ROCHESTER SECONDARY COLLEGE

2024

Senior School Course Information

YEAR 10 - 12

CONTACT

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

PRINCIPAL
Melissa Gould

ASSISTANT PRINCIPAL
Chris Sanders

SENIOR SCHOOL LEADER
Steven Warren

CAREERS & PATHWAYS LEADER
Colin Huddy

CURRICULUM LEADER
Sarah Pollard

Contents

YEAR 10

Senior School

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 and begin their Victorian Certificate of Education (VCE). Students and families are encouraged to view the next three years as a continuum and carefully choose subjects that will engage the student whilst keeping multiple options viable as students decide upon a pathway or multiple 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.
Assessment is continuous with a number of varied assessable tasks being undertaken throughout a semester
Assessment is viewed as an integral part of the process of learning and teaching. No longer is it just the product of a student's learning which is assessed.
There will be a mid-year and end of year exam in all subjects.

Access to Advanced Studies – (Fast-Tracking)

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 satisfactory 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 Manager.
- Obtain a recommendation from their relevant Year Level Manager.

In order for a Year 10 student to proceed into a 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.

Course Outline and Selection Guidelines

Full Year Units:	**English** - 5 periods per week.
(Compulsory)	**Mathematics** - 5 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/VPC* program in Year 11. The guidelines enable students to do a VCE, VET, Head Start or SBAT study as part of their program as appropriate.

**VCE-VM: Victorian Certificate of Education Vocational Major, VPC: Victorian Pathways Certificate*

Elective subjects only run if enough students select them to make the subject(s) viable. Although we do our utmost to provide students with all their elective selections, it isn't always possible due to timetable constraints. Our Senior School Leadership team will counsel students if necessary in consultation with parents as to their next preferred choices.

Students are required to select ONE unit from each of the following Domains:

- Art and Design
- Physical Education
- Science
- Humanities

Our Language program offers Indonesian and is offered as a year-long 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.

Checklist 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 with at least one unit from each Learning Area
- 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

Step-Up Program

Each year we run a Step-Up program towards the end of November. Students in every year level at the College step up into the next year level during that time. The Step-Up Program sets a solid foundation for students undertaking their Senior years program the following year. The program begins late in Term 4 once the Year 10-12 exams have taken place.

This is not an optional program, but rather the official start of Year 10, 11 and 12.

This time provides teachers with the opportunity to introduce students to the requirements of the VCAA Study Design prescribed for each Year 11 and 12 subject and provide students with appropriate reading and introductory tasks that they can follow up independently during the school break.

Most importantly, students will be better placed to create a well-structured study regime over the summer break and gain a greater understanding of the demands of each subject.

This earlier introduction to Senior Years subjects during Step-Up can also potentially allow for additional time during the course which may accommodate an increase in exam preparation and revision the following year, as well an increase in time devoted to SACs.

Meeting their classmates and gaining an insight into the expectations of each subject can help reduce feelings of anxiety at the start of the school year and ensures a smooth start to their studies.

2024 Year 10 VET Options

VET Program	**Certificate Code and Title**
Building and Construction	22614VIC Certificate II in Building and Construction Pre-apprenticeship
Hospitality	SIT20322 Certificate II in Hospitality
Horticulture	AHC20422 Certificate II in Horticulture
Sport Coaching	SIS20321 Certificate II in Sport Coaching
Other VET options – Please see Colin Huddy	

These qualifications are delivered in partnership with AIET (RTO: 121314).

Year 10 Subjects

Compulsory Subjects:

ENGLISH	5 periods per week	Full Year
MATHEMATICS	5 periods per week	Full Year
VET	VET Subject	Full Year

Elective Subjects:

HUMANITIES	Rights & Freedoms	One Semester	
	Global and Environmental Challenges	One Semester	
	Success in Business	One Semester	
	Justice, Money & Markets	One Semester	
ART AND DESIGN	Art & Ideas	One Semester	
	Creative Visual Design	One Semester	
	Rock, Scissors, Paper	One Semester	
	Photography Creative Practice	One Semester	
SCIENCE	Genetics & Evolution	One Semester	
	Chemical Reactions	One Semester	
	Earth, Space & Motion	One Semester	
	Investigative Science	One Semester	
PHYSICAL ED.	Intro to VCE PE	One Semester	
	Advanced Athletic Development	One Semester	
	Team Games	One Semester	*not running in 2024*
	Recreational Sports	One Semester	*not running in 2024*
TECHNOLOGY	Specialist Materials Construction A	One Semester	*not running in 2024*
	Specialist Materials Construction B	One Semester	*not running in 2024*
FOOD TECHNOLOGY	Food, Families & Lifestyles A	One Semester	*not running in 2024*
	Food, Families & Lifestyles B	One Semester	*not running in 2024*
LANGUAGES	Indonesian	Full Year	
HEADSTART	School Based Apprenticeships (SBATs)	Full Year	
	- Employment and TAFE		

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

Maths (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.

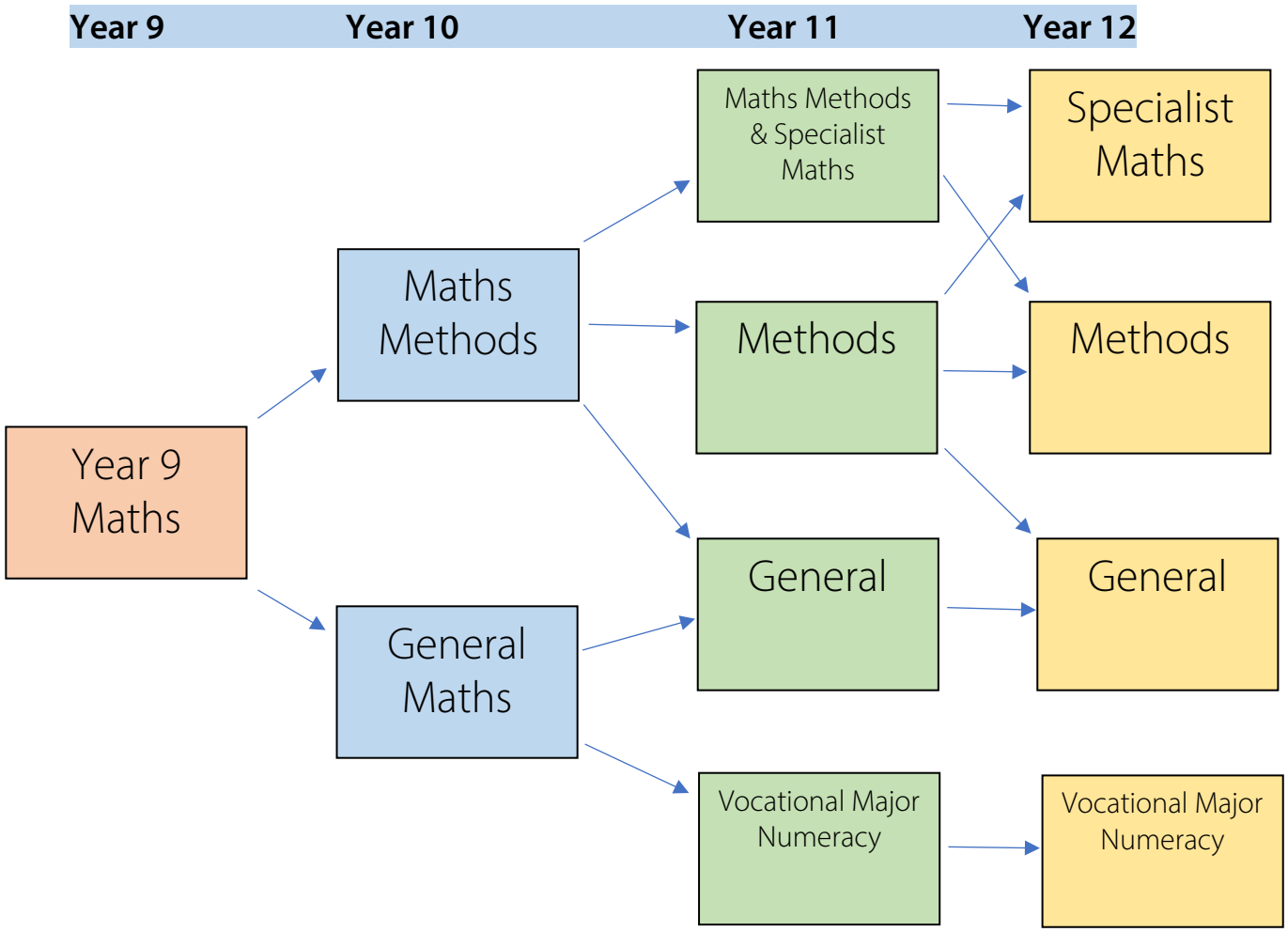
Topics covered - Measurement, Geometry, Linear Relationships, Indices, Financial Maths, Probability and Statistics

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

Assessment - Tests, assignments & homework, technology

Senior Maths Options

Senior School Maths Options



Humanities

Rights & Freedoms

Subject Description
This unit provides a study of the history of the modern world and Australia from 1945 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. In the first area of study, students focus on the struggles for human rights. They investigate how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context. In the second area of study, students investigate at least one major global influence that has shaped Australian society, including popular culture, the environment movement, migration experiences or the political crisis.

Content outline

- The significance of the Universal Declaration of Human Rights
- The causes of the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965
- The effects of the US civil rights movement and its influence on Australia
- The significance of the following events in changing society: 1962 right to vote federally, 1967 Referendum, Reconciliation, Mabo decision, Bringing Them Home Report (the Stolen Generations), the Apology and the different perspectives of these events
- The causes and conditions that led to increased migration to Australia
- The effects of post WWII on popular culture in Australia
- The significance of post war ideologies and how the Cold War influenced change in Australian society
- The causes of Korean War or Vietnam War and its effects on Australia

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

Global and Environmental Challenges

Subject Description
This unit focuses on investigating environmental geography. It begins with an overview of environmental change and the factors that influence it. Students investigate a specific environmental change in Australia and one other country. They examine the causes and consequences of the change and strategies to manage the change.

Content outline

- Different types and distribution of environmental changes and the forms it takes in different places
- Environmental, economic, and technological factors that influence environmental change and human responses to its management
- Environmental worldviews of people and their implications for environmental management
- Causes and consequences of an environmental change, comparing examples from Australia and at least one other country
- Aboriginal and Torres Strait Islander peoples' approaches to custodial responsibility and environmental management in different regions of Australia
- Application of environmental economic and social criteria in evaluating management responses to an environmental change, and the predicted outcomes and further consequences of management responses on the environment and places, comparing examples from Australia and at least one other country

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

Success in Business

Subject Description
Businesses are important to the economic and social wellbeing of a nation. In this unit students look at taking a business idea and planning how to make it a reality. It looks at factors that can determine the success or failure of a business and the principles used to establish a successful business.

Content Outline

- The Business Idea – Investigating the different sources for business opportunities
- Factors affecting business success – Examining the environments outside a business, along with the factors within a business that shape how a business operates.
- Marketing a business – The importance of establishing a customer base and a marketing presence to achieve the objectives of a business. Students apply a marketing model to a business idea.
- Staffing a business – How staff within a business contribute to the business being efficient and achieving its goals.
- Applying business concepts – Students come up with their own business concept and develop a business plan.

Assessment
Case Studies, tests, media analysis, practical exercises.

Justice, Money & Markets

Subject Description
This unit builds on the course work introduced in Year 9 Commerce. Students will develop skills and knowledge in a range of areas specifically related to the world of Commerce, Economics, Politics, Government and the Courts and Tribunals available in the legal system.

The course aims to provide practical experiences including: attending a hearing at the Magistrates Court and having guest speakers with industry experience on a variety of topics.

Content Outline

- Making choices
- Consumer and Financial Literacy including Share Trading
- Economic and Business Decision making
- Participation in our Democracy System
- Introduction to Criminal and Civil Law

Assessment
Assignments, case studies, presentations, exam.

Art and Design

Art and Ideas

Subject Description
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

Subject Description
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, Illustrator, Photoshop and/or SketchUp. Students will apply the design process and explore historical and contemporary designs.

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.

Rock, Scissors, Paper

Subject Description
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.

Photography Creative Practice

Subject Description
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.

Science

Genetics & Evolution

Subject Description
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.

Chemical Reactions

Subject Description
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

Subject Description
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.

Investigative Science

Subject Description
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.

Physical Education

Intro to VCE PE

Subject Description
This subject is designed to prepare students for V.C.E Physical Education. Students partake in both theory and practical classes which aim to improve their understanding of the components that make up their overall health and fitness. By understanding how the muscles and bones work together in the body, how the body produces energy for various physical tasks and the biomechanical principles that allow for human movement, students will be able to apply this knowledge in their own sporting life and be adequately prepared for V.C.E Physical Education.

Theory Component

- Biomechanical principles for analysis of human movement
- Interactions of muscles and bones to produce movement in physical activity, sport and exercise
- Relative contribution and interplay of the three energy systems to performance in physical activity, sport, and exercise.

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

Advanced Athletic Development

Subject Description
Advanced Athletic Development provides opportunities to students to enhance their physical development in the pursuit of achieving sporting and fitness success through individualised training programs.

Practical Component

- Physical preparation (personalised fitness testing and video analysis) for a variety of sports
- Technical and tactical skill development (individualised training programs) for a variety of sports

Theory Component

- Understand and apply fitness components, training methods and principles through planning implementing and evaluating a training program.
- Examine different performance enhancement and recovery practices.
- Explore the required nutrition for optimum sports performance.
- Examine skill acquisition principles that can be applied when analysing and improving movement skills used in physical activity and sport.

Assessment
Tests, assignments, practical involvement, exam.

Team Games – not running in 2024

Subject Description
Students participate in a vigorous physical activity program which focuses on a variety of challenging team games such as football, soccer, netball and basketball, where students work collaboratively to improve their own performance through specialised movement skills.

Theory Component

- **Drugs in Sport -** Students will gain an understanding of the actual and perceived benefits and potential harms of legal and illegal substances used in sport.
- **Sports Coaching -** Students analyse the different styles of coaching and how to improve sporting performance.
- **Rules and Skill Techniques of Sports –** Students will gain an understanding of the rules and skill techniques involved in the sports undertaken.

Assessment
Tests, assignments, practical involvement, exam.

Recreational Sports – not running in 2024

Subject Description
Students participate in a dynamic physical activity program which focuses on a range of recreational sports and activities such as golf, canoeing, bowls and tennis where students will improve their sporting knowledge and confidence by working individually and part of a group.

Theory Component

- **Cardiorespiratory System -** Students will examine the cardiovascular and respiratory systems of the human body and how the heart, blood vessels and lungs function at rest and during physical activity.
- **National Physical Activity Guidelines -** Students will gain an understanding of the National Physical Activity Guidelines and how the guidelines aim to improve fitness and participation levels in physical activity in various age and cultural groups within Australia.
- **Rules and Skill Techniques of Sports –** Students will gain an understanding of the rules and skill techniques involved in the sports and activities undertaken.

Assessment
Tests, assignments, practical involvement, exam.

Technology

Specialist Materials Construction A & B – not running in 2024

Subject Description
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 brief with consultation from client
- 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.

Food Technology

Food, Families & Lifestyles A & B – not running in 2024

Subject Description
Foods, Families and Lifestyles incorporates the study of food preparation and presentation. It investigates the chemical, functional and physical properties of key foods and focuses on the use of energy in the body, individual dietary needs, impact of diet on well-being, and designing and preparing foods. During the course of the semester students will learn about safe and hygienic work practices when preparing and processing food. Student knowledge, experience and skills are extended through the many food-related activities covered.

Content Outline
By the end of this unit, students will be able to:

- Understand safe and hygienic food practices;
- Understand the impact of special dietary needs on the individual and their food choices;
- Understand the physical properties of food and how they relate to food preparation;
- Recognise the sensory properties of food;
- Understand the functional properties of food in relation to food preparation and production;
- Recognise the importance of food presentation.

Assessment
The Design Process: Use the design brief process to create solutions to food needs.
Properties of Food: Analyse the physical, sensory and functional properties of key foods through evaluation tasks.
Production Work: Use a range of tools and equipment to demonstrate skills and implement processes to use in the design process to plan, prepare and evaluate meals.
End of semester examination.

VCE

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 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. These 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 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 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).

Arts Domain

Subjects Offered
Art Creative Practice (ACP)
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.
In the practice of Making and Responding, students develop their skills in critical and creative thinking, innovation, problem-solving and risk-taking. By combining a focused study of artworks, art practice and practical art making, students recognise the interplay between research, art practice and the analysis and interpretation of art works.
This study provides students with an informed context to support an awareness of art as a tool for cultural, social and personal communication, and the stimulus and inspiration to develop their art practice.

Unit 1 - Interpreting artworks and exploring the Creative Practice
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. They focus on the making of art and examine how artists communicate ideas and meaning in artworks. Students explore the practices of artists who have been inspired by ideas relating to personal identity. Students learn about the components of the Creative Practice and explore areas of personal interest to develop a series of visual responses.

Unit 2 - Interpreting artworks and developing the Creative Practice
In Unit 2 students use Inquiry learning to investigate the artistic and collaborative practices of artists. They use Interpretive Lenses (specifically the Cultural lens) 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. Students explore the collaborative practices of artists and use the Creative Practice to make and present artworks.

Unit 3 - Investigation, ideas, artworks and the Creative Practice
In unit 3 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. Students also investigate issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist. Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork. The finished artwork will contribute to the Body of Work developed over Units 3 and 4.

Unit 4 - Interpreting, resolving and presenting artworks and the Creative Practice
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. Students study the practices of selected historical and contemporary artists to inform their own art practice. Students continue to build upon the ideas begun in Unit 3 and present a critique of their use of the Creative Practice. They reflect on the feedback from their critique to further refine and resolve a Body of Work and the realisation of their personal ideas. Students present their Body of Work to an audience accompanied by documentation of their use of the Creative Practice.

Outcomes and Assessment Tasks

Tasks for the assessment of levels of achievement in Units 1 and 2 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

Unit 3 Outcome 1 - SAT

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.

Unit 3 Outcome 2 - SAT

Apply and explore ideas and an area of personal interest using the Creative Practice.

Unit 4 Outcome 1 - SAT

Document the use of the Creative Practice and present a critique to inform the refinement and resolution of a Body of Work.

Unit 4 Outcome 2 - SAT

Use the Creative Practice to resolve and present a Body of Work.

Unit 4 Outcome 3 - SAC

Compare the practices of historical and contemporary artists, and use the Interpretive Lenses to analyse and interpret the meanings and messages of selected artworks.

End of year exam

For additional information and key skills and knowledge, please access the ACP Study Design via the VCAA website: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtCreativePractice/Pages/index.aspx

Visual Communication Design

VCE Visual Communication Design allows students to develop technical understanding and skills in design elements and principles that relate to a context and purpose. Students build skill sets in technical drawing as well as computer assisted design to develop stronger understanding of design practice and product communication. Students undertake research into target audiences and purpose behind concept designs to promote the generation of ideas that then inform practice.

Unit 1 - Introduction to visual communication design

This unit focuses on using visual language to communicate messages, ideas and concepts. Students will create observational and visualisation drawings to explore their own ideas. Students will develop an understanding of the importance of presentation drawings to clearly communicate final visual communications. Through both theoretical and practical exercises, students will develop an understanding of how design elements and principles affect the visual message and the way information and ideas are read and perceived. Students wil research and review the contextual background of visual communication through an investigation of design styles.

Unit 2 - Applications of visual communication within design fields

This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. Students will use presentation drawing methods that incorporate technical drawing conventions to communicate ideas and information.

They will investigate how typography and imagery are used in visual communication design. Students will develop an understanding of the design process, engaging in the stages of research, generation of ideas and development of concepts to create visual communications.

Unit 3 - Visual Communication Design Practices

This unit focuses on gaining an understanding of the process that designers use to communicate ideas with clients, target audiences, other designers and specialists. Students investigate and analyse existing visual communications, along with the investigation and experimentation of manual and digital methods, media and materials. Students establish a design brief, identifying and describing one client, two distinctly different client needs, and the purpose, target audience, context and constraints relevant to each need. Students will engage in the stages of research and generation of ideas. The brief and investigation work will underpin the developmental and refinement work to be completed in Unit 4.

Unit 4 – Visual Communication Design development, evaluation and presentation

This unit focuses on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief established in Unit 3. This involves students applying the design process twice. Students will utilise a range of digital and manual methods, media and materials, considering how the application of design elements and principles create different communication messages to their target audience.

Outcomes and Assessment Tasks

Unit 1 – Students will create drawings for different purposes using a range of drawing methods, media and materials, select and apply design elements and design principles to create visual communications that satisfy stated purposes, and describe how visual communications in a design field have been influenced by past and contemporary practices, and by social and cultural factors.
Unit 2 – Students will create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field, manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright, and apply stages of the design process to create a visual communication appropriate to a given brief.
Unit 3 – SAC 1 and 2 and SAT 1 - Students will create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications in the three design fields, discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices, and apply design thinking in preparing a brief with two communication needs for a client, undertaking research and generating a range of ideas relevant to the brief.
Unit 4 – SAT 2 - Students will develop distinctly different concepts for each communication need and devise a pitch to present concepts to an audience, evaluating the extent to which these concepts meet the requirements of the brief, and produce a final visual communication presentation for each communication need that satisfies the requirements of the brief.
End of year exam

For additional information and key skills and knowledge, please access the VCD Study Design via the VCAA website:
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/visualcommunicationdesign/Pages/Index.aspx

English Domain

Subjects Offered
English
English Literature

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, hence 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.

Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

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.

Aims

This study enables students to:

- extend their English language skills through reading, writing, speaking, listening, thinking and viewing to meet the demands of further study, the workplace, and their own needs and interests
- enhance their understanding, enjoyment and appreciation of the English language through all modes
- discuss, explore and analyse the form, purpose, context, text structures and language of texts from a range of styles and genres
- discuss, explore and analyse how culture, values and context underpin the construction of texts and how this can affect meaning and understanding
- convey ideas and demonstrate insight convincingly and confidently
- create print, digital and spoken texts
- demonstrate the ability to make informed choices about the construction of texts in relation to purpose, audience and context.

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. Students will also engage with and develop an understanding of effective and cohesive writing by reading and engaging imaginatively

and critically with mentor texts that model effective writing. For the second Outcome, students will draft and develop two complete texts of their own based on mentor texts, and a reflection on the writing process.

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. For the first Outcome, students will develop analytical writing about a text to build skills to discuss ideas, apply appropriate metalanguage, integrate evidence from a text to support key points, and explore organisational structures such as formal essays. Students will also consider the way arguments are developed and delivered in many forms of media. Students practise analysing persuasive texts using note taking, summaries and short-answer questions, and through formal, analytical writing. They will also employ their understanding of argument to create their own point of view text as an oral presentation. For Outcome two, students will complete an analysis of persuasive texts, and a presentation of their own point of view.

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. For the first Outcome, students will complete a written analytical essay on the set text. Students will also read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within an identified Framework of Ideas. For the second Outcome, students will complete two written texts, drawing on the mentor texts, and demonstrating an understanding of audience, purpose and context. In addition to this, they will complete a commentary reflecting on their writing process.

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. They will study a set text, and for the first Outcome will complete a written analytical essay. Students will also analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. For this final Outcome, students will complete an analysis of argument and written and visual language in two or more texts, including an audio/audio-visual text. They will also create a point of view text for oral presentation.

Assessment Tasks
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.

For additional information, please visit the link below to access the Study Design
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/english-and-eal/Pages/Index.aspx

Key Skills Developed
Communication, Planning and organising, Teamwork, Problem-solving, Self-management, Initiative and enterprise, Technology, Learning

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 – Reading Practices & Exploration of literary movements and genres
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. Students reflect on different points of view, experiences and contexts shape their own and others' interpretations of text.
Students also explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Finally, students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and they experiment with the assumptions and representations embedded in the texts.

Unit 2 – Voices of Country and The text in its context
In this area of study students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation.
They also focus on the text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text.

Unit 3 - Adaptations and transformations and Developing interpretations
In this area of study students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form. They also develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language.

Unit 4 – Creative responses to texts and Close analysis of texts
In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They also focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text.

Assessment Tasks
- 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

For additional information, please visit the link below to access the Study Design
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/literature/Pages/Index.aspx

Key Skills Developed
Communication, Planning and organising, Teamwork, Problem-solving, Self-management, Initiative and enterprise Technology, Learning

Health and Physical Education Domain

Subjects Offered
Health and Human Development
Physical Education
Outdoor and 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 and 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

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. Health and human development needs to be promoted at an individual level, and within group and community settings at national and international levels, to maximize global development potential. The VCE Human Development study approaches the concept of 'development' as a continuum that begins with individual human development in Units 1 & 2, and progresses towards human development at a societal level in Unit 4. The study also promotes the understanding that nutrition plays a major role in influencing both health status and individual human development.

Unit 1 – Understanding health and wellbeing
This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health.

Unit 2 – Managing health and development
This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Unit 3 – Australia's health in a globalised world
This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right.

Unit 4 – Health and human development in a global context
This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease 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.

Outcomes and Assessment Tasks
Suitable tasks for assessment in this unit may be selected from the following:
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.

Key Skills Developed
Written report – Planning and organising (collecting, analysing and organising information).
Oral presentation – Communicating (sharing information, speaking clearly and directly). Planning and organising (collecting, analysing and organising information).
Visual presentation - Planning and organising (collecting, analysing and organising information). Technology (having a range of basic IT skills; using IT to organise data)

For more information on VCE HHD, please access the study design:
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/health-human-development/Pages/Index.aspx

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. The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise. Through integrated physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation in sport, exercise and physical activity.

Unit 1 - The human body in motion
In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity.
Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

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

Unit 3 – Movement skills and energy for physical activity
This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Unit 4 – Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

Outcomes and Assessment Tasks

- For each unit, any of the following tasks can be used as assessment:
- a written report
- a practical laboratory report linking key knowledge and key skills to a practical activity or practical activities
- a case study analysis
- a data analysis
- a critically reflective folio/diary of participation in practical activities
- a visual presentation such as a graphic organiser, concept/mind map, annotated poster, presentation file
- a multimedia presentation, including two or more data types (for example, text, still and moving images, sound) and involving some form of interaction or simulation
- a physical simulation or model
- an oral presentation such as podcast, debate
- Structured questions.

Camps and Excursions

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

Key Skills Developed

This study enables students to:

- Use practical activities to underpin contemporary theoretical understanding of the influences on participation and performance in physical activity, sport and exercise
- Develop an understanding of the anatomical, biomechanical, physiological and skill acquisition principles, and of behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity across the lifespan
- Engage in physical activity and movement experiences to determine and analyse how the body systems work together to produce and refine movement
- Critically evaluate changes in participation from a social-ecological perspective and performance in physical activity, sport and exercise through monitoring, testing and measuring of key parameters

Outcomes and Assessment Tasks

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

For more information on VCE PE, please access the study design:
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/physicaleducation/Pages/Index.aspx

Outdoor and 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. In this study both passive and active outdoor activities provide the means for students to develop experiential knowledge of outdoor environments. Such knowledge is then enhanced through the theoretical study of outdoor environments from perspectives of environmental history, ecology and the social studies of human relationships with nature. The study also examines the complex interplay between outdoor environments and humans.

Unit 1 – Exploring outdoor experiences
This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments.

Unit 2 – Discovering outdoor environments
In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.

Unit 3 – Relationships with outdoor environments
The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia.

Unit 4 – Sustainable outdoor relationships
In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population.

Camps and Excursions
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.

Each unit carries a levy. In addition to this, Outdoor and Environmental Studies students must meet the cost of practical activities and trips.

Outcomes & Assessment Tasks
Suitable tasks and assessments may be selected from the following: Journals, written report, oral presentation, structured questions or case study.

Key skills developed
Communication, planning and organisation, working collaboratively, analysis and evaluate

For more information on VCE OES, please access: Pages - Outdoor and Environmental Studies (vcaa.vic.edu.au)

Humanities Domain

Subjects Offered
Accounting
Business Management
History
Legal Studies

Career Pathways

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

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. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT).

Unit 1 - Role of accounting in business
In this Unit, students investigate the reasons for establishing a business and possible alternatives to operating a business. Students investigate the role of accounting in generating financial data and accounting information.

Unit 2 - Accounting and decision-making for a trading business
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. Student's record and report transactions relating to accounts receivable and accounts payable. Students develop an understanding of the accounting process for non-current assets and the issues that can arise when determining a valuation for a non-current asset

Unit 3 - Financial accounting for a trading business
In this Unit, students focus on identifying and recording financial data for a business. Students develop their understanding of the accounting processes and complete those processes that are applicable to the end of a reporting period for a trading business.

Unit 4 - Recording, reporting, budgeting and decision-making
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. Students prepare and analyse budgeted accounting reports, both manually and using ICT, and suggest strategies to improve the performance of the business.

Assessment Tasks
- 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

For additional information, please visit the link below to access the Study Design
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Accounting/Pages/index.aspx

Key Skills Developed

- the ability to gather, organise, analyse and synthesise information
- working collaboratively
- analyse and evaluate
- appreciate a range of diverse viewpoints

Business Management

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

Unit 1 - Planning a Business

In this Unit, students investigate the ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge. This involves taking a business idea and making it a reality. Students consider factors from the external environment and the effects these may have on the decisions made when planning a business. Students also explore the factors within the internal environment and consider how planning decisions may have an effect on the ultimate success of a business.

Unit 2 - Establishing a business

In this Unit, students are introduced to the legal requirements and financial considerations that are vital to establishing a business, including establishing a system of financial record keeping. Students develop their understanding that marketing encompasses a wide range of management practices. Students examine the staffing requirements that will meet the needs and objectives of the business and contribute to productivity and effectiveness.

Unit 3 - Managing a business

In this Unit, students are introduced to the key characteristics of businesses and their stakeholders, along with different types of businesses. Students investigate essential factors such as motivation and training involved in effectively managing employees during their time at a business to ensure the business objectives are achieved. Students examine operations management and consider the best and most responsible use of available resources for the production of a quality final good or service in a competitive, global environment. This involves different strategies a business can use to achieve this, along with considering contemporary business case studies.

Unit 4 - Transforming a business

In this Unit, students develop their understanding of the need for change within businesses to meet their objectives. There is an emphasis on reviewing business performance and implementing the strategic management necessary to position a business for the future. A model to undertake change is examined and applied to business scenarios, with strategies to improve business performance considered. The importance of leadership in change management is investigated and contemporary business case studies are evaluated.

Assessment Tasks

- 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.

For additional information, please visit the link below to access the Study Design
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/business-management/Pages/Index.aspx

Key Skills Developed

- the ability to gather, organise, analyse and synthesise information
- working collaboratively
- analyse and evaluate
- appreciate a range of diverse viewpoints

History

Over the last two hundred years the history of European settlement in Australia has brought radical changes for the descendants of both the original Aboriginal inhabitants and the incoming colonists. From 1788 onwards people, ideas and events created colonial societies and eventually a new nation that confronted significant challenges and changes in its first century of existence. Transformations in Australia's history have occurred sometimes chaotically in response to a sudden rush for land or gold and at other times in a debated and planned fashion, as in the creation of what was, in the early twentieth century, an advanced democracy. Over this time, crises and movements have also led governments and people to modify the status quo to confront critical challenges to the stability and defence of the nation. In VCE Australian History students explore four periods of time which span some of the transformative events and processes that developed and changed the nature of Australian society and created modern Australia. The first slice of time begins in the 1830s with the expansion of European control over much of southern Australia as squatters appropriated the country inhabited by Aboriginal peoples. The remaining three time periods consider transformations undergone by the new Australian nation in the twentieth century.

Unit 1 - Change and Conflict

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world. The late 19th century marked a challenge to existing empires, alongside growing militarism and imperialism. Empires continued to exert their powers as they competed for new territories, resources and labour across Asia-Pacific, Africa and the Americas, contributing to tremendous change. World War One was a significant turning point in modern history. It represented a complete departure from the past and heralded changes that were to have significant consequences for the rest of the twentieth century. The period after World War One, in the contrasting decades of the 1920s and 1930s, was characterised by significant social, political, economic, cultural and technological change. In 1920 the League of Nations was established, but despite its ideals about future peace, subsequent events and competing ideologies would contribute to the world being overtaken by war in 1939.

Unit 2 - The Changing World Order

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

Unit 3 - Foundations

In this unit students explore the transformation of the Port Phillip District (later Victoria) from the 1830s through to the end of the tumultuous gold rush decade in 1860. They consider the dramatic changes introduced as the British colonists

swiftly established themselves, taking possession of the land and then its newly discovered mineral riches. Students examine transformations in the way of life of the Aboriginal peoples and to the environment as the European society consolidated itself. They also consider how new visions for the future created by the gold rush and the Eureka rebellion further transformed the new colony. Students explore the type of society Australians attempted to create in the early years of the newly federated nation. Much of the legislation debated and passed by the Commonwealth Parliament was relatively advanced and Australia was seen as a social laboratory exploring new forms of rights and benefits for its citizens. Students evaluate the effect that Australian involvement in World War One had on the country's egalitarian and socially progressive aspirations.

Unit 4 - Transformations

In this unit students investigate the continuing development of the nation in the early part of the twentieth century and the dramatic changes that occurred in the latter part of the century. After World War One the process of nation building was renewed. However, world events soon intruded again into the lives of all Australians. The economic crisis of the 1930s followed by another world war redirected the nation's priorities for a time as it struggled to regain economic stability and defeat its military enemies. The experience of both the Depression and World War Two gave rise to renewed thinking by Australians about how to achieve the type of society envisaged at the time of Federation. In Area of Study 1 students focus on one of the crises faced by the nation: The Great Depression 1929–1939 or World War Two 1939 –1945. In Area of Study 2 students explore social, economic and political changes in the latter part of the twentieth century that collectively challenged and/or overturned much of Australia's earlier carefully constructed social and economic fabric. Students examine two changes drawn from: Australia's involvement in the Vietnam War, Aboriginal land rights, equality for women, new patterns of immigration and/or a global economy.

Assessment Tasks

- a historical inquiry
- an analysis of primary sources
- an analysis of historical interpretations
- an essay

For additional information, please visit the link below to access the Study Design
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/Index.aspx

Key Skills Developed

- Problem-solving and self-discipline
- Planning and organisation
- Communication (written and oral) and teamwork

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. Students develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society.

Unit 1 - Guilt and liability

In this Unit, students develop a foundational knowledge of laws and the Australian legal system. Students develop an understanding of key concepts in criminal law and types of crime, and investigate two criminal offences in detail. Students develop an understanding of key concepts in civil law and investigate two areas of civil law in detail.

Unit 2 - Sanctions, remedies and rights

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. Students develop an appreciation of key concepts in the resolution of a civil case, including the methods used and institutions available to

resolve disputes and the purposes and types of remedies. Students examine the ways in which rights are protected in Australia and compare this approach with that of another country.

Unit 3 Rights and justice
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. Students consider the factors relevant to commencing a civil claim, examine the institutions and methods used to resolve a civil dispute and explore the purposes and types of remedies. Students investigate the extent to which the principles of justice are upheld in the justice system and investigate recent reforms to the legal system over the last four years.

Unit 4 - The people and the law
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. Students investigate factors that affect the ability of parliament and courts to make law. Students also consider the roles of the individual, the media and law reform bodies in influencing law reform.

Assessment Tasks
- 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

For additional information, please visit the link below to access the Study Design
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/legalstudies/Pages/Index.aspx

Key Skills Developed
- Planning and organisation
- Teamwork and Communication
- Problem Solving
- Initiative
- ICT

Mathematics Domain

Subjects Offered
Year 11
General Mathematics, Units 1 and 2
Mathematical Methods, Units 1 and 2
Specialist Mathematics, 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)

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

General Mathematics Units 1 & 2 (year 11) Units 3 & 4 (year 12)

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

Unit 1
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'.

Unit 2
The areas of study for Unit 2 of General Mathematics are 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

Unit 3
Unit 3 comprises *Data analysis* and *Recursion and financial modelling*.

Unit 4
Unit 4 comprises *Matrices* and *Networks and decision mathematics*.

Assessment Tasks
General Mathematics (1 & 2)
DATA analysis tasks, In class tests and assignments, Exams
General Mathematics (3 & 4)
DATA analysis tasks, Recursion and Financial Modelling task, Open-ended tasks on the topics of Matrices and Networks and Decision Mathematics, Exams

For additional information, please visit the link below to access the Study Design
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/generalmathematics/Pages/Index.aspx

Key Skills Developed
Technology skills, Data analysis, Financial mathematics skills

Mathematical Methods

All students in Mathematical Methods Units 1 -4 are expected to purchase (or have) an approved CAS calculator.

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 should study BOTH Mathematical Methods.

Mathematical Methods Units 1 and 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.

Units 3 and 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.

Assessment Tasks
Investigative tasks, Assignments, Tests, Modelling tasks, Problem solving tasks, Exams

For additional information, please visit the link below to access the Study Design
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/mathematicalmethods/Pages/Index.aspx

Key Skills Developed
Functions and graphs
Algebra
Calculus
Probability and statistics

Specialist Mathematics CAS

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 CAS calculator.

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

Unit 1 and 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.

Unit 3 and 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.

Assessment Tasks

Assignments
Tests
Modelling tasks
Problem solving tasks
Mathematical investigations
Exams

For additional information, please visit the link below to access the Study Design
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/specialistmathematics/Pages/Index.aspx

Key Skills Developed

Fractions and graphs
Algebra
Calculus
Vectors
Mechanics
Probability and statistics

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

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

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

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

Assessment tasks
Assessment is undertaken in a variety of way, including:
Research tasks, oral presentations, field work, practical reports, annotated models and tests.
Percentage contributions to the study score in VCE Biology are as follows:
Unit 3 School-assessed coursework: 20 per cent
Unit 4 School-assessed coursework: 30 per cent
End of year examination: 50 per cent
Further information regarding the VCE Biology study design can be found utilising the following link:
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/biology/Pages/Index.aspx

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. Chemistry underpins the generation of energy for use in homes and industry, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

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

Unit 2 - How do chemical reactions shape the natural world?
Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

Unit 3 - How can design and innovation help to optimise chemical processes?
The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment. Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products.

Unit 4 - How are carbon-based compounds designed for purpose?
Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

Assessment Tasks
Assessment is undertaken in a range of ways, including (but not limited to):
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 VCE Chemistry are as follows:

Unit 3 School-assessed Coursework: 20 per cent
Unit 4 School-assessed Coursework: 30 per cent
End-of-year examination: 50 per cent.

Further information regarding the VCE Chemistry study design can be found utilising the following link:
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/chemistry/Pages/Index.aspx

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). Beginning with classical ideas and considering their limitations, and then being introduced to more modern explanations of the world, provides a novel lens through which students experience the world around them, drawing on their natural curiosity and wonder. Conceptual understanding is developed as students study topics including light, atomic physics, radiation, thermal physics, electricity, fields, mechanics, quantum physics and the nature of energy and matter. Students are given agency through a choice of options and in designing and undertaking their own investigations.

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

Unit 2 - How does physics help us to understand the world?
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. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion. They select an option topic for study, enabling students to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option. A student-adapted or student-designed scientific investigation is also undertaken in Unit 2.

Unit 3 - How do fields explain motion and electricity?
In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

Unit 4 - How have creative ideas and investigation revolutionised thinking in physics?
A complex interplay exists between theory and experiment in generating models to explain natural phenomena. Ideas that attempt to explain how the Universe works have changed over time, with some experiments and ways of thinking having had significant impact on the understanding of the nature of light, matter and energy. Wave theory, classically used to explain light, has proved limited as quantum physics is utilised to explain particle-like properties of light revealed by experiments. Light and matter, which initially seem to be quite different, on very small scales have been observed as having similar properties. At speeds approaching the speed of light, matter is observed differently from different frames of reference. Matter and energy, once quite distinct, become almost synonymous.

Assessment Tasks
Assessment is undertaken in a range of ways, including (but not limited to):
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 VCE Physics are as follows:
Unit 3 School-assessed Coursework: 30 per cent
Unit 4 School-assessed Coursework: 20 per cent
End-of-year examination: 50 per cent.
Further information regarding the VCE Physics study design can be found utilising the following link:
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/physics/Pages/Index.aspx

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

Unit 2: How do internal and external factors influence behaviour and mental processes?
In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

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

Unit 4: How is mental wellbeing supported and maintained?
In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.
Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

Assessment Tasks

Unit 1 and 2
All assessments at Units 1 and 2 are school-based. Assessment is undertaken in a range of ways, including (but not limited to): 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
For each outcome, one task selected from: 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. Each task type can be selected only once across Units 3 and 4.

Percentage contributions to the study score in VCE Psychology are as follows:

- Unit 3 School-assessed Coursework: 20 per cent
- Unit 4 School-assessed Coursework: 30 per cent
- end-of-year examination: 50 per cent.

Further information regarding the VCE Psychology study design can be found utilising the following link:
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/psychology/Pages/Index.aspx

Technologies Domain

Subjects Offered
Food Studies – Units 1 to 4
Product Design and Technology – Units 1 to 4
VET Building and Construction - Units 1 to 4 This can be a scored VCE course (see Page 53)
VET Engineering – Units 1 to 4 This can be a scored VCE course (see Page 54)

Career Pathways
Employability skills which are developed include: Communication; Planning and organising; Teamwork; Problem solving; Self-management; Initiative and enterprise; Technology and Learning

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

Product Design and Technology: Industrial designer, craftsperson, Industrial engineer, Jeweller, Set Designer, Prosthesis, Orthodontist, Mechanical engineer, model maker, Materials engineer, Marine Engineer, Architectural technician, Building contractor, Boilermaker, Engineering pattern maker, Metal fabricator, Fitter and turner, Handyperson, Leadlight worker, Product Assembler, Picture framer, Musical instrument maker and repairer, Cooper, Carpenter, Panel Beater, Plumber, Roofer, Saw doctor, shipwright, welder, Wood machinist.

Systems Engineering: Industrial engineer, Electrical engineer, Mechanical engineer, Marine engineer, Electrician, Airforce technician, Electronics engineer, Automotive electrician, Electrical linesperson, Electrical motor winding, Cable joiner, Broadcasting technician, Instrument fitter, Lift electrician, Train and network controller, Security system technician, Telecommunications technician, Industrial designer, Material engineer

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. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends. Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste- testing, sensory analysis, product analysis and scientific experiments.

Unit 1 - Food Origins
This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world.

Unit 2 - Food makers
In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Unit 3 – Food in Daily Life
This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies.

Area of Study 2 focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Unit 4 – Food issues, challenges and futures
In this unit students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land.
Area of Study 2 focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

Assessment
Assessment is conducted in a range of ways including:
Practical activities, short written report, oral presentation, practical demonstration, video or podcast, annotated visual report, media analysis, research inquiry.

Unit 3 and 4 Assessment Overview
School assessed coursework for Unit 3 contributes 30 per cent to the study score.
School assessed coursework for Unit 4 contributes 30 per cent to the study score.
The end of year examination contributes 40 per cent to the study score.
Further information
Can be obtained by visiting the VCCA website:
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/foodstudies/Pages/Index.aspx

Product Design and Technology

In VCE Product Design and Technology, students design and make three-dimensional products using a range of construction materials. The range of materials that may be used include wood, metal, plastics and textiles.

Unit 1 - Sustainable product redevelopment
This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability.

Unit 2 – Collaborative Design
In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

Unit 3 - Applying the product design process
In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

Unit 4 - Product development and evaluation
In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design

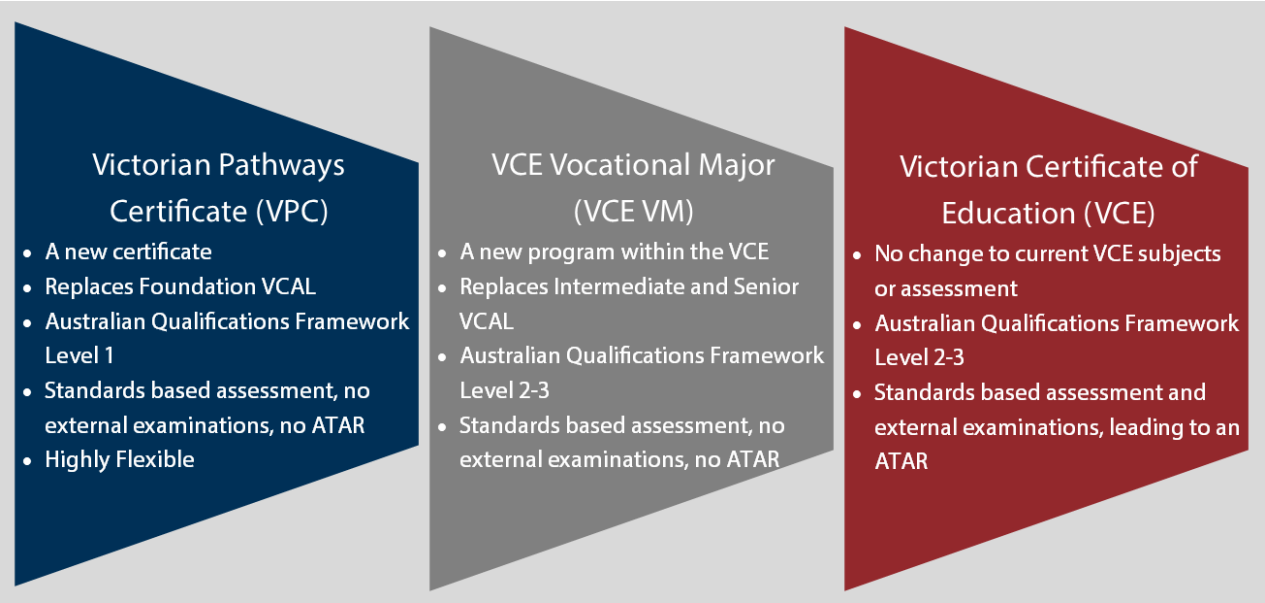
factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

Assessment
Assessment is conducted in a range of ways including:
Design Folio, finished product and records of production and modifications, short written report including materials testing or trialling activities, oral presentation, practical demonstration, video or podcast, case study analysis, Structure annotated design brief, structured questions, or annotated visual report.

Unit 3 and 4 Assessment Overview
School-assessed Task, in Unit 3 and 4, contributes 50 per cent of the study score.
School assessed coursework for Unit 3 contributes 12 per cent to the study score.
School assessed coursework for Unit 4 contributes 8 per cent to the study score.
The end of year examination contributes 30 per cent to the study score.

Further information
Can be obtained by visiting the VCCA website:
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/productdesign-and-technology/Pages/Index.aspx

Year 11 and 12 Pathways



VCE-VM and VPC

From 2023, the VCE Vocational Major (VCE-VM) will replace the existing VCAL 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 an agency needed to prepare for the world of work and further education and training.

The Victorian Pathways Certificate (VPC) is an inclusive Year 11 and 12 certificate that will meet the needs of the minority of students not able or ready to complete a certificate at the VCE level. The VPC is at Australian Qualifications Framework Level 1 and not recognised as a senior secondary certificate.

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 and VPC 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.

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-VM Numeracy (or any other VCE 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

Victorian Pathways Certificate

- To meet the completion requirements, students will need an 'S' (satisfactory completion) for a minimum of 12 units which must include:
    - at least 2 units of VPC or VCE-VM Literacy
    - at least 2 units of VPC or VCE-VM Numeracy
    - at least 2 units of VPC Personal Development Skills
    - at least 2 units of VPC Work Related Skills
- Students can include other VCE units or VET studies in their learning program
- You can also receive structured workplace learning recognition

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 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

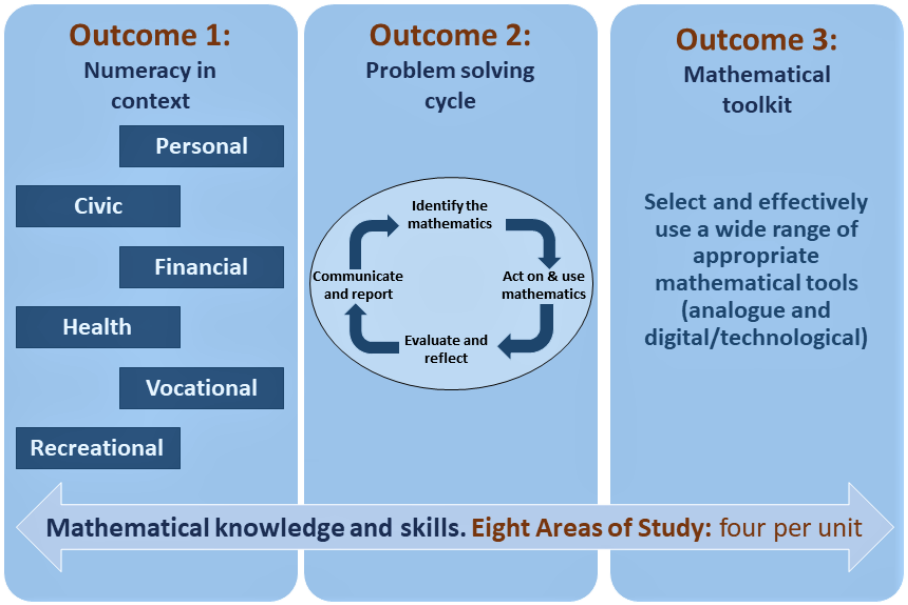
A variety of tasks that allow students to demonstrate satisfactory achievement of their course outcomes are used and may include; case studies, essays, summaries and annotations, brochures and pamphlets, speeches, blogs, podcasts etc

Further information regarding the VCE VM Literacy study design can be found utilising the following link:

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

VCE VM Numeracy

Numeracy empowers students to use mathematics to make sense of the world and apply mathematics in a context for work, citizenship, personal or social purpose. Numeracy gives meaning to mathematics, where mathematics is the tool (knowledge and skills) to be applied efficiently and critically. Numeracy involves the use and application of a range of mathematical skills and knowledge that arise in a range of different contexts and situations.



Unit 1 –

In Unit 1 students will develop their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies. Students study four areas of study; Number, Shape, Quantities & Measures and Relationships.

Unit 2 –

In Unit 2 students will develop and extend their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and identification and appropriate selection and use of relevant technologies. Students study four areas of study; Dimension & Direction, Data, Uncertainty and Systematics.

Unit 3 –

In Unit 3 students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies.

Students study four areas of study; Number, Shape, Quantities & Measures and Relationships. The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.

Unit 4 –

In Unit 4 students further develop, enhance and extend their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and use of, evaluation and justification of appropriate technologies.

These units provide students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

Students study four areas of study; Dimension & Direction, Data, Uncertainty and Systematics. The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.

Assessment

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, presentations and portfolios.

Further information regarding the VCE VM Numeracy study design can be found utilising the following link:
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/VCEVMNumeracy/Pages/Index.aspx

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

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.

Further information regarding the VCE VM Personal Development Skills study design can be found utilising the following link: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/VCEVMPersonalDevelopmentSkills/Pages/Index.aspx

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

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.

Further information regarding the VCE VM Work Related Skills study design can be found utilising the following link: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/VCEVMWorkRelatedSkills/Pages/Index.aspx

VET

For further information about the VET subjects offered, please contact VET Co-ordinator, Colin Huddy colin.huddy@education.vic.gov.au or a member of the careers team.
Note – these subjects are offered to Year 11 & 12 students only.

Subjects Offered

VCE / VET Program	Certificate code and title	Study score available	Provider
Building and Construction	22338VIC Certificate II in Building and Construction (pre-apprenticeship) (partial completion)	No	Bendigo Kangan Institute
Engineering	22470VIC Certificate II in Engineering Studies	Yes	Bendigo Kangan Institute
Kitchen Operations	SIT20416 Certificate II in Kitchens Operations	Yes	Bendigo Kangan Institute
Salon Assistant (Hair)	SHB20216 Certificate II in Salon Assistant	No	Bendigo Kangan Institute
Retail Cosmetics	SHB20116 Certificate in Retail Cosmetics	No	Bendigo Kangan Institute

VCE VET Building and Construction

22338VIC 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 22338VIC Certificate II in Building and Construction Pre-apprenticeship

Program structure

22338VIC Certificate II in Building and Construction - Pre-apprenticeship (Partial completion)	
Compulsory Units	
Code	Unit of Competence Title
CPCCCM1014A	Conduct workplace communication
CPCCCM1015A	Carry out measurements and calculations
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry
CPCCWHS1001	Prepare to work safely in the construction industry
VU22014	Prepare for work in the building and construction industry
HLTAID002	Provide basic emergency life support
VU22022	Identify and handle carpentry tools and equipment

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 https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/buildconst.aspx

VCE VET Engineering

22470VIC – Certificate II in Engineering Studies

Provider Bendigo Kangan Institute

VCE Credit Students who complete the two year program, 22470VIC 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.

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 structure

22470VIC Certificate II in Engineering Studies	
Compulsory Units	
Code	Unit of Competence Title
MEM13014A	Apply principles of Occupational Health and Safety in work environment
MEM18001C	Use hand tools
VU22329	Report on a range of sectors in the manufacturing, engineering and related industries
VU22330	Select and interpret drawings and prepare three dimensional (3D) sketches and drawings
VU22334	Produce basic engineering components and products using fabrication and machining operations
VU22332	Apply basic fabrication techniques
MEMPE006A	Undertake a basic engineering project
VU22333	Perform intermediate engineering computations (F/M/T)
MEM18002B	Use power tools/hand held operations
VU22336	Perform metal fabrication operations
VU22337	Perform basic welding and thermal cutting processes to fabricate engineering structures

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 https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/engineering.aspx

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.

SHB20216 – Certificate II in Salon Assistant	
Compulsory Units	
Code	Unit of Competence Title
BSBWHS201	Contribute to health and safety of self and others
SHBHBAS001	Provide shampoo and basin services
SHBHBAS002	Provide head, neck and shoulder massages for relaxation
SHBHDES001	Dry hair to shape
SHBHDES002	Braid hair
SHBHIND001	Maintain and organise tools, equipment and work areas
SHBXCCS001	Conduct salon financial

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

- https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/buildconst.aspx

VCE VET Retail Cosmetics

SHB20116 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.

SHB20116 – Certificate II in Retail Cosmetics	
Compulsory Units	
Code	Unit of Competence Title
BSBUS201	Participate in environmentally sustainable work practices
BSBWHS201	Contribute to health and safety of self and others
SHBBCCS001	Advise on beauty products and services
SHBBMUP002	Design and apply make-up
SHBBMUP003	Design and apply make-up for photography
SHBBRES001	Research and apply beauty industry information
SHBXCCS001	Conduct salon financial transactions
SHBXCCS003	Greet and prepare clients for salon services
SHBXCCS004	Recommend products and services
SHBXIND001	Comply with organisational requirements within a personal services environment
SHBXIND002	Communicate as part of a salon team
SIRRINV001	Receive and handle retail stock
SIRRMER001	Produce visual merchandise displays
SIRXIND003	Organise personal work requirements
SIRXSLS001	Sell to the retail customer

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

https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/buildconst.aspx

VCE VET Certificate II in Kitchens Operations

SIT20416 – Certificate II in Kitchen Operations

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

Over two years students will complete Certificate II in Kitchens Operations. This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills to prepare food and menu items. They are involved in mainly routine and repetitive tasks and work under direct supervision. This qualification does not provide the skills required by commercial cooks, which are covered in SIT30816 Certificate III in Commercial Cookery.

SIT20416 Certificate II in Kitchens Operations – 1st Year	
Compulsory Units	
Code	Unit of Competence Title
BSBWOR203	Work effectively with others
SITHCCC001	Use food preparation equipment
SITHCCC002	Prepare and present simple dishes
SITHCCC005	Prepare dishes using basic methods of cookery
SITHIND002	Source and use information on the hospitality industry
SITHKOP001	Clean kitchen premises and equipment
SITXFSSA001	Use hygienic practices for food safety
SITXINV002	Maintain the quality of perishable items
SITXWHS001	Participate in safe work practices

SIT20416 Certificate II in Kitchens Operations – 2nd Year	
Compulsory Units	
Code	Unit of Competence Title
SITHCCC006	Prepare appetisers and salads
SIThCCC007	Prepare stocks, sauces and soups
SITHCCC008	Prepare vegetable, fruit, eggs and farinaceous dishes
SITHCCC011	Use cookery skills effectively
SITHCCC012	Prepare poultry dishes

Career opportunities

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

Useful Link https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/buildconst.aspx

NOTES: