoria who undertook that study. Study scores calculated by the VCAA will be used by the Victorian Tertiary Admissions Centre (VTAC) to calculate the ATAR. The maximum study score is 50. Each year, and for every study, the mean study score is set at 30. A score of between 23 and 37 shows that you are in the middle range of students; a score of more than 38 indicates that you are in the top 15%. For studies with large enrolments (1,000 or more):

- 2% of students will get a score on or above 45
- 9% of students will get a score on or above 40
- 26% of students will get a score on or above 35
- 53% of students will get a score on or above 30
- 78% of students will get a score on or above 25
- 93% of students will get a score on or above 20
-

To calculate the study score, the VCAA combines the standardised scores for each of your Graded Assessments. Each graded assessment in a study contributes a specific percentage, or weighting, to the final study score.

Once the scores have been standardised, weighted and totalled your total score is compared with the scores of all other students in that study and then converted to a score out of 50.

Watch more about how a study score is calculated through a series a videos produced by the Victorian Curriculum Assessment Authority (VCAA) - <https://www.vcaa.vic.edu.au/assessment/results/Pages/StudyScoreVideos.aspx>

HIGHER EDUCATION STUDIES IN THE VCE - CHES

High achieving students looking for an extra challenge may be interested in undertaking a Higher Education study. A Higher Education study can count towards satisfactory completion of the VCE and is equivalent to at least 20 per cent of a full-time first year university course. Students may enrol in only one Higher Education study as part of the VCE.

Any student interested in applying for a Higher Education Study should contact the Senior School Leaders, to discuss their suitability and access options.

In this program a student is able to enrol into an Extension Study that is linked to, and is an extension of, an existing VCE study. For example, a student may study VCE Biology at school and also take an Extension Study in a branch of Biology at university. Often the VCE study is a prerequisite for the university study and will need to have been completed with a study score of 41 or greater.

For more information about this option, visit the **Centre for Higher Education Studies (CHES)**

- <https://www.ches.vic.edu.au/studying-at-ches/curriculum-overview/>
- <https://www.ches.vic.edu.au/our-school/tours-information-sessions/>

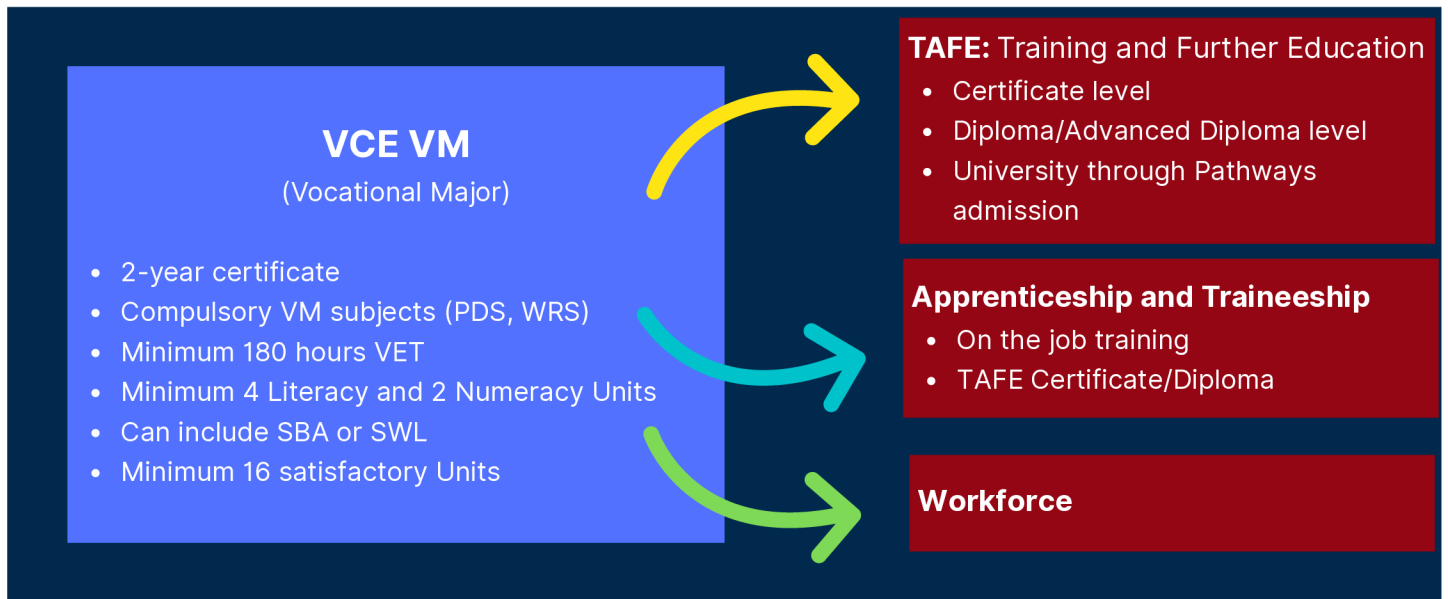
Students enrolled in CHES courses have the opportunity to travel to Melbourne each term to undertake practical coursework with fellow students and teachers at the state of the art, purpose built school facility in the city.



LA TROBE
UNIVERSITY



VCE VM - VOCATIONAL MAJOR



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

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

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

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

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

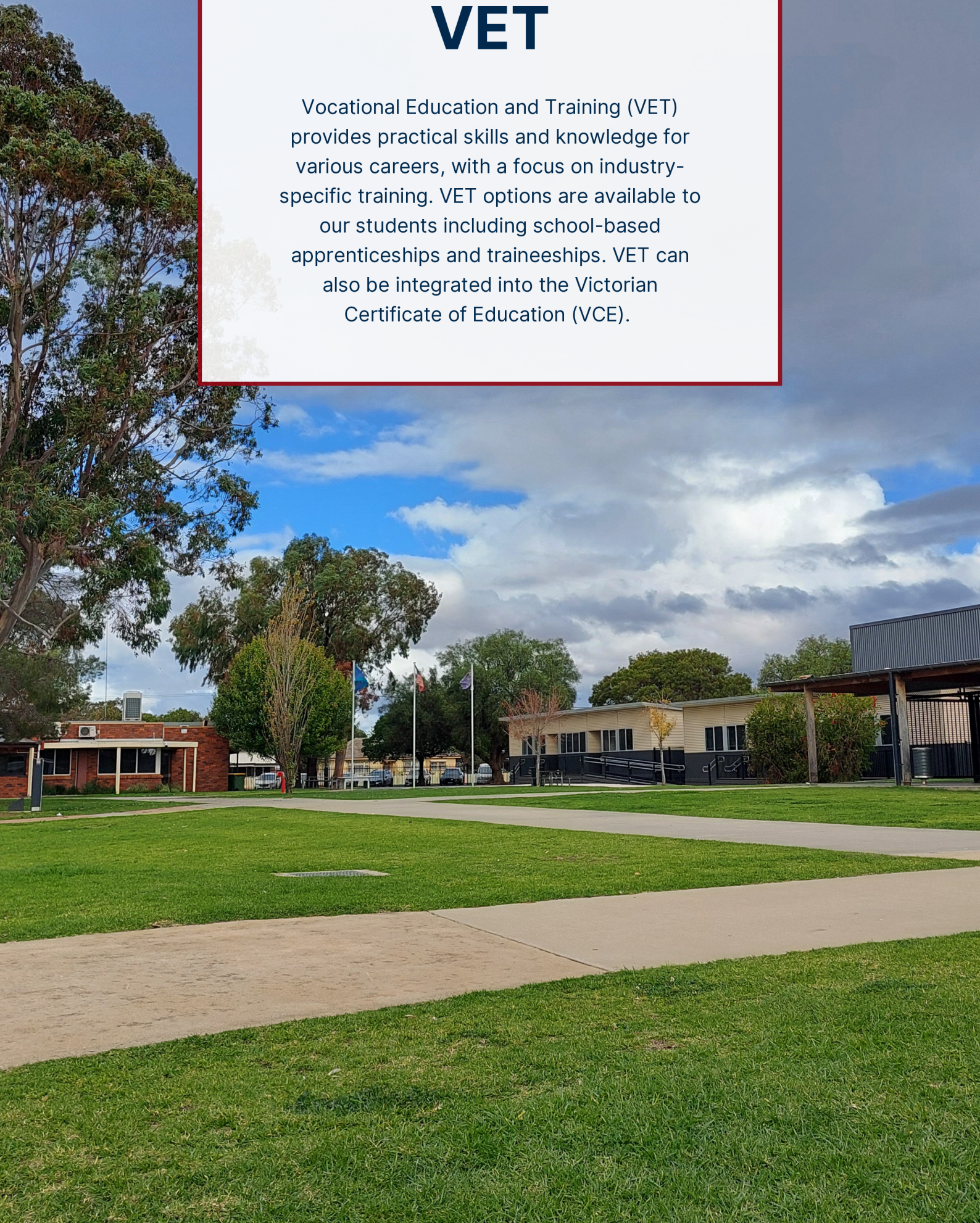
- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET, and can receive structured workplace learning recognition.

VET

Vocational Education and Training (VET) provides practical skills and knowledge for various careers, with a focus on industry-specific training. VET options are available to our students including school-based apprenticeships and traineeships. VET can also be integrated into the Victorian Certificate of Education (VCE).



EXTERNAL VET OPTIONS 2027

VET subjects can be accessed in a range of contexts to suit different student needs and interests. In 2027, students will have the option to express interest in a range of VET subjects.

Transport to the TAFE campuses is coordinated by the school and is free of charge for students. Areas of study offered in 2027 include:

Cookery	Agriculture	Music Performance
Visual Art	Business	Information Technology
Equine	Animal Studies	+ More (Discuss with Pathways Team)



VET Subjects

VET subjects are offered as part of either a VCE or VCE-VM pathway

For further information about the VET subjects offered,
Please contact VET Co-ordinator, Wendy McKenzie
wendy.mckenzie3@education.vic.gov.au

Note – these subjects are offered to Year 11 & 12 students only.

Subjects Offered through Bendigo TAFE for students in Year 11 or 12

These subjects are provided by Bendigo Kangan Institute

VCE / VET Program	Certificate code and title	Study score available
Allied Health	HLT33021 Certificate III in Allied Health Assistance (partial completion)	No
Building and Construction	22614VIC Certificate II in Building and Construction (pre-apprenticeship) (partial completion)	No
Early Childhood Education and Care	CHC30121 Certificate III in Early Childhood Education and Care (partial completion)	No
Electrotechnology	22682VIC Certificate II in Electrotechnology	Yes
Engineering	22470VIC Certificate II in Engineering Studies	Yes
Salon Assistant (Hair)	SHB20216 Certificate II in Salon Assistant (partial completion)	No
Retail Cosmetics	SHB20121 Certificate in Retail Cosmetics (partial completion)	No

Other VET Offerings for Year 11 and 12

In addition to the VET subjects offered through Bendigo TAFE, there are a number of other possibilities for a student to complete a VET subject. These can be discussed with the VET Coordinator to determine their potential availability, with some subjects offered online.

These VET subject possibilities include:

- VET Cookery (Echuca College - each Wednesday)
- VET Agriculture (Echuca College - each Wednesday)
- VET Music Performance (Echuca College - each Wednesday).
- VET Visual Art (Echuca College - only an option if it runs on a Wednesday).
- VET Business through Integrity Business College (online classes).
- VET Information Technology through Integrity Business College (online classes).
- VET Equine through - GO TAFE (online classes and some workshops).
- VET Animal Studies - GO TAFE (online classes and some workshops).

VCE VET Allied Health

CERTIFICATE III IN ALLIED HEALTH ASSISTANCE

Provider

Bendigo Kangan Institute

VCE Credit

Up to four units: Two units at Units 1 and 2, and a Units 3 and 4 sequence.

Description

This program is offered at Bendigo Kangan Institute. On completion of this program, students will have gained partial completion of course code HLT33021 Certificate III in Allied Health Assistance.

Program

This nationally recognised program provides participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in allied health or related industries.

Career opportunities

Is ideal for individuals who would like to work with physiotherapists, speech therapists, podiatrists and occupational therapists. Allied health assistant roles are becoming more involved in the assessment and planning of therapeutic and rehabilitation programs.

ATAR Contribution

Students wishing to receive an ATAR contribution for VCE VET Health must undertake scored assessment. Scored assessment is based on the Units 3 and 4 sequence of Certificate III in Allied Health Assistance (HLT33015). Only students who have successfully completed the first year of the program will be accepted into the second year of the program.

Work Placement

Students must complete a minimum of 40 hours of placement in each year of the program in accordance with the VCE VET Program guidelines.

Useful Link

- [Pages - VCE VET Building and Construction \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au/Pages/VCE-VET-Building-and-Construction.aspx)



VCE VET Building and Construction

22614VIC Certificate II in Building and Construction - Pre-apprenticeship (Partial completion)

Provider

Bendigo Kangan Institute

VCE Credit

Up to four units: Two units at Units 1 and 2, and a Units 3 and 4 sequence.

Description

This pre-apprenticeship program is offered at Bendigo Kangan Institute. On completion of this program, students will have gained partial completion of the 22614VIC Certificate II in Building and Construction Pre-apprenticeship

Program

This course is a partial completion of the Certificate with nine core units related to the building industry and eight elective units introducing carpentry. It covers basic knowledge in safety and basic carpentry and building skills to prepare students for work in the building trades.

Activities may include:

- Basic building concepts, theory and terminology
- Using hand and power tool skills for various carpentry team and individual projects
- Timber construction projects include life size wall framing, including insulation, flashing and cladding, a traditional hip and gable roof framing and simulated sub floor
- Working safely in the construction industry
- Calculations for the building industry
- Levelling

Career opportunities

Upon successful completion the training undertaken may give you a head start to gaining an apprenticeship in the Building and Construction industry.

Trade qualifications are available, through apprenticeship, in General Construction: Painting and Decorating, Bricklaying/ Blocklaying or Carpentry – Framework/Formwork/Finishing and this pre-apprenticeship course could be recognised as partial completion within these courses.

ATAR Contribution

Students who receive a Units 3 and 4 sequence for the VCE VET Building and Construction program will be eligible for a 10% increment towards their ATAR (10% of the average of the primary four scaled studies).

Work Placement

This program provides the opportunity to complete Work Placement (Structured Workplace Learning- SWL).

Related Subjects you could include in your course:

- Product Design and Technology
- Industry and Enterprise
- Mathematics
- Visual Communication and Design

Useful Link

- [Pages - VCE VET Building and Construction \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)



VCE VET Early Childhood Education & Care

CHC30121 Certificate III in Early Childhood Education and Care

Provider

Bendigo Kangan Institute

VCE Credit

Up to four units: Two units at Units 1 and 2, and a Units 3 and 4 sequence.

Description

This program is offered at Bendigo Kangan Institute. On completion of this program, students will have gained partial completion of CHC30121 Certificate III in Early Childhood Education and Care.

Program

This nationally recognised Australian child care qualification is Australia's leading child care course. It is the current minimum standard for working in a range of early childhood education roles. This nationally accredited training will teach you how to care for children, nurture their development and make sure their environment is safe and supportive.

Career opportunities

Early childhood educator, family day carer, nanny, out-of-school hours care assistant, recreation assistant.

ATAR Contribution

Students who receive a Units 3 and 4 sequence for the VCE VET Early Childhood Education and Care program will be eligible for a 10% increment towards their ATAR (10% of the fourth highest scaled subject score).

Work Placement

This program provides the opportunity to complete Work Placement (Structured Workplace Learning- SWL).

Useful Link

- [Pages - VCE VET Community Services \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)



VCE VET Electrotechnology

22682VIC – Certificate II in Electrotechnology

Provider

Bendigo Kangan Institute

VCE Credit

Students who complete the two year program, 22682VIC Certificate II in Electrotechnology, are eligible for four unit's credit towards their VCE: Two units at Units 1 and 2 and a Units 3 and 4 sequence. They will gain a partial completion towards the certificate.

Description

Certificate II in Electrotechnology provides students with the practical skills and theoretical knowledge to undertake an apprenticeship in the electrical trades. The two year program consists of a total of 7 first year Units of Competence, with the number of second year Units of Competence still to be advised by Bendigo TAFE for 2027.

Program & Career opportunities

This course is structured to provide participants with the knowledge, skill and competency that will enhance their training and employment prospects across several electrical trades including electrical, electronics, refrigeration and mechanical engineering.

ATAR Contribution

Students who receive a Units 3 and 4 sequence for the VCE VET Electrotechnology program will be eligible for a 10% increment towards their ATAR (10% of the fourth highest scaled subject score).

Work Placement

This program includes the possibility to complete work placement (Structured Workplace Learning- SWL). It is strongly recommended that students undertake a minimum of 80 hours structured workplace learning. It is a key feature of the course and aspects of training in the workplace can contribute to assessment. Students are able to practise skills gained in a 'real work situation' and put into practice the social skills necessary to be an effective member of an engineering team.

Useful Link

- [Pages - VCE VET Electrotechnology Studies \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)



VCE VET Engineering

22632VIC – Certificate II in Engineering Studies

Provider

Bendigo Kangan Institute

VCE Credit

Students who complete the two year program, 22632VIC Certificate II in Engineering Studies, are eligible for four unit's credit towards their VCE: Two units at Units 1 and 2 and a Units 3 and 4 sequence. They will gain a partial completion towards the certificate.

Description

Certificate II in Engineering Studies provides students with the practical skills and theoretical knowledge to undertake an apprenticeship in the engineering trades. The two year program consists of a total of 11 Units of Competence: 7 core units and four elective units.

Program

This course is structured to provide students with skills and knowledge in machine processing, fabrication techniques and using power tools and computers for engineering related work activities. It provides pre employment training and pathways in the engineering, manufacturing or related industries and accommodates entry into the wider engineering industry.

Career opportunities

Certificate II in Engineering Studies prepares students for an engineering apprenticeship which, upon completion, can lead into a range of careers in the engineering and manufacturing industries. These include roles in conception, design, manufacture, assembly, installation, repair, replacement, packaging and sales of a wide range of products. As a qualified tradesperson occupations may include: boiler maker, welder, tool/die maker, hydraulics/avionics/mechanical technician, draftsperson, mechanical fitter.

ATAR Contribution

Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of VCE VET Engineering Studies must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

Work Placement

This program includes the possibility to complete work placement (Structured Workplace Learning- SWL). It is strongly recommended that students undertake a minimum of 80 hours structured workplace learning. It is a key feature of the course and aspects of training in the workplace can contribute to assessment. Students are able to practise skills gained in a 'real work situation' and put into practice the social skills necessary to be an effective member of an engineering team.

Useful Link

- [Pages - VCE VET Engineering Studies \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)



VCE VET Salon Assistant (Hair)

SHB20216 VIC Certificate II in Salon Assistant - Pre-apprenticeship (Partial completion)

Provider

Bendigo Kangan Institute

VCE Credit

Two units: Two units at Units 1 and 2 only (no 3/4 sequence)

Description

Over one year: Certificate II in Salon Assistant.

Program

This program is ideal for students interested in a career in hairdressing, Upon successful completion students will be well prepared to apply for a hairdressing apprenticeship. This program allows students to develop their creative and practical skills within a real salon setting, is very hands-on and is focused on developing employability skills.

Students will learn how to prepare clients for salon services, safe use of hairdressing tools and equipment, hair styling techniques and products, all whilst gaining knowledge of the hair and beauty industry.

Career opportunities

Upon successful completion the training undertaken may give you a head start to gaining an apprenticeship in the Hair and Beauty Industry.

Useful Link

- [Pages - VCE VET Hair and Beauty \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)



VCE VET Retail Cosmetics

SHB20121 VIC Certificate II in Retail Cosmetics - Pre-apprenticeship (Partial completion)

Provider

Bendigo Kangan Institute

VCE Credit

Two units: Two units at Units 1 and 2 only (no 3/4 sequence)

Description

Over one year: Certificate II in Retail Cosmetics.

Program

Build the skills you need to beautify the world. In this course, you will be introduced to the world of professional make-up and cosmetics, guided by a fully qualified beauty therapist. You will have the opportunity to gain hands-on experience, practicing your growing skills in our fully operational training salons.

You will develop solid foundation skills, then move on to more advanced techniques, as well as building the customer service and communications skills that employers look for.

Career opportunities

Upon successful completion the training undertaken may give you a head start to gaining an apprenticeship in the Hair and Beauty Industry.

Useful Link

- [Pages - VCE VET Hair and Beauty \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)



SCHOOL BASED APPRENTICESHIPS and TRAINEESHIPS (SBAT's)

Headstart

Students in Years 10-12 are able to participate in a school-based apprenticeship and traineeship (SBAT) program to develop skills, capabilities and confidence that support employment readiness.

SBAT students receive paid on-the-job training and complete a VET qualification certificate that contributes to their VCE or VCE Vocational Major.

SBAT commitments can be one or two days per week during the school term and working during the holiday breaks may be expected.

If you are interested in finding out more about completing an SBAT in 2027, please contact

Head Start Coordinator - Andrew Knight: Andrea.Knight@education.vic.gov.au or,

Careers & Pathways Leader - Wendy McKenzie: Wendy.McKenzie3@education.vic.gov.au

/HEADSTART
APPRENTICESHIPS AND TRAINEESHIPS

www.education.vic.gov.au/headstart

PLANNING YOUR PATHWAY



Consider the subject areas that you enjoy and/or you are good at.



Consider the subjects that are linked to your preferred pathways.



Talk to a variety of people (family, friends, teachers, coaches, teammates) about their pathways and how they got to where they are now.



Research the subject prerequisites for different university courses and different professions

KEY WEBSITES:

Below are a number of key sites that you may find helpful. We use these sites regularly at school during ARC and Health and Careers.

- VTAC WEBSITE - www.vtac.edu.au
- MY FUTURE - <https://myfuture.edu.au/>
- Job Outlook - <http://joboutlook.gov.au/>
- The Good Universities Guide - <https://www.gooduniversitiesguide.com.au/careers-guide>
- RSC Careers website - <https://careers.rochsec.vic.edu.au/>
- Morrisby Career Guidance - <https://www.morrisby.com/australia>

SCHOLARSHIPS

- <https://www.education.gov.au/higher-education/regional-scholarships>
- <https://www.resn.org.au/blog/scholarships-financial-aid-regional-remote-students>

PARENT CONTRIBUTIONS 2027

Your contributions directly support your child

The Education and Training Reform Act 2006 provides for instruction in the standard curriculum program to be free to all students in government schools. School councils are responsible for developing and approving school-level parent payment charges and can request payments from parents under three categories - Essential Student Learning Items, Optional Items and Voluntary Financial Contributions.

Essential Student Learning Items are those items, activities or services that are essential to support student learning of the standard curriculum. These are items that the school considers essential for all students and which students take possession of. Parents may choose to provide the items themselves or buy the items from the school where practical and appropriate.

VET and VCE/VCE VM additional materials, tuition and qualifications costs may apply and will be confirmed in 2027.

'Optional Items' are those items, activities or services that are offered in addition to or support instruction in the standard curriculum program. These are provided on a user-pays basis so that if parents choose to access them for students, they are required to pay for them. Eg. non-compulsory materials costs.

Voluntary Financial Contributions

Parents can be invited to make a donation to the school for a general or specific purpose, e.g. school grounds projects, library fund or for new equipment. Only some Voluntary Financial Contributions are tax-deductible.

Edrolo Subscriptions

All students in eligible VCE studies will be required to access Edrolo. A fee for each study will be payable directly to Edrolo.

For more information about Parent Contributions, please contact Caroline Fiedler - Business Manager

PH: (03) 5484 1844

E: Caroline.Fiedler@education.vic.gov.au



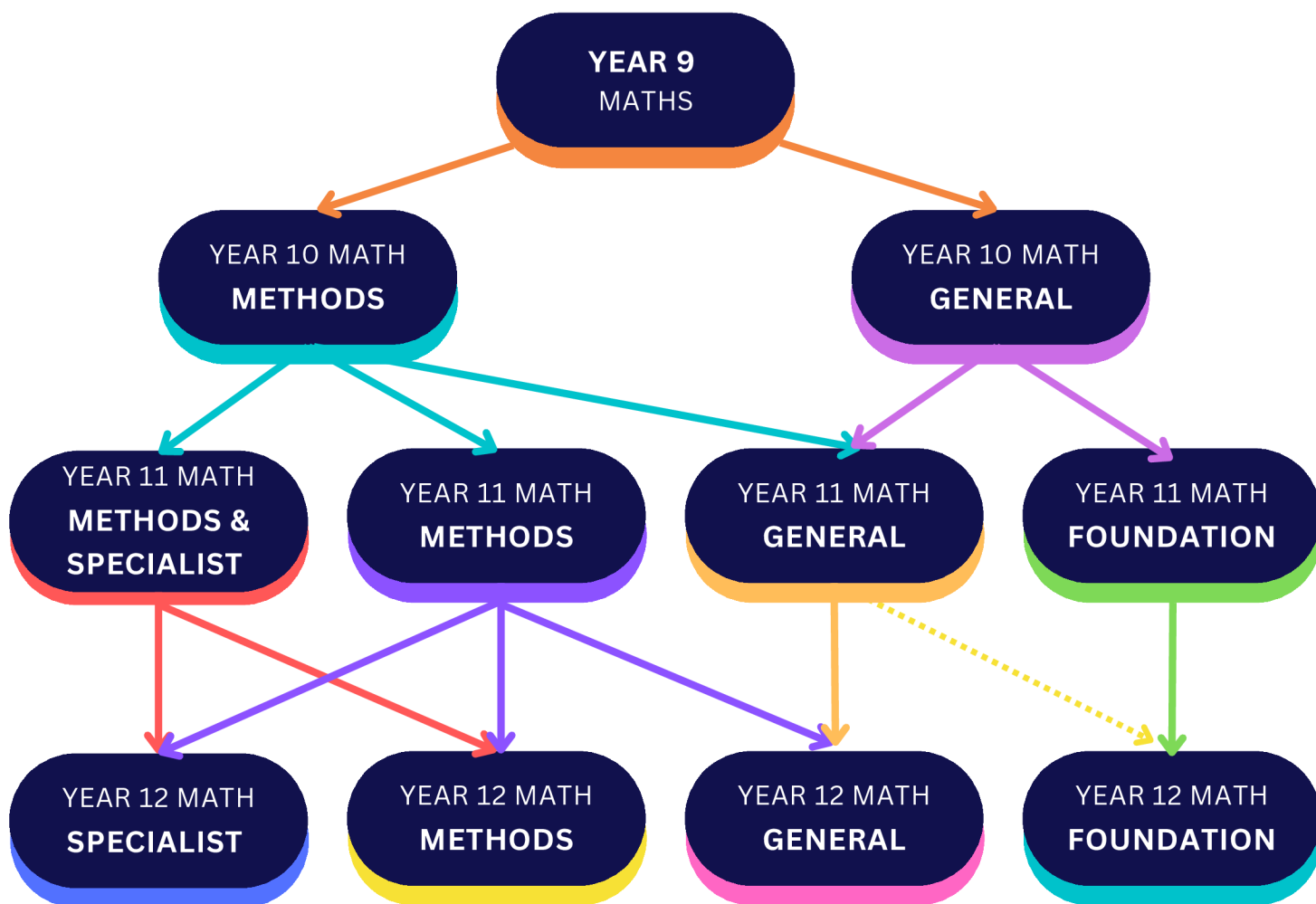
ROCHESTER
SECONDARY COLLEGE

 **Edrolo**

MATHEMATICS OPTIONS

Mathematics is the study of function and pattern in number, logic, space, structure, chance, and data. It provides a structure for thinking and is a means of symbolic communication that is powerful, logical, concise and precise. The units are designed to provide access to worthwhile and challenging mathematical learning in a way that caters to the needs and aspirations of a wide range of students. All units will involve the acquisition of knowledge and skills, modelling, investigating and problem solving, the use of technology to support learning mathematics and its application to different contexts.

Mathematics Pathways in 2027



**Note: Some students may be able to undertake VCE General Mathematics Units 3 and 4 in Year 11 if they have achieved strong results in Year 10 Mathematics Advanced. This may be taken in addition to VCE Mathematical Methods Unit 1 and 2.*

Maths FAQ's

Q: Which Maths is right for me?

Your Mathematics teacher will recommend which maths is the right fit for you. You must also research your possible tertiary pathway to find out which maths is needed as a prerequisite. Mathematical Methods and Specialist Mathematics are advanced courses and cover more challenging material than other maths courses.

Q: Which Maths do I choose if I am undertaking VCE VM?

A minimum of two units of any VCE mathematics or VCE Foundation mathematics Students undertaking Vocational Major will be advised during Course Confirmation interviews about which mathematics option will be right for them. This will be through either VCE Foundation Mathematics or VCE General Mathematics. Some trade pathways require General Mathematics as a prerequisite.

Q: What technology will I be using in Maths?

All courses will require the use of technology including calculators, spreadsheets, and/or Mathematica. Mathematica is the prescribed technology used in Units 1-4 General Mathematics, Units 1- 4 Mathematical Methods, and Units 1- 4 Specialist Mathematics at RSC.

Q: What if I think that I have picked the wrong Maths subject?

If you do not think that you have made the right choice, it may be possible to change courses early in the academic year. Speak to your Maths teacher, Senior School Leader, and Pathways Leader to get the best possible advice.

Q: Is it possible to do just Specialist Maths in Year 11 and 12?

No, Specialist Mathematics is only available for students who are also completing Mathematical Methods Units 1-4.

Q: If I only do General Maths in Year 11, is it possible to do Mathematical Methods or Specialist Mathematics in Year 12?

Generally, this is not recommended unless under exceptional circumstances.

For further information about Mathematics options in 2027, please talk to your current Maths teacher or contact Wendy McKenzie 3 - Wendy.McKenzie3@education.vic.gov.au

General FAQs

Do I have to do Maths in Senior School?

Yes and no. VCE VM requires a minimum number of Maths or Numeracy units. VCE does not require a minimum. Some tertiary courses require it or recommend it, but there is no requirement to do Maths in either Year 11 or 12. However, at Rochester Secondary College we recommend that students complete at least Year 11 Maths to ensure pathway options are kept open. Check your tertiary entry requirements for prescribed Maths requirements in University and TAFE courses. Please note that TAFE, the Defence Force and the Police Force and Trades, such as Electrical and technologies, require a certain level of Maths capability.

Do I have to do English?

Yes. In VCE and VCE VM you must undertake specific studies within the English group of subjects, but there are choices. VCE VM students need to complete approved Literacy studies or VCE English within their VCE VM program.

Does a VET subject count towards my VCE or VCE VM Certificate?

Yes. You can have VET studies in your VCE program. You need to be aware that VTAC places restrictions on certain combinations of VCE and VET studies. All VM students must incorporate some VET studies within their VCE VM program.

Can I change from VCE to VCE VM in Semester 2 or in the following year?

Yes, if the VCE VM program becomes a more suitable option for your pathway, you can change. This will be dependent on your application and will be assessed on an individual basis.

Can I change subjects if I don't like what I have chosen?

Yes. There is a formal process to follow to change subjects and there are strict cut-off dates that are set by the VCAA for changes to programs. If you want to change shortly after beginning a Unit or change your mind at the end of Unit 1, you can choose subjects from classes on the existing timetable, where places are available. At the end of Year 11 you will have the opportunity to evaluate your choices and adjust your program.

Do you have a question that wasn't answered here? Please contact

Careers & Pathways Leader - Wendy McKenzie: Wendy.McKenzie3@education.vic.gov.au or,

Year 11 & 12 Sub School Leader - Steven Warren: Steven.Warren@education.vic.gov.au

YEAR 10

At Rochester Secondary College we view Year 10 as the first year of your senior school program. Students have the opportunity to fast-track subjects, engage in vocational learning and begin their Victorian Certificate of Education (VCE). Students and families are encouraged to view the next three years as a continuum and should carefully choose subjects that will engage the student whilst keeping multiple options viable as students navigate their future pathways.



Reporting and Assessment

Reports to parents are completed each term. A condensed report at the end of terms 1 and 3, and a full report at the end of term 2 and 4. Parent-teacher interviews occur at the end of terms 1 and 3.

Basis of Assessment:

- Students are provided with assessment criteria that clearly describes what is required to successfully complete assigned work and meet course outcomes.
- Assessment is continuous with a number of varied assessable tasks being undertaken throughout a semester.
- There will be a mid-year and end of year exam in all subjects, except VET.

Access to Advanced Studies – (Fast-Tracking)

The purpose of fast tracking is to enable students to maximise their success in the VCE.

In order for a Year 10 student to fast track to a Year 11 Unit 1 & 2 program or a Year 12 Unit 3 & 4 program, the student must have completed their Year 9 studies to a high standard and meet the following selection criteria:

- Have the support of their parents/guardians in seeking higher level VCE studies
- Have undertaken counselling involving the Careers and Pathways Leader
- Obtain a recommendation from their relevant Year Level Co-Ordinator and subject teacher.

In order for a Year 10 student to proceed into an external Vocational Education Training (VET) study, or a School Based Apprenticeships and Traineeships (SBATs) through the Head Start Program, the student must have completed Year 9 and meet the following selection criteria:

- Have the support of their parents/guardians in seeking VET or SBAT (through Head Start Program)
- Have undertaken counselling involving the Careers Manager, student and parents/guardians
- Be prepared to source employment opportunities
- Obtain a recommendation from their relevant Year Level Co-Ordinator.

Students may NOT fast-track the following subjects; English, Math Methods, Specialist Math.

Course Outline and Selection Guidelines

Full Year Units (Compulsory):

English - 4 periods per week.

Mathematics - 4 periods per week.

VET Subject – 4 periods per week.

Semester Based Units:

Electives from a variety of Domains (Learning Areas)

The aim of the selection guidelines is to ensure a balanced curriculum and to ensure students can experience a variety of subjects before selecting their VCE/VCE-VM* program in Year 11. The guidelines enable students to do a VCE, VET, or Head Start SBAT study as part of their program as appropriate.

**VCE-VM: Victorian Certificate of Education Vocational Major*

Elective subjects only run if enough students select them to make the subject(s) viable.

Timetables and other constraints may mean that it is not always possible to provide students with their first preferences for electives. If necessary, students will be counselled, in consultation with their parents, as to their next preferred choices.

Students are required to select six elective units from the following Domains:

Students must select at least **one PE elective** and **one Science elective**.

- Art and Design
 - Health & Physical Education
 - Humanities
 - Language (optional)
 - Science
 - Technology
- Our Language program offers languages such as Indonesian and is offered as a year-long distance learning subject (this domain is optional for students to study at Year 10 level).

Students may also select from VCE, VET, Head Start and SBAT programs and have these more advanced units included as part of their compliance with the Learning Area Selection Guidelines.

Advice for selecting elective units:

- Choose units that will interest you and in which you believe you will have success
- Choose a wide range of units
- Take advantage of Year 11 and 12 VCE, VET and SBAT (Head Start) programs in Year 10 (If you fulfil the requirements to do so)
- Keep educational and industry related pathways as open as possible
- Complete prerequisite units where they exist for future training and tertiary courses
- Give consideration to those units that provide an important introduction to VCE and VET subjects you are interested in
- Select units you have researched, discussed with staff and feel confident you can complete
- Don't choose subjects based on what friends are doing or who might be teaching them.

Year 10 Subjects

Compulsory Subjects: - full year subjects

- English
- Mathematics
- VET Subject

Students must study one of the below VET subjects

VET Program

Building and Construction
Hospitality
Horticulture
Sport Coaching

Certificate

22614VIC Certificate II in Building and Construction Pre-apprenticeship
SIT20322 Certificate II in Hospitality
AHC20422 Certificate II in Horticulture
SIS20321 Certificate II in Sport Coaching

Elective Subjects: - These subjects run for 1 Semester

ART AND DESIGN

- Art & Ideas
- Creative Visual Design
- Photography Creative Practice
- Rock Scissors Paper

HEALTH & PHYSICAL EDUCATION

- Intro to Health & Human Development (HHD)
- Outdoor Recreation

HUMANITIES

- History
- Geography
- Law & Government
- Economics & Business

LANGUAGE

- Indonesian (Full Year)

SCIENCE

- Chemical Reactions
- Earth Space & Motion
- Genetics & Evolution
- Investigative Science

TECHNOLOGY

- Introduction to VET Furnishing (All year)

HEADSTART

- School Based Apprenticeships and Traineeships (SBAT) – Employment and TAFE – (Full Year)

Students also have the option to enrol in an offsite VET subject – see the VET section at the end of this booklet.

Build 10 - CPC20220 Certificate II in Construction Pathways

- Build 10 is a specialist program, with select entry requirements. Please see Wendy McKenzie for more information.

English (compulsory)

The major objective of the English Learning Area is for students to develop an understanding of all aspects of language (reading, writing, speaking and listening). Students are exposed to a variety of text types to build upon their skills and knowledge in preparation for VCE and beyond.

English study aims to encourage the ability to:

- Read, view, analyse and discuss various text types including media
- Identify the various purposes for which texts are created
- Explain how texts are shaped by context and setting
- Use a range of language techniques to position readers to accept a viewpoint
- Analyse the relationship between speakers and listeners
- Make effective use of structures and features of spoken language
- Develop a range of strategies to listen to and present spoken texts
- Be able to engage an audience
- Use models of texts to develop their own writing skills
- Create and craft texts showing knowledge of a specific mode.

Subject Description

Students critically analyse a range of literary and media texts, which extend their understanding of society and how written and visual language can broaden and deepen our emotions, thinking, experiences and actions. They use models of writing as examples to guide and develop their own writing skills, focusing on a specific form. They respond in various forms - both written and orally, in different assessment modes aimed at developing sequential learning and skill development in preparation for VCE English.

Content Outline

- A study of set texts, such as novels, films, plays and short stories
- A personal response to a set text
- An analytical essay on a set text
- The study of topical issues, including analysis of how writers attempt to persuade audiences, and the presentation of students' opinions on issues in the news
- The development of students' writing skills through the study of a range of texts focused on a specific theme.

Assessment

- A personal and analytical response to a text, such as 'Of Mice & Men'
- Written and oral point of view for a particular audience and purpose
- An analytical response to a text, focusing on the ways that structural features are used to enhance meaning
- Creation of texts in a range of forms based on models of writing within a specific framework of ideas
- An analysis of arguments and written and visual language presented in a persuasive text
- Exams at the end of both Semester One and Two.

Mathematics (compulsory)

The Mathematics Domain has developed a program at Rochester Secondary College designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of all students. It is also designed to promote students' awareness of the importance of mathematics in everyday life.

Effective mathematics teaching and learning can take place through a number of different kinds of classroom activities and strategies, including teacher exposition, practical work, cooperative group work, discussions between teacher and students, discussions amongst students, investigative work, practice of skills and routines, solving problems and applying mathematics in everyday situations.

Other important mathematical experiences include computing, logical reasoning, communication of mathematical ideas, and the enjoyment and recreational use of mathematics.

Work requirements include:

Learning and practising skills and applying them in standard situations.

Solving problems of an unfamiliar and non-standard kind, and using mathematical modelling as a tool in applying mathematical knowledge to real-world problems.

Carrying out investigative projects.

Mathematics is a compulsory program for Year 10. The College offers two mathematics programs at Year 10. The module content in these courses is adjusted to suit the differing VCE needs and abilities of the students. At the end of semester one, it may be possible for a student to negotiate a change between streams. All students are encouraged to maximise their options by undertaking the highest level of maths of which they are capable.

Year 10 Mathematics Methods

This full year program of Mathematical study is aimed at those students who are intending to do General Mathematics and/or Mathematical Methods at VCE level.

Subject Description

This course develops mathematical routines & procedures and prepares students for VCE Mathematics, in particular Maths Methods.

Topics covered

Surds & Indices, Linear Relations, Trigonometry, Quadratics, Parabolas, Probability and Polynomials.

Assessment - Tests, assignments & homework, technology

Year 10 Mathematics General

This full year program of Mathematical study is aimed at those students who are intending to do General Mathematics at VCE level or Vocational Major - Numeracy.

Subject Description

This course develops mathematical routines & procedures and prepares students for VCE Mathematics, in particular General Mathematics.

Topics covered

Measurement, Geometry, Linear Relationships, Indices, Financial Maths, Probability and Statistics

Content Outline - Space, number, measurement, chance & data, algebra, reasoning & strategies

Assessment

Tests, assignments & homework, technology

Art & Design

Art and Ideas

This subject focuses on aspects of both two and three dimensional art making. Students will learn to apply the creative practice and be encouraged to develop original concepts for their artworks. Students will work with a variety of drawing, painting and 3D media and will research and analyse artworks in historical and contemporary contexts.

Art and Ideas is strongly recommended for students considering Art Creative Practice at VCE level.

Content Outline:

- Drawing—observational and imaginative
- Painting techniques
- Printmaking
- Multimedia sculpture and construction techniques
- Understanding different times and cultures in art
- Presentation of artworks for specific audiences.

Assessment

Folio of artworks, recorded use of the Creative Practice, expressed understanding of how displays of artworks are presented to an audience and research/analysis task/s.

Creative Visual Design

This subject focuses on design and the ability to communicate visually. Students will develop skills in manual and digital drawing methods using a range of media and CAD programs including InDesign. Students will respond to given briefs by applying stages of the double diamond design process. Students will explore historical and contemporary design examples with a focus on visual language and the devices used to gain and maintain audience attention.

Creative Visual Design is strongly recommended for students considering Visual Communication Design at VCE level.

Content Outline:

- Observational, visualisation and presentation drawing
- The design fields - Communication, Industrial and Environmental
- The design process
- Writing and responding to a brief/s
- Design analysis focusing on design elements, principles, and devices.

Assessment

Application of the design process, application of manual and digital drawing methods, writing and responding to a brief, and a design analysis.

Art & Design

Photography Creative Practice

This subject focuses on the development of manual and analogue photography skills. Students will apply the creative practice when developing new work. They will develop composition skills and apply the elements and principles of art to create visual language. Students will analyse the work of historical and contemporary photographers.

Photography Creative Practice is strongly recommended for students considering Art Creative Practice at VCE level.

Content Outline:

- Observational drawing
- Composition techniques and the application of elements and principles
- Development of visual language
- Darkroom processes (developing film and prints)
- Digital and manual camera operation
- Creation and exhibition of photo-based artworks
- Analysis of contemporary and historical photographs.

Assessment

Folio of artworks, recorded use of the Creative Practice, expressed understanding of how displays of artworks are presented to an audience and research/analysis task/s.

Rock, Scissors, Paper

This subject focuses on the exploration of a range of alternative materials, techniques and processes. This subject allows students choice in implementing the design process.

Rock Scissors Paper is strongly recommended for students considering Art Creative Practice at VCE level.

Content Outline:

- Observational drawing
- Rock (sculpture): ceramics; carving in sandstone, soapstone, Hebel block or plaster; wood carving; mosaic with tiles or stone; etc.
- Scissors: textile and fibre based work; garment construction; wearable art; hat making; weaving; dyeing techniques; canvas construction; printing on textiles; etc.
- Paper: papier mache; papermaking; bookbinding; artist journals; paper construction; 2D and 3D works in paper based mixed media; printmaking; etc.

Assessment

Folio of artworks, recorded use of the Creative Practice, expressed understanding of how displays of artworks are presented to an audience and research/analysis task/s.

Health & Physical Education

Intro to VCE HHD and PE

This subject is designed to prepare students for VCE Health and Human Development and Physical Education. Students partake in both theory and practical classes which aim to improve their understanding of the relevant energy systems used by the body and skill characteristics/stages of learning an athlete progresses through. Students also partake in the understanding of the dimensions and health and wellbeing, health status and the sociocultural, biological and environmental factors that affect health status.

Theory Component:

- Energy systems
- Skill characteristics
- Stages of learning
- Sociocultural, Biological and Environmental Factors
- Health Status
- Dimensions of Health and Wellbeing.

Assessment

Written tests (similar to VCE SACs), Practical Lab Reports, practical involvement, exam.

Outdoor Recreation

This subject is designed for students wishing to learn and participate in the more practical components of sport. Students partake in mostly practical classes focused around all of the major sports (Netball, Basketball, AFL, Soccer etc.), where they will learn key game sense skills as well as improving on their fundamental motor skills learnt in previous years of core PE. They also participate in theory classes focused on the topics of training programs, health & physical activity in the community and basic body systems.

Theory Component:

- Body Systems
- Training Programs
- Health & Physical Activity in the Community.

Assessment

Practical involvement, written task, exam.

Humanities

History

Year 10 History covers one of the most important and confronting periods in modern history. From the causes of World War II to the civil rights movements that reshaped Australia and the world, you'll investigate real events, real decisions, and real consequences. This subject builds the historical thinking skills you need for VCE.

Content Outline

- World War II - The causes, course, and consequences of the war, including Australia's role, the Holocaust, the Battle for Australia, and contested debates about how we commemorate it.
- Rights and Freedoms (1945 to present) - The Universal Declaration of Human Rights, the US civil rights movement, and the long fight for Aboriginal and Torres Strait Islander rights including the 1967 Referendum, Mabo, the Stolen Generations report, and the Apology.
- Australia and the Modern World - How one major global influence shaped Australian society across the 20th century, and what changed - and didn't - as a result.

Assessment

Analysing primary and secondary sources - Research-based investigation - Course work, investigations, exam.

Law and Government

Law and Government gives you a real understanding of how Australia's legal and political systems work - from how laws are made to how courts operate, and what it means to be an active citizen in a democracy. This subject is based on the Victorian Curriculum Civics and Citizenship strand and builds directly toward VCE Legal Studies.

Content Outline

- Government and Democracy - How Australia's parliament works, how governments are formed, the role of political parties and independent representatives, and how policy is developed.
- Courts and the Law - How Australia's court system is structured, how laws are made through parliament and interpreted by the courts, and the role of the Australian Constitution.
- Citizenship in a Global World - Australia's international legal obligations, how individuals can participate in and influence the democratic process, and what active citizenship looks like today.

Assessment

Assignments, case studies, presentations, exam.

Humanities

Geography

Geography asks the big questions about the world we live in. Why do some places face environmental collapse while others thrive? Why is there such a gap in wellbeing between countries? What can - and should - be done about it? Year 10 Geography builds the skills to investigate these questions through real data, fieldwork, and geographical inquiry.

Content Outline

- Environmental Change and Management - The causes and consequences of major environmental changes, how different groups including Traditional Owners, governments, and communities respond, and how to evaluate management strategies comparing Australia with at least one other country.
- Geographies of Human Wellbeing - How wellbeing is measured, why it varies so significantly within and between nations, and what programs exist to reduce global inequality and poverty.

Assessment

Analysing primary and secondary sources - Research-based investigation - Test, essay, exam.

Economics and Business

Economics and Business explores how individuals, businesses, and governments make decisions about money, work, and resources. You'll look at how the Australian and global economies function, what drives entrepreneurship and innovation, and how to make smart financial decisions - skills that are useful no matter where you end up.

Content Outline

- The Australian and Global Economy - How the Australian economy performs, how living standards are measured, and Australia's economic relationship with the Asia region and the global economy.
- Consumer and Financial Decision-Making - Managing financial risks and rewards, strategies for informed decision-making, and the rights and responsibilities of consumers and businesses.
- Innovation and Enterprise - What makes businesses competitive, what entrepreneurship looks like in practice, and how businesses create and maintain a competitive advantage.
- Work and the Changing Economy - How the work environment is changing, the trends shaping the future of work, and why work matters to both individuals and society.

Assessment

Case Studies, tests, media analysis, practical exercises.

Science

Chemical Reactions

This course examines the atomic structure of elements and how they are organised in the Periodic Table. A variety of chemical reactions are used to introduce students to the ways of producing chemical products. Factors that affect the rate of reactions are also investigated.

Content Outline

- Similarities of the properties of elements in the same Group in the Periodic Table
- Structure of atoms in terms of electron shells
- How the electronic structure of an atom determines its position in the Periodic Table and its properties
- Chemical activity of metals
- How chemistry can be used to produce a range of useful substances such as fuels, metals and pharmaceuticals
- Predicting the products of different types of simple chemical reactions
- Factors that affect the rate of chemical reactions.

Assessment

Practical reports, Assignments, Tests, Exam.

Earth, Space & Motion

The universe contains features including galaxies, stars and solar systems and the Big Bang theory can be used to explain the origin of the universe. We take a deeper look into how humans effect global systems, and earth as a whole. The basic laws of physics will be examined beginning with a focus on Newtons laws of motion.

Content Outline

- Evidence supporting the Big Bang theory
- The age of the universe
- Evolution of the universe, including the formation of galaxies and stars
- Law of Conservation of Energy
- Energy transfer and transformation is not 100% efficient
- Energy changes in interactions such as car crashes, pendulums, lifting and dropping
- How energy is transferred and transformed
- Speed and acceleration
- Newton's Laws
- How human activity affects global systems
- Carbon cycle
- Causes and effects of the Greenhouse effect.

Assessment

Practical reports, Assignment, Tests, Exam.

Science

Genetics & Evolution

The transmission of heritable characteristics from one generation to the next involves DNA and genes. Mutations provide a source of variation. Scientific evidence supports the theory of evolution by natural selection to explain how populations have changed over time.

Content Outline

- The relationship between DNA, genes and chromosomes
- How genetic information is inherited
- Meiosis and fertilisation
- Patterns of inheritance
- Predicting the results of crosses involving dominant/recessive gene pairs or in genes that are sex-linked
- Mutations and factors that contribute to causing mutations
- Biotechnology techniques such as gel electrophoresis
- Issues relating to the use of biotechnology
- Processes involved in natural selection including variation, isolation and selection
- Biodiversity as a function of evolution
- Changes caused by natural selection in populations
- Relating genetic characteristics to survival and reproductive rates
- Evaluating and interpreting evidence for evaluation.

Assessment

Practical reports, Assignments, Tests, Exam.

Investigative Science

Investigating science is designed for all students and may be differentiated to suit different contexts. The course promotes active inquiry and the planning and conducting of evidence-based investigations. It provides opportunities for problem-solving and making informed scientific decisions. It has a focus of Environmental and Forensic Science. Giving students the opportunity to see real world applications and the diversity of options in scientific skills and investigations.

The course is firmly focused on developing the Scientific inquiry skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.

Content Outline

- Weather and Climate
- Further explore the layers of the Atmosphere
- Investigating outcomes of Ocean Temperature increases
- Scientific understandings are refined over time
- Advances in scientific understanding often rely on developments in technology
- Tree planting day
- Forensic science skills
- Application of Forensic science skills to solve a case.

Assessment

Practical reports, Assignment, Tests, Exam.

Technology

Introduction to VET Furnishing

This unit enables students to use materials and production techniques to construct their models. Students are to work with a client to develop a design brief and are engaged in the processes of creating designed solutions for personal, domestic and global settings for a sustainable future. The product will be constructed using select grade timber.

Content Outline

- Maintenance and safety of equipment
- Develop design drawing and production plans
- Identify changes to designed solutions
- Investigating and explore the needs and opportunities
- Generating ideas and make choices, weigh up options, consider alternatives and document various design ideas
- Producing- students apply a variety of skills and techniques to make designed solutions
- Evaluating- evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability
- Planning and managing time along with other resources, to effectively create designed solutions.

Assessment

Ongoing assessments throughout the semester, a design folio with all communicated ideas and evaluations, completion of the production model and an exam.

Languages

Studying languages

At Year 10 level, students can elect to study a language via distance education at Rochester Secondary College. Students can explore options for language subjects through discussion with the Careers and Pathways team. An example subject outline is provided below for students wishing to pursue Indonesian.

Indonesian

The unit continues the study of Indonesian language and culture. Students develop their reading, writing, listening and speaking skills through a wide variety of activities. The unit will provide students with challenges to extend their learning and language use through the study of everyday topics such as music, art, horoscopes and occupations. The unit will also build on the knowledge of Indonesian gained in Years 7 - 9 and prepare students for the study of Indonesian in VCE.

Content Outline

- Occupations and Personality Traits. Ability to describe/discuss personalities, future aspirations, horoscopes, star signs
- Customs and Behaviour. Being a guest in Indonesia, Do's and Don'ts when visiting, Differences in etiquette
- Cooking. Equipment, utensils, food, recipes, traditional dishes
- Popular and Traditional Culture. Art and Music both popular and traditional, instruments, styles, Batik painting, songs, stories and articles. Film Study.

Assessment

- Role plays and dialogues
- Topic tests: vocabulary, reading, writing, listening and comprehension
- Extension tasks: assignments, worksheets, posters, scripts, brochures, articles, reviews, recipes, booklet.

VET SUBJECTS - YEAR 10 ON-SITE

Building & Construction: RTO – Kyabram P-12 College (RTO 22264)

22614VIC Certificate II in Building & Const. Pre-apprenticeship

The VCE VET Building and Construction program is drawn from a national training package and from Victorian 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 a number of building trades within the building sector. The VCE VET Building and Construction program is designed to give students the opportunity to gain experience across a number of building trades including bricklaying, carpentry, painting and decorating, wall and ceiling lining, wall and floor tiling, solid plastering and stonemasonry.

Units

HLTAID001	Provide First Aid
CPCCCM2006	Apply basic levelling procedures
CPCCOM1014	Conduct Workplace Communications
CPCCOM1015	Carry out measurements and calculations
CPCCWHS2001	Apply WHS requirements/policies/procedures in the construction industry
CPCWHS1001	Prepare to work safely in the construction industry
VU23312	Prepare to work in the building & construction industry
VU23313	Interpret and apply basic plans and drawings
VU23320	Identify and handle carpentry tools and equipment
VU23326	Construct Basic Formwork for Concreting
VU23321	Perform Basic Setting Out



Hospitality - RTO – AIET (RTO 121314)

SIT20322 Certificate II in Hospitality

This qualification reflects the role of individuals who have a defined and limited range of hospitality operational skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision. It provides a pathway to work in various hospitality settings such as restaurants hotels motels catering operations clubs pubs cafés and coffee shops. The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation Australian standards and industry codes of practice. No occupational licensing certification or specific legislative requirements apply to this qualification at the time of publication. The selection of electives must be guided by the job outcome sought local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Units

SITHCCC024	Prepare and present simple dishes
SITHFAB025	Prepare and serve espresso coffee
SITHFAB027	Serve food and beverage
SITHKOP009	Clean kitchen premises and equipment
SITXCCS011	Interact with customers
SITXFSA005	Use hygienic practices for food safety



VET SUBJECTS - YEAR 10 ON-SITE

Horticulture: RTO – AIET (RTO 121314)

AHC20422 Certificate II in Horticulture

Students who complete this program will develop a range of practical skills and knowledge relevant to the horticulture industry. The program includes hands-on experience working with plants, tools, and basic machinery, helping to build student confidence, responsibility, and practical problem-solving skills in outdoor environments. This program is well suited to students who enjoy working outdoors and have an interest in gardening and environmental spaces.

Units

AHCNSY205	Pot up Plants
AHCNSY206	Care for Nursery Plants
AHCNSY207	Undertake Propagation Activities
AHCNSY208	Maintain Indoor Plants
AHCPCM204	Recognise Plants
AHCPCGD102	Support Gardening Work
AHCSOL203	Assist with soil or growing media sampling and testing



Sport Coaching: RTO – Saville (RTO 45452)

SIS20321 Certificate II in Sport Coaching

Students who complete this program will develop a variety of skills and knowledge to contribute to sport at the community level in assistant coaching or official roles. The program includes practical coaching and officiating experience that will challenge and ultimately build student confidence and decision making skills. The opportunity also exists for students to improve their own sporting performance by learning about physical conditioning.

Units

HLTAID011	Provide First Aid
SISSPT001	Implement sport injury prevention and management strategies
SISSCO015	Prepare participants for sport competition
SISSCO001	Conduct sport coaching sessions with foundation-level participants
SIRXWHS001	Work safely
SIXEMR003	Respond to emergency situations
SISSSCO002	Work in a community coaching role



BUILD 10 - Building and Construction

RTO - Bendigo TAFE

Building & Construction (Build 10) - CERTIFICATE II IN CONSTRUCTION PATHWAYS;

Course Code CPC20220

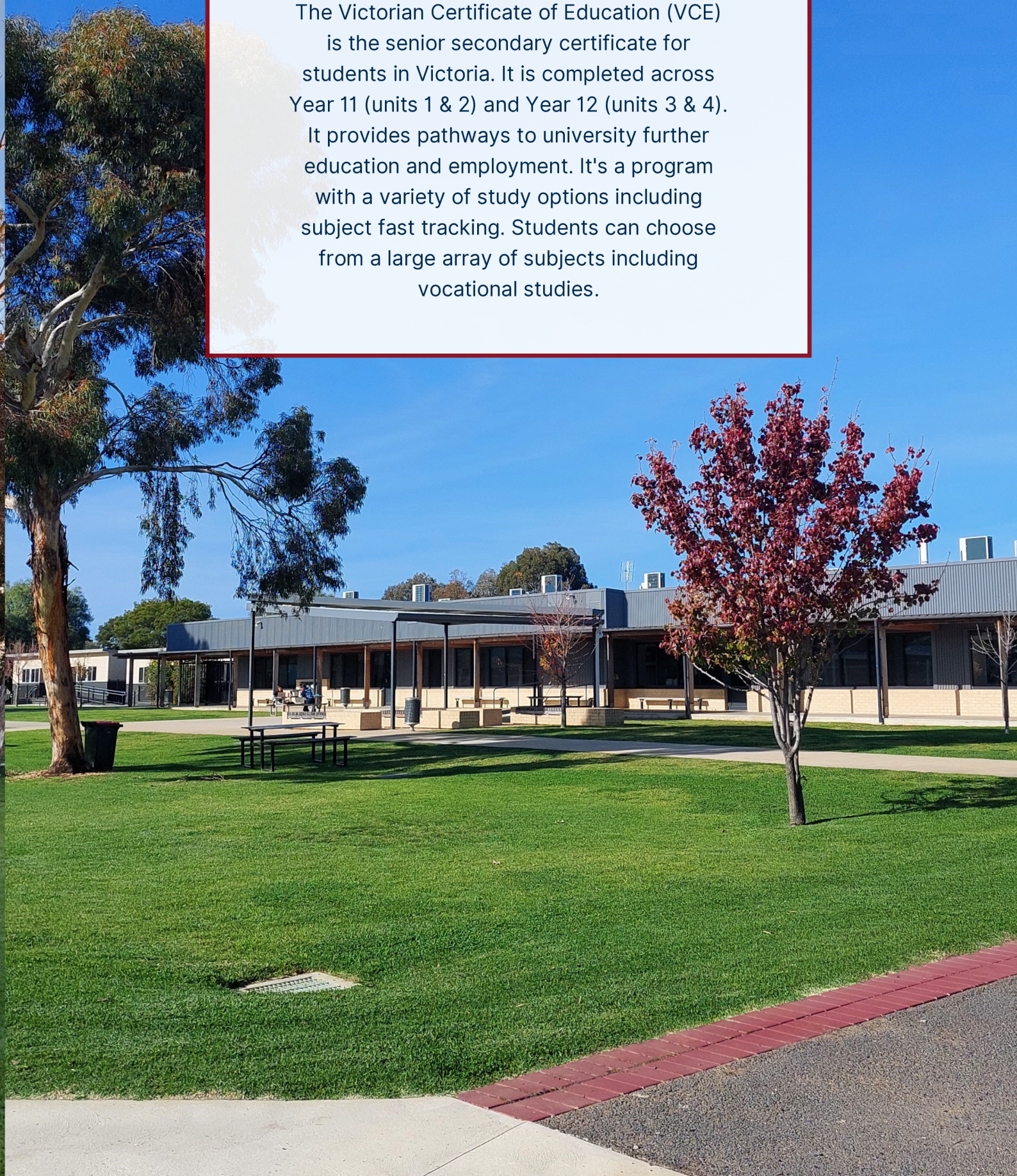
Duration: 2 days per week - Thursday and Friday

A separate student selection process is required for this course, as it is aimed at addressing disengaged & "at risk" students in schools.



VCE

The Victorian Certificate of Education (VCE) is the senior secondary certificate for students in Victoria. It is completed across Year 11 (units 1 & 2) and Year 12 (units 3 & 4). It provides pathways to university further education and employment. It's a program with a variety of study options including subject fast tracking. Students can choose from a large array of subjects including vocational studies.



Victorian Certificate of Education

The Victorian Certificate of Education (VCE) is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education.

The VCE provides diverse pathways to further study or training at university or TAFE, and to direct employment.

How is the VCE structured?

The VCE course is made up of subjects structured as units. Each subject is made up of four units (Units 1, 2, 3 and 4). A unit is a semester in length.

Most students complete their VCE over two years. Students typically study Units 1 & 2 of a subject in Year 11 and Units 3 & 4 in Year 12.

Completing Units 3 & 4 as a sequence in the same year qualifies for a student to receive a study score.

How many units are required?

Students usually study between 20 and 24 units (five or six subjects) across Years 11 and 12.

Students can fast track a VCE subject in Year 10 with Units 1 & 2 of a subject and study Units 3 & 4 in Year 11.

What do I have to do to achieve my VCE?

You must successfully complete a minimum of 16 units including:

- 3 units from the English group including Unit 3 & 4 English
- at least three other Unit 3 & 4 subjects.

Who decides that I have satisfactorily completed a unit?

Your teacher determines whether or not you have satisfactorily completed a unit based on the work you submitted and whether you have met the school requirements and those set out by the Victorian Curriculum and Assessment Authority (VCAA).

Where can I find more information?

Further information regarding any VCE subject, study designs can be found utilising the following link or scanning the QR Code below :

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/physics/Pages/Index.aspx>



Arts Domain

Subjects Offered

- Art Creative Practice (ACP)
- Media
- Visual Communication Design (VCD)

Career Pathways

Advertising director, Architect, Architectural illustrator, Arts administrator, Arts and cultural planner, Art critic/writer, Art conservator, Artistic director, Art historian, Art teacher, Commercial artist, Concept artist, Courtroom artist, Costume designer, Curator, Dress maker, Digital 3D modeller, Graphic novel author/illustrator, Fashion consultant, Fine artist, Food photographer, Industrial designer, Interior designer, Jeweller, Landscape architect, Magazine designer, Packaging designer, Photographer, Photojournalist, Urban designer/town planner, Video game designer, Web designer, Website creator, and more!

Art Creative Practice

In the study of VCE Art Creative Practice research and investigation inform art making. Through the study of artworks the practices of artists and their role in society students develop their individual art practice and communicate ideas and meaning using a range of materials techniques and processes.

Unit 1

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

Outcome 1: On completion of this unit the student should be able to discuss the practices of three artists, and apply the Structural Lens and the Personal Lens to analyse and interpret one artwork by each artist.

Outcome 2: On completion of this unit the student should be able to use the Creative Practice to develop and make visual responses informed by their exploration of personal interests and ideas.

Outcome 3: On completion of this unit the student should be able to document and evaluate the components of the Creative Practice used to make personal visual responses.

Unit 2

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

Outcome 1: On completion of this unit the student should be able to use the Cultural Lens, and the other Interpretive Lenses as appropriate, to analyse and compare the practices of artists and artworks from different cultures and times.

Outcome 2: On completion of this unit the student should be able to use the Creative Practice to explore social and cultural ideas or issues to make and present at least one finished artwork using collaborative approaches.

Outcome 3: On completion of this unit the student should be able to critically reflect on, evaluate and document their use of the Creative Practice to develop and make collaborative visual responses.

Unit 3

In this unit students use Inquiry and Project-based learning as starting points to develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation.

Outcome 1: On completion of this unit the student should be able to develop personal ideas using research that examines one artwork and the practice of an artist, and produce at least one finished artwork using the Creative Practice.

Outcome 2: On completion of this unit the student should be able to apply and explore ideas and an area of personal interest using the Creative Practice.

Unit 4

In Unit 4 students continue to develop their art practice through Project-based and Inquiry learning as their research and exploration continues to support the development of their Body of Work. Throughout their research students study the practices of selected historical and contemporary artists to inform their own art practice.

Outcome 1: On completion of this unit the student should be able to document their use of Creative Practice and present a critique to inform the refinement and resolution of a Body of Work.

Outcome 2: On completion of this unit the student should be able to use the Creative Practice to resolve and present a Body of Work.

Outcome 3: On completion of this unit the student should be able to compare the practices of historical and contemporary artists, and use the Interpretive Lenses to analyse and interpret the meanings and messages of selected artworks.

Assessment

Assessment is undertaken in a variety of ways, which may include:

- an extended written response
- short-answer responses supported by visual references
- an annotated visual report
- a presentation using digital technologies such as an online presentation or interactive website
- an oral presentation
- visual responses to a selection of set tasks, showing exploration of ideas, materials and techniques in at least three art forms
- visual responses that demonstrate and document use of the Creative Practice, collaboration and exploration of personal ideas related to social and cultural contexts
 - presentation of at least one finished artwork
 - an oral critique accompanied by written and visual documentation
 - evaluation of the Creative Practice and the presentation of finished artworks
 - evaluation of visual responses that effectively communicate social and cultural meaning

Percentage contributions to the study score in Units 3 & 4 VCE Art Creative Practice are as follows:

- Unit 3 School-assessed Task: 60%
- Unit 4 School-assessed Coursework: 10%
- End-of-year examination: 30%

Media

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

Unit 1

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.

Outcome 1: On completion of this unit the student should be able to explain how media representations in a range of media products and forms, and from different periods of time, locations and contexts, are constructed, distributed, engaged with, consumed and read by audiences.

Outcome 2: On completion of this unit the student should be able to use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.

Outcome 3: On completion of this unit the student should be able to analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences.

Unit 2

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.

Outcome 1: On completion of this unit the student should be able to analyse the style of media creators and producers and the influences of narratives on the audience in different media forms.

Outcome 2: On completion of this unit the student should be able to apply the media production process to create, develop and construct narratives.

Outcome 3: On completion of this unit the student should be able to discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

Unit 3

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

Outcome 1: On completion of this unit the student should be able to analyse the construction of media narratives; discuss audience engagement, consumption and reading of narratives; and analyse the relationship between narratives and the contexts in which they are produced.

Outcome 2: On completion of this unit the student should be able to research and document aspects of a media form, codes, narrative conventions, style, genre, story and plot to inform the plan for a media production.

Outcome 3: On completion of this unit the student should be able to develop and document a media pre-production plan demonstrating the student's concepts and intentions in a selected media form for a specified audience.

Unit 4

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.

Outcome 1: On completion of this unit the student should be able to produce, refine, resolve and distribute to a specified audience a media product designed in Unit 3.

Outcome 2: On completion of this unit the student should be able to use evidence, arguments and ideas to discuss audience agency, media influence, media regulation and ethical and legal issues in the media.

Assessment

Assessment is undertaken in a variety of ways, which may include:

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

Percentage contributions to the study score in Units 3 & 4 VCE Media are as follows:

- Unit 3 School-assessed Coursework: 10%
- Unit 4 School-assessed Task: 40%
- End-of-year examination: 40%

Visual Communication Design

Visual Communication Design focuses on the study and creation of visual language and the role it plays in communicating ideas, solving problems, and influencing behaviours. Students work together and independently to find and address design problems and employ the design process to deliver design solutions. Students explore how designers visually communicate concepts when designing messages, objects, environments, and interactive experiences.

Unit 1

In this unit students are introduced to the practices and processes used by designers to identify, reframe, and resolve human-centred design problems.

Outcome 1: On completion of this unit the student should be able to use human-centred research methods to reframe a design problem and identify a communication need.

Outcome 2: On completion of this unit the student should be able to create visual language for a business or brand using the Develop and Deliver stages of the VCD design process.

Outcome 3: On completion of this unit the student should be able to develop a sustainable object, considering design's influence and factors that influence design.

Unit 2

In this unit, students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit and apply the VCD design process in its entirety.

Outcome 1: On completion of this unit the student should be able to present an environmental design solution that draws inspiration from its context and a chosen design style.

Outcome 2: On completion of this unit the student should be able to apply culturally appropriate design practices and an understanding of the designer's ethical and legal responsibilities when designing personal iconography.

Outcome 3: On completion of this unit the student should be able to apply the VCD design process to design an interface for a digital product, environment or service.

Unit 3

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design.

Outcome 1: On completion of this unit the student should be able to compare the ways in which visual communication practices are used by contemporary designers, using research methods and practical exploration.

Outcome 2: On completion of this unit the student should be able to compare and analyse design examples from selected field(s) of design practice, describing how aesthetic considerations contribute to the effective communication of information or ideas.

Outcome 3: On completion of this unit the student should be able to identify two communication needs for a client, prepare a brief and develop design ideas, while applying the VCD design process and design thinking strategies.

Unit 4

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.

Outcome 1: On completion of this unit the student should be able to refine and resolve distinct design concepts for each communication need, and devise and deliver a pitch to communicate concepts to an audience or users, evaluating the extent to which these meet the requirements of the brief.

Outcome 2: On completion of this unit the student should be able to produce a design solution for each communication need defined in the brief, satisfying the specified design criteria.

Assessment

Assessment is undertaken in a variety of ways, which may include:

- 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
- a folio of work demonstrating the Develop and Deliver stages of the VCD design process, and using circular design practices to develop a sustainable object
- 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
- investigation of culturally appropriate design practices including representations of Aboriginal and Torres Strait Islander knowledge, presented in an extended written response or short-answer responses supported by visual references or an annotated visual report or an online presentation or interactive website or an oral presentation
- creation of personal iconography in a range of design exercises
- a folio demonstrating the stages of the VCD design process to propose an interface for an interactive digital product, environment, or service

Percentage contributions to the study score in Units 3 & 4 VCE Visual Communication Design are as follows:

- Unit 3 School-assessed Coursework: 20%
- Unit 3 & 4 School-Task Coursework: 50%
- End-of-year examination: 30%

English Domain

Subjects Offered

- English
- Literature
- English Language

Career Pathways

All future careers that students undertake are likely to require significant literacy skills which the VCE English course is designed to develop and enhance. The study of a VCE English subject is deemed compulsory for students to meet the requirements of VCE.

Rationale

The study of English empowers students to read, write, speak and listen in different contexts.

VCE English and English as an Additional Language (EAL) prepares students to think and act critically and creatively and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely and to connect with our complex and plural society with confidence.

By developing broad skills in communication and reflection the study of English enables students to participate in their diverse dynamic and multicultural world productively and positively.

Key Skills Developed

Communication, planning and organising, teamwork, problem-solving, self-management, initiative and enterprise technology.

English

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Unit 1

In this Unit, students engage in reading and viewing texts with a focus on personal connections with the story. For the first Outcome, students will read and explore one set text and they draw on personal experience and understanding in developing writing about a text, and work to shape their ideas and knowledge into formal essay structures.

Outcome 1: On completion of this unit the student should be able to make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text.

Outcome 2: On completion of this unit the student should be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes.

Unit 2

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 text.

Outcome 1: On completion of this unit the student should be able to explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning.

Outcome 2: On completion of this unit the student should be able to explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

Unit 3

In this Unit, 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.

Outcome 1: On completion of this unit the student should be able to analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.

Outcome 2: On completion of this unit the student should be able to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.

Unit 4

In this Unit, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3.

Outcome 1: On completion of this unit the student should be able to analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning.

Outcome 2: On completion of this unit the student should be able to analyse the use of argument and language in persuasive texts, including written text (print or digital) and text in another mode (visual, audio and/or audio visual); and develop and present a point of view text.

Assessment

Assessment is undertaken in a variety of ways, which may include:

- An analytical response to a set text in written form
- Written texts constructed in consideration of audience, purpose and context.
- A commentary reflecting on writing processes.
- An analytical response to argument in written form.
- A point of view oral presentation.

Percentage contributions to the study score in Units 3 & 4 VCE English are as follows:

- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- End-of-year examination: 50%

Literature

The study of VCE Literature fosters students' enjoyment of stories and storytelling. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. Students become active readers and writers, extending their creativity and high-order thinking to express and develop their critical and creative voices.

Unit 1

In this area of study students consider how language and structure are used in different literary forms and types of text. They consider both print and non-print texts.

Outcome 1: On completion of this unit the student should be able to respond to a range of texts through close analysis.

Outcome 2: On completion of this unit the student should be able to explore conventions common to a selected movement or genre, and engage with the ideas, concerns and representations from at least one complete text alongside multiple samples of other texts considered characteristic of the selected movement or genre.

Unit 2

In this area of study students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators.

Outcome 1: On completion of this unit the student should be able to explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators.

Outcome 2: On completion of this unit the student should be able to analyse and respond to the representation of a specific time period and/or culture explored in a text and reflect or comment on the ideas and concerns of individuals and groups in that context.

Unit 3

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.

Outcome 1: On completion of this unit the student should be able to analyse aspects of a text, drawing on close analysis of textual detail, and then discuss the extent to which meaning changes when that text is adapted to a different form.

Outcome 2: On completion of this unit the student should be able to develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading.

Unit 4

In this area of study students focus on the imaginative techniques used for creating and recreating a literary work.

Outcome 1: On completion of this unit the student should be able to respond creatively to a text and comment critically on both the original text and the creative response.

Outcome 2: On completion of this unit the student should be able to analyse literary forms, features and language to present a coherent view of a whole text.

Assessment

Assessment is undertaken in a variety of ways, which may include:

- an essay
- a reading journal
- a close analysis of selected passages
- an oral presentation
- an analysis of how the form of a text influences meaning
- a creative response to a text
- a reflective commentary establishing connections with the original text
- a written interpretation of a text using a different perspective to inform their response
- a written interpretation of a text, supported by close textual analysis

Percentage contributions to the study score in Units 3 & 4 VCE Literature are as follows:

- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- End-of-year examination: 50%

English Language

The study of VCE English Language explores the ways in which language is used by individuals and groups and how it reflects our thinking and values. By learning about how we shape and can be shaped by our use of language, we can develop deeper understandings about ourselves, those who surround us and the society in which we live. These understandings enhance the skills for effective communication in all contexts.

Unit 1

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.

Outcome 1: On completion of this unit the student should be able to identify and describe primary aspects of the nature and functions of human language.

Outcome 2: On completion of this unit the student should be able to identify and describe types of language acquisition, and to discuss and investigate language acquisition in the context of linguistic theories.

Unit 2

In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and continuous process.

Outcome 1: On completion of this unit the student should be able to identify and describe language change and its effects on the English language and analyse attitudes to language change.

Outcome 2: On completion of this unit the student should be able to identify and explain the effects of the global spread of English through spoken and written texts.

Unit 3

In this unit, students investigate English language in contemporary Australian settings.

Outcome 1: On completion of this unit the student should be able to identify, describe and analyse distinctive features of informal language in written and spoken texts.

Outcome 2: On completion of this unit the student should be able to identify, describe and analyse distinctive features of formal language in written and spoken texts.

Unit 4

In this unit students focus on the role of language in establishing and challenging different identities.

Outcome 1: On completion of this unit the student should be able to identify, describe and analyse varieties of English in Australian society, the attitudes towards them and the identities they reflect.

Outcome 2: On completion of this unit the student should be able to identify, describe and analyse how variation in language, linguistic repertoires and language choices reflects and conveys people's identities.

Assessment

Assessment is undertaken in a variety of ways, which may include:

- a folio of annotated texts
- an essay
- an investigative report
- an analytical commentary
- short-answer questions.

Assessment tasks may be written, oral or multimodal.

Percentage contributions to the study score in Units 3 & 4 VCE English Language are as follows:

- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- End-of-year examination: 50%

Health and Physical Education Domain

Subjects Offered

- Health and Human Development
- Physical Education
- Outdoor Environmental Studies

Career Pathways

Health and Human Development

Health Promotion Officer, Health Education, Community Health Officer, Family and Community Support, Health Marketing, Health and Sport Public Relations, Health Policy Development, Nutritionist, Social Worker, Nursing, Teaching, Health Psychologist, Mental Health Nurse, Health Surveyor, Childcare, Welfare, Drug and Alcohol Counsellor, Youth Worker

Physical Education

Sports Coaching, Sport Psychology, Sports Trainer, Sports Massage, Sports Management, Exercise Science, Bio mechanist, Teaching, Fitness Instructor, Fitness Advisor, Police Officer, Armed Forces, Physiotherapy, Osteopathy, Paramedic, Nursing, Health Promotion

Outdoor Environmental Studies

Environmental Management, Coastal and Park Management, National Parks and Wildlife Ranger, Teaching, Hospitality, Eco Communications, Ecotourism, Environmental Science, Outdoor Education and Camp Leader, Outdoor Adventure Leader, Conservation, Environmental Policy and Sustainability, Land Rehabilitation, Pollution Control

Camps and Excursions

Physical Education

Local facilities will be accessed at times throughout the year and guest speakers will visit the classes.

Outdoor Environmental Studies

Practical Applications of Knowledge and Skills (PAKS) field trips are compulsory and may require students to be involved in some of the following activities: bush walking, rock climbing, canoeing, cross country skiing, orienteering, surfing, cycling and ecological and naturalistic pursuits. The activities offered each year vary according to staff expertise, availability and cost. Students will need to meet the costs of one camp.

Key Skills Developed

Communication, Planning and organising, Teamwork, Problem-solving, Self-management, Initiative and enterprise Technology

Health and Human Development

The study of Health and Human Development is based on the premise that health is a dynamic condition that is influenced by complex interrelationships between individuals and biomedical and behavioural factors, as well as physical and social environments.

Unit 1

In this unit, students explore health and wellbeing as a concept with varied and evolving perspectives and definitions.

Outcome 1: On completion of this unit, the student should be able to explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse sociocultural factors that contribute to variations in the health status of youth.

Outcome 2: On completion of this unit, the student should be able to interpret data to identify key areas for improving youth health and wellbeing, and analyse one youth health area in detail.

Outcome 3: On completion of this unit, the student should be able to apply nutrition information, food selection models and initiatives to evaluate nutrition information.

Unit 2

In this unit, students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives.

Outcome 1: On completion of this unit, the student should be able to explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during the prenatal and early childhood stages of the human lifespan and explain health and wellbeing as an intergenerational concept.

Outcome 2: On completion of this unit, the student should be able to explain factors affecting access to Australia's health system that contribute to health literacy and promote the health and wellbeing of youth.

Unit 3

In this unit, students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts.

Outcome 1: On completion of this unit, the student should be able to explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data, and analyse variations in health status.

Outcome 2: On completion of this unit, the student should be able to explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies and initiatives.

Unit 4

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.

Outcome 1: On completion of this unit, the student should be able to analyse similarities and differences in health status and human development globally and analyse the factors that contribute to these differences.

Outcome 2: On completion of this unit, the student should be able to analyse the relationships between the SDGs and their role in the promotion of health and human development and evaluate the effectiveness of global aid programs.

Assessment

Assessment is undertaken in a variety of ways, which may include:

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

Percentage contributions to the study score in Units 3 & 4 VCE Health and Human Development are as follows:

- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- End-of-year examination: 50%

Physical Education

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity.

Unit 1

In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement.

Outcome 1: On completion of this unit, the student should participate in and analyse information from a variety of practical activities to explain how the muscular and skeletal systems function and interact to produce movement, and evaluate the use of performance enhancement substances and methods.

Outcome 2: On completion of this unit, the student should be able to participate in and analyse information from a variety of practical activities to explain how the cardiovascular and respiratory systems function and interact, and evaluate the use of performance enhancement substances and methods

Unit 2

In this unit, students develop an understanding of physical activity, sport and exercise from a participatory perspective.

Outcome 1: On completion of this unit, the student should be able to collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour and conduct an FMA to create, undertake and evaluate a personalised plan that promotes adherence to the relevant physical activity and sedentary behaviour guidelines.

Outcome 2: On completion of this unit, the student should be able to explain a range of intrapersonal and interpersonal contemporary issues that influence access to, and inclusion, participation and performance in, physical activity and sport at the local, national and global levels.

Unit 3

This unit introduces students to principles used to analyse human movement from a biophysical perspective.

Outcome 1: On completion of this unit, the student should be able to analyse primary data collected from participation in physical activity, sport and exercise to develop and refine movement skills from an individual and coaching perspective, by applying biomechanical and skill-acquisition principles.

Outcome 2: On completion of this unit, the student should be able to use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur; explain the factors causing fatigue; and recommend suitable recovery strategies.

Unit 4

In this unit, students' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective.

Outcome 1: On completion of this unit, the student should be able to undertake an activity analysis to justify the physiological requirements of an activity that informs an appropriate assessment of fitness.

Outcome 2: On completion of this unit, the student should be able to participate in a variety of training methods; design and evaluate training programs; and explain performance improvements that occur due to chronic adaptations, depending on the type of training undertaken.

Assessment

Assessment is undertaken in a variety of ways, which may include:

a written report, a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation, structured questions, a laboratory report based on primary data collected during participation in a practical activity

Percentage contributions to the study score in Units 3 & 4 VCE Physical Education are as follows:

- Unit 3 School-assessed Coursework: 20%
- Unit 4 School-assessed Coursework: 30%
- End-of-year examination: 50%

Outdoor Environmental Studies

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with theory-based study enables informed understanding of human relationships with nature.

Unit 1

This unit examines some of the ways in which Indigenous peoples and non-Indigenous peoples understand and relate to nature through experiencing outdoor environments.

Outcome 1: On completion of this unit the student should be able to analyse motivations for experiencing outdoor environments and plan to safely participate in specific outdoor experiences.

Outcome 2: On completion of this unit the student should be able to explain factors that influence personal responses and access to outdoor experiences and interact sustainably with outdoor environments.

Outcome 3: On completion of this unit the student should be able to evaluate strategies for safe and sustainable participation in outdoor experiences.

Unit 2

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

Outcome 1: On completion of this unit the student should be able to describe a range of understandings of outdoor environments and the effect of natural changes with reference to specific outdoor experiences.

Outcome 2: On completion of this unit the student should be able to evaluate the impacts of humans on outdoor environments and associated management strategies, with reference to specific outdoor experiences.

Outcome 3: On completion of this unit the student should be able to participate in a range of outdoor experiences safely and sustainably in an independent manner.

Unit 3

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia.

Outcome 1: On completion of this unit the student should be able to analyse the changing nature of relationships with outdoor environments between Indigenous and non-Indigenous Australians at a local and state level over time, and evaluate the impact of environmentalism on political parties and/or policies.

Outcome 2: On completion of this unit the student should be able to analyse factors that influence relationships between humans and outdoor environments in the last decade, and evaluate methods and processes used to influence relationships and decisions about the use of outdoor environments.

Unit 4

In this unit students explore the sustainable use and management of outdoor environments.

Outcome 1: On completion of this unit the student should be able to describe a range of environmental sustainability measures, analyse threats to outdoor environments and justify the importance of healthy outdoor environments for individuals and society, with reference to specific outdoor experiences.

Outcome 2: On completion of this unit the student should be able to evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.

Outcome 3: On completion of this unit the student should be able to plan and conduct an independent investigation that evaluates selected outdoor environments.

Assessment

Assessment is undertaken in a variety of ways, which may include:

Journals, written report, oral presentation, structured questions or case study.

Percentage contributions to the study score in Units 3 & 4 VCE Outdoor Environmental Studies are as follows:

- Unit 3 School-assessed Coursework: 20%
- Unit 4 School-assessed Coursework: 30%
- End-of-year examination: 50%

Humanities Domain

Subjects Offered

- Accounting
- Legal Studies
- Business Management
- Modern History - Units 1 and 2
- History: Revolutions - Units 3 and 4

Career Pathways

Accounting

Accountant (financial, management, forensic, taxation, environmental, corporate or personal).

Business Studies

Treasurer, Hotel manager, Economist, Copywriter, Business Manager, Bank officer, Accountant.

History

Political scientist, Research officer, Writer, Lawyer, Journalist, Historian, Editor, Librarian, Museum curator.

Legal

Solicitor, barrister, policy adviser, prosecutor, paralegal, legal assistant.

Key Skills Developed

- the ability to gather, organise, analyse and synthesise information
- working collaboratively
- analyse and evaluate
- appreciate a range of diverse viewpoints
- Problem-solving and self-discipline
- Planning and organisation
- Communication (written and oral) and teamwork

Accounting

VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting.

Unit 1

In this Unit, students investigate the reasons for establishing a business and possible alternatives to operating a business.

Outcome 1: On completion of this unit, the student should be able to describe the resources required to establish and operate a business, and select and use accounting reports and other information to discuss the success or otherwise of the business.

Outcome 2: In this area of study, students investigate the role of accounting in generating financial data and accounting information. They use the accrual method for determining profit for a service business operating as a sole proprietor with cash and credit transactions.

Unit 2

In this Unit, students investigate the use of both the First-In, First-Out and Identified Cost inventory cost assignment methods to record and report the movement of inventory through the business.

Outcome 1: On completion of this unit, the student should be able to record and report for inventory and discuss the effects of relevant financial and non-financial factors, and ethical considerations, on the results of business decisions.

Outcome 2: On completion of this unit, the student should be able to record and report for accounts receivable and accounts payable, and analyse and discuss the effects of relevant decisions, including the influence of ethical considerations, on the performance of the business.

Outcome 3: On completion of this unit, the student should be able to record and report for non-current assets and depreciation.

Unit 3

In this Unit, students focus on identifying and recording financial data for a business.

Outcome 1: On completion of this unit the student should be able to record financial data using a double entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process; and describe, discuss and analyse various aspects of accounting reports and the accounting system, including ethical considerations.

Outcome 2: On completion of this unit, the student should be able to record transactions and prepare, interpret and analyse accounting reports for a trading business.

Unit 4

In this Unit, students further develop their understanding of the recording and reporting of financial data in the General Journal and General Ledger by focusing on balance day adjustments and the alternative methods of depreciating for non-current depreciable assets.

Outcome 1: On completion of this unit, the student should be able to record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system, and evaluate the effects of balance day adjustments and alternative methods of depreciation on accounting reports.

Outcome 2: On completion of this unit, the student should be able to prepare budgeted accounting reports and variance reports for a trading business, using financial and other relevant information, and model, analyse and discuss the effects of alternative strategies on the performance of a business.

Assessment

Assessment is undertaken in a variety of ways, which may include:

- a folio of exercises (manual methods and ICT)
- structured questions (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

Percentage contributions to the study score in Units 3 & 4 VCE Accounting are as follows:

- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- End-of-year examination: 50%

Business Management

Business Management follows a business from the spark of an idea to the reality of opening the doors and running a team. It's practical, relevant, and directly connected to the real world of commerce and entrepreneurship. Tasks draw on contemporary case studies to connect theory to current business practice.

Unit 1 - Planning a Business

How business ideas are generated and developed, what entrepreneurship and innovation look like in practice, and the external and internal environments that shape how a business is planned.

Outcome 1: On completion of this unit the student should be able to describe a process for creating and developing a business idea, and explain how innovative and entrepreneurial practices can contribute to the national economy and social wellbeing.

Outcome 2: On completion of this unit the student should be able to describe the internal business environment and analyse how factors from within it may affect business planning.

Outcome 3: On completion of this unit the student should be able to describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.

Unit 2 - Establishing a Business

The legal and financial requirements of starting a business, how businesses market themselves to reach their customers, and how to recruit, develop, and manage staff effectively.

Outcome 1: On completion of this unit the student should be able to outline the key legal requirements and financial record-keeping considerations when establishing a business, and explain the importance of establishing effective policies and procedures to achieve compliance with these requirements.

Outcome 2: On completion of this unit the student should be able to explain how establishing a customer base and a marketing presence supports the achievement of business objectives, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.

Outcome 3: On completion of this unit the student should be able to discuss the importance of staff to a business, discuss the staffing needs for a business, and evaluate staff-management strategies from both an employer and staff perspective.

Unit 3 - Managing a Business

Types of businesses and their stakeholders, corporate culture and management styles and skills, major motivation theories including Maslow, Locke and Latham, and Lawrence and Nohria, and strategies to improve the efficiency and effectiveness of operations.

Outcome 1: On completion of this unit the student should be able to analyse the key characteristics of businesses, their stakeholders, management styles and skills, and corporate culture.

Outcome 2: On completion of this unit the student should be able to explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.

Outcome 3: On completion of this unit the student should be able to analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

Unit 4 - Transforming a Business

Key Performance Indicators and how they measure success, the driving and restraining forces for change using Lewin's Force Field Analysis, strategies for implementing change effectively, and how change affects stakeholders.

Outcome 1: On completion of this unit the student should be able to explain the way business change may come about, analyse why managers may take a proactive or reactive approach to change, use key performance indicators to analyse the performance of a business, explain the driving and restraining forces for change, and evaluate management strategies to position a business for the future.

Outcome 2: On completion of this unit the student should be able to discuss the importance of effective management strategies and leadership in relation to change, evaluate the effectiveness of a variety of strategies used by managers to implement change, and discuss the effect of change on the stakeholders of a business.

Assessment

Assessment is undertaken in a variety of ways, which may include:

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

Percentage contributions to the study score in Units 3 & 4 VCE Business Management are as follows:

- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- End-of-year examination: 50%

Modern History - Units 1 and 2

Modern History examines the events and ideas that shaped the 20th century. From the collapse of empires to two World Wars, from the Cold War to the movements that reshaped society, this subject gives you the analytical tools to understand why the world is the way it is today. It's challenging, genuinely interesting, and builds skills that carry across many careers.

Unit 1 - Change and Conflict

The ideologies and movements that challenged the old world order, the causes and consequences of World War One, the rise of fascism and communism, social and cultural change between the wars, and the conditions that led to World War Two.

Outcome 1: On completion of this unit the student should be able to explain how significant events, ideologies and individuals contributed to political and economic changes in the first half of the 20th century, and analyse how these contributed to the causes of World War Two.

Outcome 2: On completion of this unit the student should be able to explain patterns of social and cultural change in everyday life in the first half of the twentieth century, and analyse the conditions which influenced these changes.

Unit 2

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.

Outcome 1: On completion of this unit the student should be able to explain the causes of the Cold War and analyse its consequences on nations and people.

Outcome 2: On completion of this unit the student should be able to explain the challenges to social, political and/or economic structures of power and evaluate the extent to which continuity and change occurred.

Assessment

Assessment is undertaken in a variety of ways, which may include:

- a historical inquiry
- an essay

Percentage contributions to the study score in Units 1 & 2 VCE History are as follows:

- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- End-of-year examination: 50%

History: Revolutions - Units 3 and 4

History: Revolutions is one of the most intellectually demanding and rewarding VCE subjects available. You'll investigate why revolutions happen, who makes them, and what kind of world emerges once the old order has been overturned. At Rochester College we study two revolutions - the American Revolution and the Russian Revolution - each asking the same fundamental questions but arriving at very different answers.

Unit 3: The American Revolution

The causes of revolution from the French and Indian War (1754) to the Declaration of Independence (1776), including Enlightenment ideas, key figures, and the popular movements that built the case for independence; and the consequences of revolution through to the ratification of the Constitution (1789), including the challenges of building a new nation and the experiences of different groups in American society.

Outcome 1: On completion of this unit the student should be able to analyse the causes of revolution, and evaluate the contribution of significant events, ideas, individuals and popular movements.

Outcome 2: On completion of this unit the student should be able to analyse the consequences of revolution and evaluate the extent of continuity and change in the post-revolutionary society.

Unit 4: The Russian Revolution

The causes of revolution from the coronation of Tsar Nicholas II (1896) to the Soviet government taking power in October 1917, including revolutionary ideology, key leaders, and the mass movements that brought down the Tsar; and the consequences of revolution through to 1927, including how the Bolsheviks consolidated power, the changes they made, and how different social groups experienced the new regime.

Outcome 1: On completion of this unit the student should be able to analyse the causes of revolution, and evaluate the contribution of significant events, ideas, individuals and popular movements.

Outcome 2: On completion of this unit the student should be able to analyse the consequences of revolution and evaluate the extent of continuity and change in the post-revolutionary society.

Assessment

Assessment is undertaken in a variety of ways, which may include:

- a historical inquiry
- an essay

Percentage contributions to the study score in Units 3 & 4 VCE History are as follows:

- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- End-of-year examination: 50%

Legal Studies

VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. Students examine the processes of law-making, dispute resolution and administration of justice in Australia.

Unit 1

In this Unit, students develop a foundational knowledge of laws and the Australian legal system.

Outcome 1: On completion of this unit the student should be able to describe the main sources and types of law, and evaluate the effectiveness of laws.

Outcome 2: On completion of this unit the student should be able to explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.

Outcome 3: On completion of this unit the student should be able to explain the key concepts in the determination of a criminal case, discuss the principles of justice in relation to experiences of the criminal justice system, and discuss the ability of sanctions to achieve their purposes.

Unit 2

In this Unit, students investigate key concepts in the determination of a criminal case, including the institutions that enforce criminal law, and the purposes and types of sanctions and approaches to sentencing.

Outcome 1: On completion of this unit the student should be able to explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.

Outcome 2: On completion of this unit the student should be able to explain the key concepts in the resolution of a civil dispute, discuss the principles of justice in relation to experiences of the civil justice system, and discuss the ability of remedies to achieve their purposes.

Outcome 3: On completion of this unit the student should be able to explain one contemporary human rights issue in Australia, and evaluate the ways in which rights are protected in Australia.

Unit 3

In this Unit, students explore the criminal justice system, its range of personnel and institutions and the various means it uses to determine a criminal case.

Outcome 1: On completion of this unit the student should be able to explain the key principles in the criminal justice system, discuss the ability of sanctions to achieve their purposes and evaluate the ability of the criminal justice system to achieve the principles of justice during a criminal case.

Outcome 2: On completion of this unit the student should be able to explain the key principles in the civil justice system, discuss the ability of remedies to achieve their purposes and evaluate the ability of the civil justice system to achieve the principles of justice during a civil dispute.

Unit 4

In this Unit, students examine the relationship between the Australian people and the Australian Constitution and the ways in which the Australian Constitution acts as a check on parliament law-making.

Outcome 1: On completion of this unit the student should be able to discuss the ability of parliament and courts to make law and evaluate the means by which the Australian Constitution acts as a check on parliament in law-making.

Outcome 2: On completion of this unit the student should be able to explain the reasons for law reform and constitutional reform, discuss the ability of individuals to change the Australian Constitution and influence a change in the law, and evaluate the ability of law reform bodies to influence a change in the law.

Assessment

Assessment is undertaken in a variety of ways, which may include:

- a folio of exercises
- structured questions
- a classroom presentation a role-play
- a debate
- a report in written format
- a question-and-answer session
- an essay

Percentage contributions to the study score in Units 3 & 4 VCE Legal Studies are as follows:

- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- End-of-year examination: 50%

Languages Domain

Possible Distance Subjects offered

- Arabic
- Chinese – Mandarin FL
- Chinese – Mandarin SLA
- Chinese – Mandarin SL
- French
- German
- Greek
- Hindi
- Indonesian – FL
- Indonesian – SL
- Italian
- Japanese – FL
- Japanese – SL
- Latin
- Punjabi
- Spanish
- Vietnamese – SL

Students may choose to study a VCE language via Distance Education. Students are advised that prior experience with the language is highly recommended.

Mathematics Domain

Subjects Offered

Year 11

- General Mathematics, Units 1 and 2
- Mathematical Methods, Units 1 and 2
- Specialist Mathematics, Units 1 and 2
- Vocational Major - Numeracy, Units 1 and 2

Year 12

- General Mathematics, Units 3 and 4
- Mathematical Methods, Units 3 and 4
- Specialist Mathematics, Units 3 and 4 (Possibly by correspondence)
- Vocational Major - VCE Foundation Mathematics

Career Pathways

General Mathematics

Trades and apprenticeships, Teacher: Primary, Secondary, EAL, Early childhood, Nursing, Statistical Analysis, Financial Services

Mathematical Methods

Science careers, Engineering, Teaching: Mathematics, Computer Sciences, ICT careers

Specialist Mathematics

Science careers, Engineering, Teaching: Mathematics, Computer Sciences

Vocational Major – Foundation Mathematics

Trades, apprenticeships, traineeships

General Mathematics

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'. All students are expected to purchase (or have) an approved Ti-Nspire CAS calculator for General Mathematics. It should be retained for General Mathematics Units 3 and 4.

Unit 1

The areas of study for Unit 1 of General Mathematics are investigating and comparing data distributions, arithmetic and geometric sequences, first-order linear recurrence relations and financial mathematics, linear functions, graphs, equations and models and matrices

Outcome 1: On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2: On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics

Outcome 3: On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Unit 2

The areas of study for Unit 2 of General Mathematics are investigating relationships between two numerical variables, graphs and networks, variation and space, measurement and applications of trigonometry.

Outcome 1: On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2: On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3: On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Unit 3

Unit 3 comprises Data analysis and Recursion and financial modelling.

Outcome 1: On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2: On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3: On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Unit 4

Unit 4 comprises Matrices and Networks and decision mathematics.

Outcome 1: On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2: On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3: On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Assessment

Assessment is undertaken in a variety of ways, which may include:

General Mathematics (1 & 2)

Data analysis tasks, class tests and assignments, modelling tasks, problem-solving tasks, mathematical investigations, exams

General Mathematics (3 & 4)

Data analysis task, Modelling or problem-solving tasks for Finance & Recursion, Matrices and Networks & Decision Maths.

Percentage contributions to the study score in Units 3 & 4 VCE General Mathematics are as follows:

- Unit 3 School-assessed Coursework: 24%
- Unit 4 School-assessed Coursework: 16%
- End-of-year examination: Exam 1: 30% / Exam 2: 30%

Mathematical Methods

Mathematical Methods Units 1 and 2 can be taken in combination with General Mathematics Units 1 and 2 in order to provide a sound mathematical platform for the study of General Mathematics Units 3 and 4. Students wishing to study Specialist Maths in Year 12 must study BOTH Mathematical Methods. All students in Mathematical Methods Units 1 -4 are expected to purchase (or have) an approved Ti-NspireCAS calculator.

Unit 1 & 2

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.

Outcome 1: On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2: On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3: On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Unit 3 & 4

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.

Outcome 1: On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2: On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3: On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Assessment

Assessment is undertaken in a variety of ways, which may include:

- Investigative tasks
- Assignments
- Tests
- Modelling tasks
- Problem solving tasks
- Exams

Percentage contributions to the study score in Units 3 & 4 VCE Mathematical Methods are as follows:

- Unit 3 School-assessed Coursework: 20%
- Unit 4 School-assessed Coursework: 20%
- End-of-year examination: Exam 1: 20% / Exam 2: 40%

Specialist Mathematics CAS

Specialist Mathematics is designed to complement intended studies in Science, Engineering Mathematics and Computer Science.

Co-requisite - Mathematical Methods. That is, any student completing Specialist Mathematics at either level must complete Mathematical Methods at the same level.

All students in Specialist Maths are expected to purchase (or have) an approved Ti-NSpire CAS calculator.

Unit 1

Specialist Mathematics Units 1 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.

Outcome 1: On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2: On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Outcome 3: On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Unit 2

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.

Outcome 1: On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2: On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3: On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Unit 3 & 4

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 4.

Outcome 1: On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2: On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3: On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Assessment

Assessment is undertaken in a variety of ways, which may include:

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

Percentage contributions to the study score in Units 3 & 4 VCE Specialist Mathematics CAS are as follows:

- Unit 3 School-assessed Coursework: 20%
- Unit 4 School-assessed Coursework: 20%
- End-of-year examination: Exam 1: 20% / Exam 2: 40%

Science Domain

Subjects Offered

- Biology
- Chemistry
- Physics
- Psychology

Career Pathways

Agriculture and Horticulture, Vet, Zoologist, Doctor, Pharmacist, Dentist, Allied Health, Nurse, Laboratory Technician, Education, Psychologist, Counsellor, Astrophysicist, Engineer, Sports Scientist, Environmental Scientist, Forensics, Aviation

Key Skills Developed

The following skills are a key focus for all of the Sciences:

Communication, Teamwork, Problem solving, Self-management, Planning and organising, Technology, Initiative and enterprise.

Students work scientifically to:

Develop aims and questions, formulate hypotheses and make predictions; Plan and undertake investigations; Comply with safety and ethical guidelines; Conduct investigations to collect and record data; Analyse and evaluate data, methods and scientific models; Draw evidence-based conclusions; Communicate and explain scientific ideas.

Biology

The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life forms maintain and ensure their continuity.

Unit 1

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.

Outcome 1: On completion of this unit the student should be able to explain and compare cellular structure and function and analyse the cell cycle and cell growth, death and differentiation.

Outcome 2: On completion of this unit the student should be able to explain and compare how cells are specialised and organised in plants and animals, and analyse how specific systems in plants and animals are regulated.

Outcome 3: On completion of this unit the student should be able to adapt or design and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence from generated primary data.

Unit 2

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity.

Outcome 1: On completion of this unit the student should be able to explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance.

Outcome 2: On completion of this unit the student should be able to analyse advantages and disadvantages of reproductive strategies, and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem.

Outcome 3: On completion of this unit the student should be able to identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.

Unit 3

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.

Outcome 1: On completion of this unit the student should be able to analyse the relationship between nucleic acids and proteins, and evaluate how tools and techniques can be used and applied in the manipulation of DNA.

Outcome 2: On completion of this unit the student should be able to analyse the structure and regulation of biochemical pathways in photosynthesis and cellular respiration, and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways.

Unit 4

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to.

Outcome 1: On completion of this unit the student should be able to analyse the immune response to specific antigens, compare the different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease.

Outcome 2: On completion of this unit the student should be able to analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.

Outcome 3: On completion of this unit the student should be able to design and conduct a scientific investigation related to cellular processes and/or how life changes and responds to challenges, and present an aim, methodology and methods, results, discussion and a conclusion in a scientific poster.

Assessment

Assessment is undertaken in a variety of ways, which may include:

Research tasks, oral presentations, field work, practical reports, annotated models and tests.

Percentage contributions to the study score in Units 3 & 4 VCE Biology are as follows:

- Unit 3 School-assessed Coursework: 20%
- Unit 4 School-assessed Coursework: 30%
- End-of-year examination: 50%

Chemistry

The study of VCE Chemistry involves investigating and analysing the composition and behaviour of matter, and the chemical processes involved in producing useful materials for society in ways that minimise adverse effects on human health and the environment.

Unit 1

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 **Outcome 1:** On completion of this unit the student should be able to explain how elements form carbon compounds, metallic lattices and ionic compounds, experimentally investigate and model the properties of different materials, and use chromatography to separate the components of mixtures.

Outcome 2: On completion of this unit the student should be able to calculate mole quantities, use systematic nomenclature to name organic compounds, explain how polymers can be designed for a purpose, and evaluate the consequences for human health and the environment of the production of organic materials and polymers.

Outcome 3: On completion of this unit the student should be able to investigate and explain how chemical knowledge is used to create a more sustainable future in relation to the production or use of a selected material.

Unit 2

In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions.

Outcome 1: On completion of this unit the student should be able to explain the properties of water in terms of structure and bonding, and experimentally investigate and analyse applications of acid-base and redox reactions in society.

Outcome 2: On completion of this unit the student should be able to calculate solution concentrations and predict solubilities, use volumetric analysis and instrumental techniques to analyse for acids, bases and salts, and apply stoichiometry to calculate chemical quantities.

Outcome 3: On completion of this unit the student should be able to draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to the production of gases, acid-base or redox reactions or the analysis of substances in water.

Unit 3

In this unit students investigate the chemical production of energy and materials.

Outcome 1: On completion of this unit the student should be able to compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test primary cells and fuel cells, and evaluate the sustainability of electrochemical cells in producing energy for society.

Outcome 2: On completion of this unit the student should be able to experimentally analyse chemical systems to predict how the rate and extent of chemical reactions can be optimised, explain how electrolysis is involved in the production of chemicals, and evaluate the sustainability of electrolytic processes in producing useful materials for society.

Unit 4

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.

Outcome 1: On completion of this unit the student should be able to analyse the general structures and reactions of the major organic families of compounds, design reaction pathways for organic synthesis, and evaluate the sustainability of the manufacture of organic compounds used in society.

Outcome 2: On completion of this unit the student should be able to apply qualitative and quantitative tests to analyse organic compounds and their structural characteristics, deduce structures of organic compounds using instrumental analysis data, explain how some medicines function, and experimentally analyse how some natural medicines can be extracted and purified.

Outcome 3: On completion of this unit the student should be able to design and conduct a scientific investigation related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

Assessment

Assessment is undertaken in a variety of ways, which may include:

Student-Designed Investigations, Oral Presentations, Field Work, Practical Reports, Annotated Models, Data Analysis & Evaluation, Problem-Solving and Research Tasks.

Percentage contributions to the study score in Units 3 & 4 VCE Chemistry are as follows:

- Unit 3 School-assessed Coursework: 20%
- Unit 4 School-assessed Coursework: 30%
- End-of-year examination: 50%

Physics

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

Unit 1

In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy.

Outcome 1: On completion of this unit the student should be able to model, investigate and evaluate the wave-like nature of light, thermal energy and the emission and absorption of light by matter.

Outcome 2: On completion of this unit the student should be able to explain, apply and evaluate nuclear radiation, radioactive decay and nuclear energy.

Outcome 3: On completion of this unit the student should be able to investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.

Unit 2

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.

Outcome 1: On completion of this unit the student should be able to investigate, analyse, mathematically model and apply force, energy and motion.

Outcome 2: On completion of this unit the student should be able to investigate and apply physics knowledge to develop and communicate an informed response to a contemporary societal issue or application related to a selected option.

Outcome 3: On completion of this unit the student should be able to draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to a selected physics question.

Unit 3

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.

Outcome 1: On completion of this unit the student should be able to investigate motion and related energy transformations experimentally, and analyse motion using Newton's laws of motion in one and two dimensions.

Outcome 2: On completion of this unit the student should be able to analyse gravitational, electric and magnetic fields, and apply these to explain the operation of motors and particle accelerators, and the orbits of satellites.

Outcome 3: On completion of this unit the student should be able to analyse and evaluate an electricity generation and distribution system.

Unit 4

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.

Outcome 1: On completion of this unit the student should be able to analyse and apply models that explain the nature of light and matter, and use special relativity to explain observations made when objects are moving at speeds approaching the speed of light.

Outcome 2: On completion of this unit the student should be able to design and conduct a scientific investigation related to fields, motion or light, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.

Assessment

Assessment is undertaken in a variety of ways, which may include:

Student-Designed Investigations, Oral Presentations, Field Work, Practical Reports, Application & Problem-Solving Tasks, Data Analysis & Evaluation and Research Tasks

Percentage contributions to the study score in Units 3 & 4 VCE Physics are as follows:

- Unit 3 School-assessed Coursework: 30%
- Unit 4 School-assessed Coursework: 20%
- End-of-year examination: 50%

Psychology

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

Unit 1

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected.

Outcome 1: On completion of this unit the student should be able to discuss complexity of psychological development over the life span, and evaluate ways of understanding and representing psychological development.

Outcome 2: On completion of this unit the student should be able to analyse the role of the brain in mental processes and behaviour and evaluate how brain plasticity and brain injury can change biopsychosocial functioning.

Outcome 3: On completion of this unit the student should be able to identify, analyse and evaluate the evidence available to answer a research question relating to contemporary psychology.

Unit 2

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others.

Outcome 1: On completion of this unit the student should be able to analyse how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour.

Outcome 2: On completion of this unit the student should be able to explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions.

Outcome 3: On completion of this unit the student should be able to adapt or design and then conduct a scientific investigation related to internal and external influences on perception and/or behaviour and draw an evidence-based conclusion from generated primary data.

Unit 3

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Outcome 1: On completion of this unit the student should be able to analyse how the functioning of the human nervous system enables a person to interact with the external world, and evaluate the different ways in which stress can affect psychobiological functioning.

Outcome 2: On completion of this unit the student should be able to apply different approaches to explain learning to familiar and novel contexts and discuss memory as a psychobiological process.

Unit 4

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing.

Outcome 1: On completion of this unit the student should be able to analyse the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning.

Outcome 2: On completion of this unit the student should be able to discuss the concept of mental wellbeing, apply a biopsychosocial approach to explain the development and management of specific phobia, and discuss protective factors that contribute to the maintenance of mental wellbeing.

Outcome 3: On completion of this unit the student should be able to design and conduct a scientific investigation related to mental processes and psychological functioning, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

Assessment

Assessment is undertaken in a variety of ways, which may include:

Unit 1 and 2

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.

Unit 3 and 4

Analysis and evaluation of at least one psychological case study, experiment, model or simulation, analysis and evaluation of generated primary and/or collated secondary data, comparison and evaluation of psychological concepts, methodologies and methods, and findings from three student practical activities, analysis and comparison of two or more contemporary media texts.

Percentage contributions to the study score in Units 3 & 4 VCE Psychology are as follows:

- Unit 3 School-assessed Coursework: 20%
- Unit 4 School-assessed Coursework: 30%
- End-of-year examination: 50%

Technologies Domain

Subjects Offered

- Food Studies
- VET Furnishings

Career Pathways

Food Studies:

Food Technologist, Food Critic, Environmental Health Officer, Dietician, Consumer Scientist, Health Promotion Officer, Home Economist, Hospital Food Service Manager, Nutritionist, Winemaker, Caterer, Cook, Baker, Primary Products Inspector, Teacher, Food Processing technician, weight loss counsellor.

Food Studies

In VCE Food Studies students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food.

Unit 1

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world.

Outcome 1: On completion of this unit the student should be able to analyse major factors in the development of a globalised food supply, and through practical activities critique the uses and adaptations of selected food from earlier cuisines in contemporary recipes.

Outcome 2: On completion of this unit the student should be able to describe patterns of change in Australia's food industries and cultures, and through practical activities critique contemporary uses of foods indigenous to Australia and those foods introduced through migration.

Unit 2

In this unit students investigate food systems in contemporary Australia.

Outcome 1: On completion of this unit the student should be able to analyse relationships, opportunities and challenges within Australia's food systems, and respond to a design brief that produces a food product and demonstrates the application of commercial food production principles.

Outcome 2: On completion of this unit the student should be able to use a range of measures to evaluate food products prepared in different settings for a range of dietary requirements, and create a food product that illustrates potential adaptation in a commercial context.

Unit 3

This unit investigates the many roles and everyday influences of food.

Outcome 1: On completion of this unit the student should be able to explain the processes of eating and digesting food, and the utilisation of macronutrients, and justify the science behind the development of the Australian Dietary Guidelines, and apply principles of nutrition in practical activities to examine specific dietary needs.

Outcome 2: On completion of this unit the student should be able to analyse factors affecting food behaviours of individuals through examining the relationships between food access, values, beliefs and choices, and demonstrate practical skills to evaluate factors affecting planning and preparing healthy meals for children and families.

Unit 4

In this unit students examine debates about global and Australian food systems.

Outcome 1: On completion of this unit the student should be able to analyse food information by applying principles of evidence-based research and healthy eating recommendations to evaluate a selected food trend, fad or diet, and claims on food packaging and advertisements, and undertake practical activities that meet the healthy eating recommendations of the Australian Dietary Guidelines.

Outcome 2: On completion of this unit the student should be able to critique issues affecting food systems in terms of ethics, sustainability and food sovereignty, and through practical activities propose future solutions that reflect sociocultural, sustainable and ethical food values and goals.

Assessment

Assessment is undertaken in a variety of ways, which may include:

Practical activities, short written report, oral presentation, practical demonstration, video or podcast, annotated visual report, media analysis, research inquiry.

Percentage contributions to the study score in Units 3 & 4 VCE Food Studies are as follows:

- Unit 3 School-assessed Coursework: 30%
- Unit 4 School-assessed Coursework: 30%
- End-of-year examination: 40%

VET Furnishing -Units 1 to 4 – Onsite VET Subject Certificate II in Furniture Making Pathways

The VCE VET Furnishing program aims to:

- provide participants with the knowledge, skill and competency that will enhance their training and employment prospects in a range of furnishing industries, such as cabinet making, wood machining, polishing, upholstery and picture framing
- enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

Students complete and are assessed on a combination of Portfolios, a Product, an Industry Project, and Work Performance.

Units 1 to 4

Compulsory units

- Develop a career plan for the furnishing industry
- Participate in environmentally sustainable work practices
- Demonstrate care and apply safe practices at work.

In addition, students will select a minimum of FIVE electives with a minimum of 90 nominal hours.

Scored assessment is available for MSF20522 Certificate II in Furniture Making Pathways (Release 1).

Students who wish to receive an ATAR contribution for VCE VET Furnishing must undertake scored assessment. This consists of three coursework tasks that are worth 66% of the overall study score and an end-of-year examination that is worth 34% of the overall study score.

Scored assessment is based on the scored Unit 3–4 sequence of the VCE VET Furnishing program.

The scored Unit 3–4 sequence must be delivered and assessed in a single enrolment year.

Students are strongly advised against undertaking the scored Unit 3–4 sequence without first completing Units 1 and 2 because Unit 3–4 sequences are not designed for standalone study.

Scored Units 3 and 4

Compulsory units

- Use furniture making hand and power tools
- Assemble furnishing products
- Undertake a basic furniture making project
- Make measurements and calculations.

Students complete and are assessed on a combination of Portfolios, a Product, an Industry Project, and Work Performance.

VCE Vocational Major

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

Applied learning incorporates the teaching of skills and knowledge in the context of 'real life' experiences. Students will apply what they have learnt by doing, experiencing and relating acquired skills to the real world. Applied learning teaching and practice ensures that what is learnt in the classroom is connected to scenarios and experiences outside the classroom and makes that connection as immediate and transparent as possible.

Applied learning may also involve students and their teachers working in partnership with external organisations and individuals to access VET and integrated work placements. These partnerships provide the necessary contexts for students to demonstrate the relevance of the skills and knowledge they have acquired in their study and training.

VCE-VM

The VCE Vocational Major (VCE-VM) replaced the previous VCAL in 2023 at the intermediate and senior levels. A fully integrated VCE will be implemented from 2025.

The VCE-VM is a 2-year vocational and applied learning program within the VCE. The program aims to equip students with the skills, knowledge, confidence and agency needed to prepare for the world of work and further education and training.

Students, parents and schools choose in partnership the most appropriate course based on student need, aspiration and capability.

Our College focus

Students have diverse pathways which lead them in many directions, including into apprenticeships, retail jobs and positions with local employers, all of which have them positively contributing to the community. It is within the VCE-VM that students are prepared for the workforce and future training by giving them practical experiences, but also by improving their work-related skills such as; communication, team work, problem solving, initiative and enterprise, planning and organising, learning, self-management, the use of technology, independence, responsibility, handling money and leadership. By developing these skills, we also hope to strengthen transferable life-skills so they can be successful in whatever their future brings.

Structure of the VCE-VM

VCE Vocational Major

- Students undertake between 16 to 20 units over two years (minimum of 16 units)
- To meet the completion requirements, students will need an 'S' (satisfactory completion) for 16 units which must include:
 - 3 units of VCE-VM Literacy (or any VCE English), including a Unit 3&4 sequence
 - 3 other Unit 3&4 sequences
 - 2 units of VCE Foundation Maths or any other VCE or VM Maths
 - 2 units of VCE-VM Personal Development Skills
 - 2 units of VCE-VM Work Related Skills
 - 2 VET credits at Certificate II level or above (180 nominal hours of VET)
- Students can include other VCE units or VET studies in their learning program
- You can also receive structured workplace learning recognition.

VCE VM Literacy

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

Unit 1 - Literacy for Personal Use & Understanding and Creating Digital Texts

This unit focuses on the structures and features of a range of texts – print, visual and film – and the personal reasons readers may have for engaging with these texts. Students will read or watch a variety of texts for a personal purpose, such as finding information. Students will also build on and work to consolidate their digital literacy skills. They will develop their capacity to critically assess digital texts, including webpages for vocational and workplace settings, podcasts and social media.

Unit 2 - Understanding Issues and Voices & Responding to Opinions

In this unit students will engage in issues that are characterised by disagreement or discussion, developing and expanding upon students' learning from Unit 1. They will also practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform.

Unit 3 - Accessing and understanding informational, organisational and procedural texts & Creating and responding to organisational, informational or procedural texts

In this unit, students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. They will also focus on texts about an individual's rights and responsibilities within organisations, workplaces and vocational groups.

Unit 4 - Understanding and engaging with literacy for advocacy & Speaking to advise or to advocate

In this unit, students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting. They will also use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning.

Assessment Tasks

A variety of tasks that allow students to demonstrate satisfactory achievement of their course outcomes are used and may include; case studies, essays, summaries and annotations, brochures and pamphlets, speeches, blogs, podcasts etc

VCE Foundation Maths

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.

Unit 1 and Unit 2

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.

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'.

Outcome 1: On completion of this unit the student should be able to use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve practical problems based on a range of everyday and real-life contexts.

Outcome 2: On completion of this unit the student should be able to apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3: On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.

Units 3 and 4: Foundation Mathematics

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.

Outcome 1: On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures to solve practical problems from a range of everyday and real-life contexts.

Outcome 2: On completion of this unit the student should be able to apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3: On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.

*This maths program will run as unscored VCE unit $\frac{3}{4}$ outcome. For those who are interested in a scored option please speak to your math teacher

VCE VM Personal Development Skills

VM Personal Development Skills enables students to explore and address important social challenges and questions. Who am I? What is community? How can we improve the health and wellbeing of individuals? What are my goals as an individual and as part of a community? How do I seek and critique reliable information? How do I build meaningful connections with others? What actions can be taken to respond to issues that affect us as a society? Through independent and collaborative activities, PDS builds the capacity of students to set personal goals and participate in their communities with confidence, respect, safety and resilience.

Unit 1 - Healthy Individuals

This unit focuses on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and individual health and wellbeing. Students will use these findings to enhance an understanding of community cohesion, community engagement and how sense of identity may affect outcomes in different contexts. Students will investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals.

Unit 2 - Connecting with Community

This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community.

Unit 3 - Leadership and Teamwork

This unit considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team.

Unit 4 - Community Project

This unit focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. They will look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will reflect on how community awareness of a selected issue can be improved. Students will engage in a process of planning, implementing and evaluating a response to a selected community issue. They will conduct research, analyse findings and make decisions on how to present work. Students will consider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project. Students will present project to an appropriate audience of peers or community members and evaluate the effectiveness of chosen response to the issue.

Assessment Tasks

A variety of tasks that allow students to demonstrate satisfactory achievement of their course outcomes are used and may include; investigations and projects, research reports, case studies, reflective journals, analysis and critical evaluations, presentations and portfolios.

VCE VM Work Related Skills

Students preparing to transition to the workforce and to further education are best placed for success when they have confidence, self-awareness and the skills to interpret relevant information and make informed decisions about their future goals. In VM Work Related Skills, students will develop the knowledge, skills and experiences to be active and engaged citizens and future members of the workforce, with the ability to communicate effectively, advocate for themselves and be adaptable to change. The study of WRS leads to opportunities across all industries and areas of work as well as in further education, and provides young people with the tools they need to succeed in the future.

Unit 1 - Careers and Learning for the Future

This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills, capabilities and education and/or employment goals. They will develop and apply strategies to communicate their findings.

Unit 2 - Workplace Skills and Capabilities

As the nature of work changes over time, so do the skills and capabilities needed for success. Fundamental to achieving personal goals relating to future education and employment is the ability to recognise and develop individual skills and capabilities that are valued in a chosen pathway. In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

Unit 3 - Industrial Relations, Workplace Environment and Practice

This unit focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas:

- wellbeing, culture and the employee-employer relationship
- workplace relations, and
- communication and collaboration.

Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces.

Unit 4 - Portfolio Preparation and Presentation

Portfolios are a practical and tangible way for a person to communicate relevant skills, experiences and capabilities to education providers and future employers. In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

Assessment Tasks

A variety of tasks that allow students to demonstrate satisfactory achievement of their course outcomes are used and may include; analysis tasks, investigations and projects, research reports, case studies, career action plans, presentations and portfolios.

Contact Us

Phone:

(03) 5484 1844

Website:

www.rochsec.vic.edu.au

Email:

rochester.sc@education.vic.gov.au

Facebook:

www.facebook.com/RochesterSC

Instagram:

[@rochestersecondarycollege](https://www.instagram.com/rochestersecondarycollege)